PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Kelly-Pharr Elementary School Campus Improvement Plan 2023-2024

Board Approved:

Vision

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

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

2023-2024 School Board Members

Dr. Cynthia Gutierrez, President

Carlos G. Villegas Jr., Vice-President

Diana Serna, Secretary

Yolanda Castillo, Assistant Secretary

Jesus “Jesse” Vela Jr., Member

Jesus “Jesse” Zambrano, Member

Jorge Zambrano, Member

2023-2024 Superintendent Cabinet and Senior Staff

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*

Dr. 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*

Mario Bracamontes, *Sustainability Administrator*

Vision

All elementary children should develop an understanding of the past and identification with the present to excel in an ever-changing world, become responsible, ethical members of our society.

Mission

The faculty of Kelly-Pharr Elementary School affirm their commitment to excellence in education. To fulfill this commitment, we are dedicated to providing bi-literate learning opportunities for all elementary students in accordance with their needs, backgrounds, interests, and abilities. In our school program we strive to provide a bi-literate balanced curriculum emphasizing academic and social growth and integrating the ideals of democracy and citizenship. We provide the opportunity for the students to have their needs met as they develop individual abilities in a democratic, bi-literate atmosphere: an atmosphere where the students can contribute to be part of the whole. The culmination of our efforts is to instill in our students a lifelong love of learning in two languages thus leading to renowned college and career readiness at the highest levels of success.

Kelly-Pharr Elementary School
Campus Site Based Decision Committee Members

Emma Treviño- PK3 Teacher
Jo Meza - Kindergarten Teacher
SanJuanita Cerda- First Grade Teacher
Patricia Castro - Second Grade Teacher
Susana Ramos - Third Grade Teacher
Delma Martinez- Fourth Grade Teacher
Pedro Torres- Fifth Grade Teacher
Victoria Zavala- Special Forces
Maria Hernandez - Librarian
Joanna Molina- CLL
Marlene Ponce - Instructional Paraprofessional
Elias Macias - Custodian
Perla Ramirez- Parent
Elaisa Palacios- Community Member
Claudia De La Cruz - Counselor
Sintia Lopez - Assistant Principal
Guadalupe C. Garza- Principal

Executive Summary

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

GOAL AREAS:

GOAL AREAL 1 – Student Achievement

GOAL AREA 2 - Closing the Gaps

GOAL AREA 3 – Improve Culture and Climate

GOAL AREA 4 – Increase Staff Quality, Recruitment and Retention

THE STATE OF TEXAS PUBLIC EDUCATION MISSION, ACADEMIC GOALS AND OBJECTIVES

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report
2. 2023-2024 Campus Attendance
3. 2023-2024 TPRI/Tejas Lee Campus Summary Report
4. 2023-2024 Circle Data
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. T-TESS Teacher Evaluations
10. Teacher Professional Development Plans
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. 2023-2024 Campus Benchmark Data

Comprehensive Needs Assessment

Demographics

<u>All Students</u>

The following sources from across our campus were used to review the Economically Disadvantaged data by the SBCDM: State of Texas Assessments of Academic Readiness (STAAR) results, and Domain III to determine strengths and needs of our All Students.

Needs:

As evidenced in the 2023 STAAR assessments , the results show an achievement gap as follows:

- In 3rd grade Reading, the achievement gap between Eco D. and All students is 1% at the meets level.
- In 3rd grade Mathematics, the achievement gap between Eco D. and All students is 2% at the meets level.
- In 5th grade Reading, the achievement gap between Eco D. and All students is 2% at the meets level.
- In 5th grade Mathematics, the achievement gap between Eco D. and All students is 2% at the meets level.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued

<u>Emergent Bilingual Learners (EB):</u>

The following sources from our campus were used to review the English Learners data results by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EB students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In 3rd grade Reading, the achievement gap between EB. and All students is 7% at the meets level.
- In 3rd grade Mathematics, the achievement gap between EB. and All students is 14% at the meets level.
- In 4th grade Reading, the achievement gap between EB. and All students is 4% at the meets level.
- In 4th grade Mathematics, the achievement gap between EB. and All students is 3% at the meets level.
- In 5th grade Reading, the achievement gap between EB. and All students is 4% at the meets level.
- In 5th grade Mathematics, the achievement gap between EB. and All students is 4% at the meets level.
- In 5th grade Science, the achievement gap between EB. and All students is 10% at the meets level.

Comprehensive Needs Assessment

Demographics Summary Continued

Special Education:

The following sources from across our campus were used to review the Special Education data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Special Education students.

Needs:

Domain III: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In 3rd grade Reading, the achievement gap between Sp. Ed. and All students is 12% at the meets level.
- In 4th grade Reading, the achievement gap between Sp. Ed. and All students is 14% at the meets level.
- In 4th grade Mathematics, the achievement gap between Sp. Ed. and All students is 13% at the meets level.
- In 5th grade Reading, the achievement gap between Sp. Ed. and All students is 8% at the meets level.
- In 5th grade Mathematics, the achievement gap between Sp. Ed. and All students is 8% at the meets level.

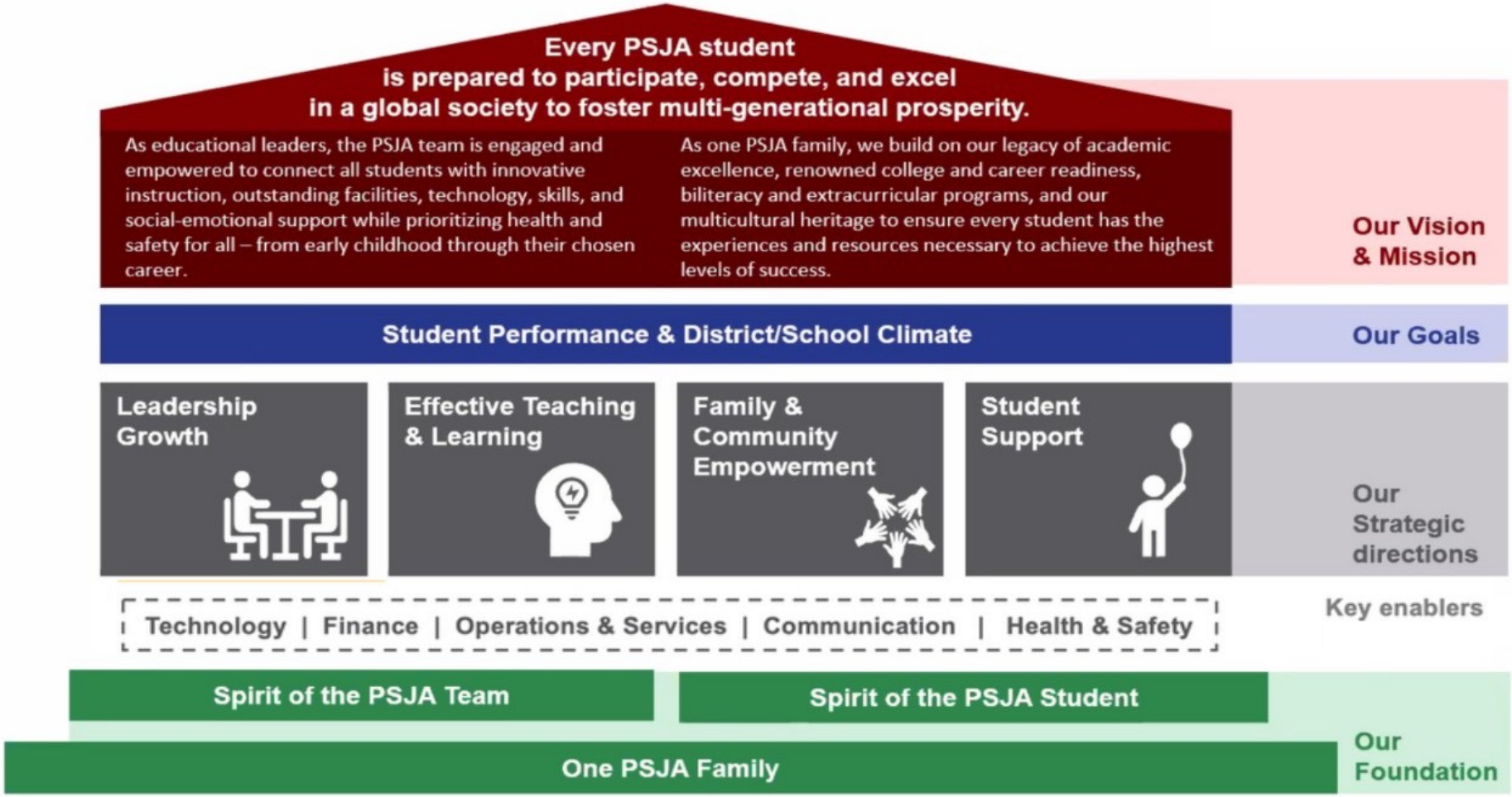
Personnel Needs: Kelly-Pharr Elementary work will continue to work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively. Professional development for all teachers needs to occur that will target differentiated instruction.

Campus Demographics

	ALL	SPED	EB	MIGRANT	ECD	GT
Number	678	101	305	6	628	
Percent	100	14.89	44.9	.884	92.62	

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	678	671	0	0	7	0
Percent	100	98.06	0	0	1.03	0

2023-2024 Strategic Planning Framework



Student Achievement Summary 2022, 2023

	Kelly-Pharr 2022	Kelly-Pharr 2023	Goals 2024
Domain I Student Achievement	73	77	82
Domain II part A School Progress Academic Growth	92	73	80
Domain II part B School Progress Relative Performance	82	86	91
Domain III Closing the Gaps	87	81	86

Kelly-Pharr Elementary School

Goals

-Improve students' literacy
-Improve and increase daily attendance rate
-Improve academic achievement in all areas
-Improve social and emotional well being for all

Objectives

-Increase percentage of students reading on grade level
-Build students
- Improve staff and student learning
-Provide programs relevant to the needs and interests of the Kelly-Pharr Elementary School community
--Identify the needs of the school community to improve school climate
-Improve staff skills in effectively addressing Home/School/Community
-Improve state test scores
-Improve on sustainability goals
-Improve on Dual Language Program implementation

2023-2024 Kelly-Pharr Campus Goals

3rd Grade Mathematics

Goals 2024		2022	2023
Approaches	83	61	78
Meets	52	41	47
Masters	24	26	19

4th Grade Mathematics

Goals 2024		2022	2021
Approaches	65	64	40
Meets	45	39	40
Masters	25	20	20

5th Grade Mathematics

Goals 2024		2022	2023
Approaches	87	75	82
Meets	60	51	55
Masters	30	25	25

2023-2024 Kelly-Pharr Campus Goals

3rd Grade Reading

Goal 2024		2022	2023
Approaches	88	66	83
Meets	62	30	57
Masters	62	12	57

4th Grade Reading

Goals 2024		2022	2023
Approaches	83	66	83
Meets	46	30	57
Masters	16	12	57

5th Grade Reading

Goals 2024		2022	2023
Approaches	85	74	80
Meets	60	49	55
Masters	34	24	29

2023-2024 Kelly-Pharr Campus Goals

5th Grade Science			
2024 Goal		**2022**	**2023**
Approaches	73	65	68
Meets	51	38	46
Masters	28	17	23

Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1 Student Achievement (*Scale Score)	Academic Achievement	• FC Overall- 96 • 3rd Grade Reading-92 • 5th Grade Reading-83 • 5th Grade Math-82	• MG Overall- 49 • 4th Grade Math- 69 • 4th Grade Reading- 72 • 5th Grade Science- 73	• All students will receive additional support and intensive interventions in reading, math and science. • Provide professional development to ensure teachers understand the level of rigor on the state assessment for their grade level.
	Technology	• CIT Monthly trainings • Implementation of technology in lesson • Computer assisted instruction in computer labs and classroom setting.	• Student typing skills • Integration into curriculum with rigor • Enrich student engagement using technology	• Integration into curriculum with rigor • Student typing skills • Integration into curriculum with rigor • Enrich student engagement using technology
	Special Populations	• 3rd Grade Reading ECD- 91 • 3rd Grade Reading EBs- 89 • 4th Grade Reading FC- 92 • 4th Grade Math FC- 100 • 5th Grade Reading ECD- 80 • 5th Grade Reading MG- 92 • 5th Grade Math ECD- 80 • 5th Grade Math EBs- 80 • 5th Grade Math MG- 92	• 3rd Grade Math Sp. Ed.- 67 • 4th Grade Reading ECD- 69 • 4th Grade Reading EBs- 67 • 4th Grade Reading Sp. Ed.- 58 • 4th Grade Math ECD- 67 • 4th Grade Math EBs- 60 • 4th Grade Math Sp. Ed.-53 • 5th Grade Science EBs- 65	• EB, Special Education and ECD students will receive additional support and intensive interventions in reading, math and/or science. • Provide professional development to ensure teachers understand the level of rigor on the state assessment for their grade level.

2 Closing the Gaps	Student Targets	• Reading:
		  • Meets 51%
		  • Masters 32%
			• Math:
			  • Meets 47%
			  • Masters 21%
			• Science:
			  • Meets 46%
			  • Masters 23%
			•Increase the percent of Meets and Masters by 5% in Math and Science
				• All students will receive additional support and intensive interventions in math and science in order to increase meets and masters levels.
				• Provide professional development to ensure teachers understand the level of rigor on the state assessment for their grade level.

	Academic Growth	Domain II- Part B- Relative Performance Scale Score of 86	Domain II- Part A- Academic Growth Scale Score of 73	• Analyze data and identify student growth scores • Create detailed lesson plans and action plan to increase academic growth by 5%

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3 Improve Safety, Public Support, Culture and Climate	Family and Community Involvement	• Open House • Meet the Teacher Night • Volunteer Program • Evening Programs • Academic Night • Literacy Evening • Customer Care Service Training for District Dept., Campus Admin, and Counselors	• Planning Family Events • Increase in parent participation on informational and training sessions. • Parents will be connected with community partners and resources.	• Planning Family Events • Increase in parent participation on informational and training sessions. • Parents will be connected with community partners and resources.
	School Culture and Climate Improve School Safety	• Training for faculty and staff on student sexual abuse and neglect, bullying and suicide. • Leader in Me Program Implementation • Sustainability Program • Customer Care Service Training for Admin and Counselors • Security measures in place • Safety practices in place	• Improve student attendance • Improve student social and emotional learning knowledge and skills will increase. • Train staff on customer care service • Continue implementing Sustainability Goals • Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships. • Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety	• Improve the management, attendance education and social emotional education and implementation. • Staff training on customer care service • Celebrate • Implement Sustainability Goals • Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships. • Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety
	Attendance and Recruitment	• Customer Care Service for Admin and Counselors • Parent Contact • Attendance incentives	• Improve student attendance • Incentives/ Celebrations • Home visits • Train staff on customer care service	• Increase attendance by 2% to reach goal of 98% • Staff training on customer care service • Celebrate
4 Increase	Staff Quality, Recruitment, and Retention	• Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom.	• Staff development and support for new teachers and 2nd year teachers • Alignment of T-TESS observation and walkthrough • SGM training for teachers • Staff recognition	• Staff development and support for new teachers and 2nd year teachers • T-TESS training for teachers • SGM training for teachers • Celebrate student and teacher

GOAL AREA PRESENTATION

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2024 students at Kelly Pharr Elementary will increase the meets and masters level on STAAR by 10%.
Objective 1:	All students will increase reading , math, and science in STAAR scores by 5%.

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 and drive interventions, professional development, and resources.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	District Curriculum, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program, Progress Learning, STAAR release questions, AR, MyOn, EPIC, STAAR Renaissance, Think Up,Forde-Ferrier (Writing, Reading, RTI, etc.), SSRW, Kamico, Estrellita, Writing Fast Focus, Math TEKSing, Imagine Learning Math, Rhythm Bee Software, Mentoring Minds, CIF Strategies, F5s, Comp. Lab, laptops, tablets, document cameras, headphones, etc	August 2023-June 2024	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas, staff development, staff planning, tutoring, interventions, schedules, all program reports, implementation of sustainability program goals	Increase of academic performance of ALL students in designated TEKS.	Weekly assessments, CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, SCE Funds, Bilingual Funds, Local Funds, ESSER Funds, etc.

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (weekly, bi-weekly, spiraled)

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 and masters level

3)Use assessment data to drive intervention plans and build intervention time in every level/ Professional Development based on student's needs.

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
Students centered approach to target and monitor student TEKS mastery.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff and all other program staff listed above	Student friendly TEKS descriptors, Progress Learning, Lead4Ward, DMAC, data tracking sheets, and all programs/resources listed above.	August 2023-June 2024	Student Goal Binders, tracking sheets, Progress Learning, Istation reports, walk throughs	Walk throughs, review of student goal binders, data wall, Increase of academic performance of ALL students in designated TEKS.	Weekly assessments ,CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Action Steps

1)Students will create an goal binder tracking their TEKS progress and understanding.

2)Data wall targeting quintiles and TEKS mastery

3) Teacher-student conferences to discuss and give feedback.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher and instructional centered approach to target and monitor	Teachers, Campus Admin., CLL, Special Forces, Support	Lead4Ward Field Guides, TEKS, Review of	August 2023-June 2024	Walk throughs, review of student goal binders, data wall, Increase of academic	Weekly assessments 1, Benchmark 1 and 2,	Weekly assessments 1, Benchmark 1 and	Teacher decision making regarding assessments, effective and timely

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2024 students at Kelly Pharr Elementary will increase the meets and masters level on STAAR by 10%.
Objective 2:	EB students will increase reading (English and Spanish), math, and science by 5%.

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 and drive interventions	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	District Curriculum, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program, Progress Learning, STAAR release questions, AR, MyOn, EPIC, STAAR Renaissance, Think Up,Forde-Ferrier (Writing, Reading, RTI, etc.), SSRW, Kamico, Estrellita, Writing Fast Focus, Rhythm Bee Software, DLP Resources, Math TEKSing, Imagine Learning Math, SummitK-12, CIF Strategies, F5s, Comp. Lab, laptops, tablets, document cameras, headphones, etc	August 2023-June 2024	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas, staff development, staff planning, tutoring, interventions, schedules, all program reports, implementation of sustainability program goals, SummitK-12	Increase of academic performance of EB students in designated TEKS and TELPAS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests TELPAS	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, SCE Funds, Bilingual Funds, Local Funds

Action Steps
1)Use ongoing district built formative and summative assessments by grade levels (weekly-weekly, spiraled)
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 and masters level
3)Use assessment data to drive intervention plans and build intervention time into the day at every level/ Provide professional development for teachers based on student needs.
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
Students centered approach to target and monitor student TEKS mastery.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	Student friendly TEKS descriptors, Progress Learning, Lead4Ward, DMAC, data tracking sheets, DLP, and all programs, resources listed above.	August 2023-June 2024	Student Goal Binders, tracking sheets, Progress Learning, Istation reports, walk throughs, SummitK-12	Walk throughs, review of student goal binders, data wall, Increase of academic performance of EB students in designated TEKS and TELPAS.	Weekly assessments 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests TELPAS	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, Bilingual Funds, Local Funds

Action Steps
1)EB Students will create a goal binder tracking their TEKS progress and understanding.
2)Data wall targeting quintiles and TEKS mastery.
3) Teacher-student conferences to discuss and give feedback.

						Formative/ Summative

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2024 students at Kelly Pharr Elementary will increase the meets and masters level on STAAR by 10%.
Objective 3:	Special Education students will increase reading, math, and science by 5%.

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 and drive interventions.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	District Curriculum, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program, Progress Learning, STAAR release questions, AR, MyOn, EPIC, STAAR Renaissance, Mentoring Minds, Think Up,Forde-Ferrier (Writing, Reading, RTI, etc.), SSRW, Kamico, Estrellita, Writing Fast Focus, Rhythm Bee Software, Math TEKSing Imagine Learning Math, MM, DLP Resources, SummitK-12, Letrs, Systems 44, CIF Strategies, F5s, Comp. Lab, laptops, tablets, document cameras, headphones, etc	August 2023-June 2024	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas, staff development, staff planning, tutoring, interventions, schedules, all program reports, implementation of sustainability program goals, SummitK-12, Letrs, Systems 44	Increase of academic performance of SpEd students in designated TEKS.	Weekly assessments, CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty Title 1 funds, SCE Funds, Bilingual Funds, Local Funds

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (weekly,bi-weekly, spiraled)

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 and masters level

3)Use assessment data to drive intervention plans and build intervention time into the day at every level/ Professional development based on student's needs.

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
Students centered approach to target and monitor student TEKS mastery.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Special Education Support Staff, Comp. Lab Staff	Student friendly TEKS descriptors, Progress Learning, Lead4Ward, DMAC, data tracking sheets, DLP, Letrs, Systems 44 and all programs/ resources listed above.	August 2023-June 2024	Student Goal Binders, tracking sheets, Progress Learning, Istation reports, walk throughs, Letrs, Systems 44	Walk throughs, review of student goal binders, data wall, Increase of academic performance of SpEd students in designated TEKS.	Weekly assessments, CBA 1, Benchmark 1 and 2, STAAR, Student Learning Objectives Pre/Post Tests	Teacher decision making regarding assessments, effective and timely assistance to students experiencing difficulty, Title 1 funds, Bilingual Funds, Local Funds

Action Steps

1)Students will create a goal binder tracking their TEKS progress and understanding.

2)Data wall targeting quintiles and TEKS mastery.

3) Teacher-student conferences to discuss and give feedback.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative

Goal Area

GOAL AREA 2: Closing The Gaps

Goal Area 2:	Closing The Gaps
Annual Goal 5:	By June 2024 , 51% of Kelly Pharr Elementary students will perform at the meets and masters levels on math STAAR
Objective 1:	ALL students will increase by 5% at the meets and masters levels on the math STAAR

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Conduct vertical and horizontal planning with teachers in math -Collect and assess data to monitor student progress and drive interventions, professional development, and resources.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Comp. Lab Staff	District Curriculum, Sharon Wells, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program, Progress Learning, STAAR release questions, Imagine Learning Math, Think Up, Math TEKSing, Kamico, Mentoring Minds, CIF Strategies, F5s, Comp. Lab, laptops, tablets, document cameras, headphones, etc.	August 2023-June 2024	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas, staff development, staff planning, tutoring, interventions, academies, schedules, all program reports, implementation of sustainability program goals	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty- -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1-Collect and assess data to monitor student progress and drive interventions CIF strategies and Fundamental 5s

2)Students will create a goal binder tracking their math progress and understanding

2)Data wall targeting quintiles and fluency mastery

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
Students centered approach to target and monitor student math TEKS mastery.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors	District Curriculum, Sharon Wells, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program, Progress Learning, STAAR release questions, Imagine Learning Math, Think Up, Math TEKSing, Kamico, Mentoring Minds, CIF Strategies, F5s, Comp. Lab, laptops, tablets, document cameras, headphones, etc	August 2023-June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Tutoring -Interventions (Academies)	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty-c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1) Tutoring and academies will be implemented through out the year based on student's needs

2)Data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the meets and masters levels

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
Teacher and instructional centered approach to target and monitor math TEKS delivery and mastery.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors	District Curriculum, Sharon Wells, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program,	August 2023-June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	-Closing the achievement gap among student groups -Increase academic	-Weekly Assessments -CBA I -BM I & II	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding

Annual Goal 4: By June 2024 , 51% of Kelly Pharr Elementary students will perform at the meets and masters levels on science STAAR

Objective 1: ALL students will increase by 5% at the meets and masters levels on the science STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Conduct vertical and horizontal planning with teachers in science -Collect and assess data to monitor student progress and drive interventions, professional development, and resources.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	District Curriculum, Lead4Ward, DMAC,DLP, ISTATION, Sustainability Program, Progress Learning, STAAR release questions, AR, MyOn, EPIC, Think Up, Kamico, Forde-Ferrier Science, STEMS-SCOPES, Living with Science, Legends of Learning, Mentoring Minds, CIF Strategies, F5s, Comp. Lab, laptops, tablets, document cameras, headphones, etc	August 2023-June 2024	lesson plans, walk throughs, DMAC reports, progress monitoring reports, TCLC agendas, staff development, staff planning, tutoring, interventions, schedules, all program reports, academies. implementation of sustainability program goals	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty- -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1)Science lab teacher and 5th grade team will conduct professional development trainings with other grade level teams that target areas of need./ Vertical alignment meetings.

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
Target science vocabulary that will deepen student understanding of science concepts. Sustainability Program goals implemented.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	-District Curriculum -Fusion- Scienesaurauss-Kamico-Forde Ferrier-Mentoring Minds-STAAR Release Assessments (BM I & II)-Lead4ward Field Guides, and any other program /resources listed above.	August 2023-June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Tutoring -Interventions (Academies)	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty-c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1) Tutoring and academies will be implemented through out the year based on student's needs.

2) Professional development based on student's needs.

3) All grade levels will support science vocabulary and concepts through science curriculum and sustainability goals.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students will participate in the campus/district wide science fair.	Teachers, Campus Admin., CLL, Special Forces, Support Staff, District Staff, Tutors, Science Lab Teacher, Comp. Lab Staff	-District Curriculum Fusion-STAAR Release Assessments (BM I & II), Science fair project guide and any other program/ resources listed above	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, STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- -Reform Strategies- -Teacher Decision Making Regarding Assessments- -Effective & Timely -Assistance to students experiencing difficulty-

GOAL AREA PRESENTATION

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

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. Students will celebrate positive actions. Increase student attendance	Teachers Principals Counselor Special Forces District Staff Parental Involvement Staff	*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys *Rhythm Bee Music Software *Leader In Me *ClassDojo or other communication platforms *Refreshments	Aug. 2023 – August 2024	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys *Student Celebrations	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement *Increase in Student Attendance	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through Software/Portal	Title I: #2, #9, #10 Local Funds ESSER Funds Bilingual Funds

EAction Steps

1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period

2) Deliver virtual Social Emotional Learning Student Academies/ Celebrations

3) Analyze data collected from Panorama SEL skills surveys and needs assessments/ Leader in Me program implementation and professional development.

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 Students will celebrate positive actions. Increase student attendance	Teachers Principals Counselor Special Forces District Staff Parental Involvement Staff	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback Leader in Me *Rhythm Bee Music Software *ClassDojo or other communication platforms *Refreshments	Aug. 2023 – August 2024	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys *Student Celebrations	*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 Local Funds ESSER Funds Bilingual Funds

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 Celebrate milestones.	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors *District Staff *Special Forces *Parental Involvement Staff	*PowerPoint Presentations *ClassDojo or other communication platforms *Timelines *Incentives *Tools and resources to monitor its effectiveness *Customer Care Training *Refreshments	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 Local Funds ESSER Funds Bilingual Funds

Action Steps

1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics/ Celebrations

2) Train teachers and staff on the counseling and guidance lessons and resources

3) Receive Customer Care Training

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 Celebrate milestones.	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors *District Staff *Special Forces *Parental Involvement Staff	*Lessons on SEL interventions **ClassDojo or other communication platforms *Curriculum timeline *Incentives *Tools and resources to monitor its effectiveness *Positive reinforcement incentives *Refreshments	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 Local Funds ESSER Funds Bilingual Funds

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

3) Students and staff will celebrate milestones

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 *Campus Admin. *Campus Staff *Campus Security Officer *Campus Police Officer	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits *Secured Monitored Entrance School Doors *Secure Access Doors *Walkie-Talkie *Rechargeable Flashlights *Safety modifications on doors, locks, equipment *Medical resources, equipment, tools *Outside Fencing *Privacy Screening for Windows	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation *Campus safety features implemented through-out.	*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; fire drills

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 *Campus Admin. *Campus Staff *Campus Security Officer *Campus Police Officer	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys *Secured Monitored Entrance School Doors *Secure Access Doors *Walkie-Talkie *Rechargeable Flashlights *Safety modifications on doors, locks, equipment *Medical resources	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Campus safety features implemented through out.	*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

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, 20% increase in parent participation on 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 in English and Spanish.	*Parental Director *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator *Region One Director *Teachers *Campus Admin *Campus Staff	*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 *Social Media Platforms *ClassDojo Program *Refreshments	August 2023-June 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 Local Funds ESSER Funds Bilingual Funds

Action Steps

1) Implement PSJA Family Learning Academies

2) Provide campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)/ DLP Implementation/ Sustainability Program

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 in English and Spanish.	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Counselor *Teachers *Campus Admin *Campus Staff	*District Social Media *Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings *Social Media Platforms *ClassDojo Program *Refreshments	August 2023-June 2024	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar *Counselor's Café Calendar	*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 Local Funds ESSER Funds Bilingual Funds

Action Steps

1) Conduct 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, classdojo, and social media outlets to promote parent participation

3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Goal Area 3:	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 2:	By June 2024, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors in English and Spanish.	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters *Counselors *Teachers *Campus Admin *Campus Staff	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures *Social Media Platforms *ClassDojo Program *Refreshments	August 2023-June 2024	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6 Local Funds ESSER Funds Bilingual Funds

Action Steps

1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses

2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.

3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners *Counselors *Teachers *Campus Admin *Campus Staff	*Parent Survey Results *Program Needs Assessment *Social Media Platforms *ClassDojo Program *Refreshments	August 2023-June 2024	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6 Local Funds ESSER Funds Bilingual Funds

Action Steps

1) Analyze grant specifications and/or community program key points addressing goals and expectations

2) Create community service projects based on parent needs/feedback/surveys

Goal Area

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	Update the Instructional Focus Walkthrough form to align to T-TESS Teacher Evaluation System by December 2023.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to T-TESS evaluation system.	Principals, Assistant Principals, CLL, and Leadership Team	Instructional Focus Walk-Through Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	Complete by Fall 2023	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation	Review walk-through focus tool mid year and end of year.	Local funds

Action Steps

1) Retrieve the current walk-through from form for programmers.
2) Compare the current walk through form to the T-TESS teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.
3) Schedule meetings with teachers in order to provide feedback.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Update the Instructional Focus Walk-Through Form	Principals, Assistant Principals, CLL, Leadership Team	Instructional Focus Walk-Through form T-TESS Evaluation tool Pacing Guides Technology	Complete by Fall 2023	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on their delivery of instruction	Review walk-through focus tool mid-year and end of year.	Local Funds

Action Steps

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery.	Principals, Assistant Principals, CLL	Instructional Focus walk-through form Gathered data T-TESS Rubric	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on delivery of instruction	Review walk-through focus tool mid-year and end of year.	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Collect input from teachers,, CLL, and Leadership Team
2) Use feedback to revise and update form to meet campus needs.
3) Collect observation data on delivery of instruction.

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	August 2023-June 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	August 2023-June 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 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, CLL	Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Collaborative Learning Communities	August 2023-June 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices, delivery of instruction	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
1) Campus leadership will review walk-through data and identify areas of need.
2) Campus leadership will identify staff instructional needs and develop an action plan
3) Monitor and revise action plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, CLL, Reading Resource Teacher	Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Professional Learning Communities.	August 2023-June 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.
2) Provide professional development opportunities for staff
3) Review and monitor achievement of professional development goals.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by June 2024.
Objective 1:	Develop the skills in teachers needed to complete fair, valid teacher evaluations.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all campus teachers based on their professional development goals.	Principals, Assistant Principals, CLL	Funding, professional development needs data, professional development trainers, Research-Based Resources	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SGMs, T-TESS	T1 #3,#5

Action Steps

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all teachers based on professional individual development goals.	Principals, Assistant Principals	Funding, professional development needs data, professional developme nt trainers, calibration trainings opportunities	Quarterly	teacher evaluation a true reflection of teacher performance and student growth	Data showing increase alignment between teacher evaluation and student performance	T-TESS evaluation data, student performance data	T1 #3,#5

Action Steps

1) Schedule quarterly meetings for teacher evaluation Calibrations
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) Review teacher evaluations and compare to student performance.

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 June 2024.
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using T-TESS evaluation system twice per year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (T-TESS) to increase staff quality,	Campus principal, assistant principal, CLL	T-TESS Evaluation Tool, Materials	August 2023-June 2024	T-TESS evaluations, Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	T-TESS Evaluations	Local

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administration will receive annual T-T-ESS certification training	HR Dept. Executive Officers Principal Assistant Principal	T-TESS Evaluation Tool Materials T-TESS Guide-	August 2023-June 2024	T-TESS evaluations ER O Numbers	Continue providing annual T-TESS certification training	-HR Dept. -Executive Officers -Principal -Assistant Principal	T-TESS evaluation Tool , Materials

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

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 June 2024.
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

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 June 2024.
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director	PD funds	Quarterly	Professional development offered	Improved staff morale, and customer service	PD surveys	T1, #3, #5

Action Steps
1) Conduct PD goals survey
2) Work with staff to create trainings
3) Schedule and hold training

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff morale, and customer service, increase retention rate	PD feedback survey	T1 #3, #5

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

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by June 2024.
Objective 1:	All ESL ELA teachers will be certified by June 2024

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Identify areas of need and provide support to complete certification	Principals, Human Resources, Executive Officers, Chief of Staff, Chief of Instructions, ACTRGV, Dual Language Director	Staffing Reports, Certification records, SBEC, Funding	August 2023-June 2024	All teachers certified	Content Certified teacher in every classroom	Certification Exam	–Title I: #3 and #5

Action Steps

1) Meet with staff pending certification to find out needs

2) Provide training to prepare for testing.

2) Collect passing testing results to reimburse testing cost.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Schedule professional development opportunities in areas of need to improve quality of teaching	Office of Curriculum and Instruction, ACTRGV, Dual Language Dept.	TEA test preparation materials	August 2023-June 2024	100% ESL or bilingual teachers complete certification	–Teachers have knowledge to support the bilingual students and student's achievement increases	Certification Exam	–Title I: #3 and #5

Action Steps

1) Reimbursement for testing fees.

2) Evaluate PD feedback to ensure it meets needs

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by June 2024.
Objective 2:	All Elementary Bilingual teachers will be certified by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept	Letter	During Onboarding	Letter on file	All bilingual teachers certified	Complete Fed/State requirement	–Title I: #3 and #5

1) Advertise the vacancy requesting the bilingual certification

2) Monitor testing opportunities for success

3) Staff that complete testing may be considered for continued employment

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept.	funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students' academic needs	Improved scores for the bilingual students	STAAR	–Title I: #3 and #5

Action Steps

1) Review student performance data to determine areas needing support

2) Develop trainings and schedule the PD for teachers

3) Monitor and adjust as needed to support the teachers

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by June 2024.
Objective 3:	Campus will recruit certified teachers for hard to staff, teaching assignments.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Financial incentives are offered to recruit and retain staff in hard to staff dual credit teaching assignments	College Readiness, HR, HS EO,	Funding, Job Fairs, Recruitment efforts,	Early Spring	Hard to staff taught by certified campus teacher	Campus certified teacher	Increase in students certifications and college hours earned	Title I: #3 and #5

1) Meet with appropriate staff to identify needs

2) Target recruit based on needs

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional opportunities for hard to staff teachers.	College Readiness, HR, HS EO, Talent Development, Professional Development Director	Funding, Job Fairs, Recruitment efforts,	Fall, Spring, Summer	retention of high need teachers	Campus certified teacher	Increase in students' certifications and college hours earned	Title-I #3, #5

Action Steps

1) Survey to identify needs for growth trainings

2) Professional Development trainings

APPENDIX

Title I, Part A
School wide components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.