



**COLLEGE**<sup>3</sup>  
READY.CONNECTED.COMPLETE™



# Lyndon B. Johnson

Middle School

Pharr-San Juan-Alamo Independent School District  
Lyndon B. Johnson Middle School

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2023 Campus Improvement Plan



# Executive Summary

## Campus Improvement Plan: School Year 2023-2024

**Campus Name: Lyndon B. Johnson Middle School**

### Mission:

It is our philosophy that education is a **combined effort** of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby **all students**...

- will walk out of each classroom with an uplifted **self-esteem and their dignity intact**.
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a **strong desire to learn**.
- will use their natural talents and gifts daily for personal success in **academics, athletics, and the performing arts**.
- demonstrate the attributes of **strong moral character** through honesty, respect, integrity, compassion, loyalty, trust and caring.
- will be provided with a **safe environment** that promotes health and well-being.
- will find his/her **voice** and become a leader in their generation.
- will be **College Ready and College Connected** by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

### Demographics Summary:

The current enrollment of LBJ Middle School as of June 2023 is 915 students. The student population consists of 99% Hispanic, 0.6% White, 0.08% Black. Our students represent low socio-economic status of approximately 92.2% with 0.6% migrant students. Approximately 10.9% of our student population receive special education services, while 7.9% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 8.2% of our student population. The emergent bilingual population is approximately 41.1% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-98%. Most of our students live in North Pharr area and the neighborhoods which encircle our campus. We currently have [redacted] students who transfer into LBJ from various zones out of district.

### Comprehensive Needs Assessment Summary: Pending Update based on 2023 Accountability Report

LBJ Middle School received an overall grade of 87 out of 100 based on performance in three different areas, or domains on the 2022 Accountability Report. In the Student Achievement domain, our campus earned 74, which shows how much students know and can do at the end of the school year. The School Progress domain, 89 for LBJ, shows how students perform over time and how that growth compares to similar schools. LBJ scored 83 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

### Curriculum/ Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned to district and state standards that include college- and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling);
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.

### Summary of Goals:

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 by 5% in all subject areas and subgroups. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5% increase in Domains I, II, and a 10% increase in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between all students and special populations- Special Education and EBs. 100% of parents will have the opportunity to participate in school events and engagement activities. LBJ will continue to partner with community stakeholders to ensure student/campus success.

Linda Soto, Principal

[redacted], SBDM Teacher Leader

[redacted], SBDM Parent

# CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2023-2024

Linda G. Soto- Principal

Gina Saenz- Dean of Instruction

Jorge Castilleja- Assistant Principal

Luciano Lopez- Assistant Principal

Erica Rodriguez- Assistant Principal

Teachers	Non-Teaching Professionals
Amanda Alejandre *Secretary	Belinda Lizcano
	Diamantina Garcia
Nora Bonilla	Kimberly Ortega
Sonya Contreras	Adrian Alvarado
Jovan Caceres	Ellena Duran
Amelia Garcia	<b>Parents</b>
	Linda Huerta
Paloma Garcia Gallegos	Yulissa Chapa
Laura Navarro	<b>Community Member</b>
David Perez	Officer Jonathon Monroy
Yadira Pena	
	<b>Business Member</b>
	Jenna Grado
	<b>Non-Voting Member</b>
	Angelica Martinez Olmeda



# 2023-2024 School Board Members and Superintendent's Cabinet

## School Board Members

Dr. Cynthia A. Gutierrez  
President

Carlos G. Villegas, Jr.  
Vice-President

Diana Serna  
Secretary

Yolanda Castillo  
Assistant Secretary

Jesus "Jesse" Vela, Jr.  
Member

Jesus A. "Jesse" Zambrano  
Member

Jorge Zambrano  
Member

## District Leadership Team

Dr. Alejandro Elias  
Superintendent of Schools

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

# District Vision

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

# District Mission

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

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

*Adopted June 22, 2020 by the PSJA School Board of Trustees*

## **Campus Vision Statement: Learning and growing together to inspire tomorrow's global leaders.**

We, at LBJ Middle School, **believe** that **all** our students can learn and as educators, make it our mission to:

**Inspire** our students to be academically inquisitive and embrace a lifetime of educational growth.

**Educate** our students to be problem solvers who can communicate logically, creatively, and independently.

**Encourage** our students to have pride, respect, values, goals, and traditions for themselves, their school, and their community.

As a result, each student will have the opportunity to maximize his or her academic potential and become a productive, respectful member of society.

## **CAMPUS MISSION FOR EXCELLENCE**

School administrators, parents, and members of our community will provide support to the school personnel and the students of LBJ Middle School in order to promote an exceptional instructional program. As a result, students will exemplify respect, self-discipline and academic success. LBJ Middle School students will also gain the skills, knowledge, and values necessary for continuous productive learning.

## Comprehensive Needs Assessment

### Data Sources Examined

2022 and 2023 STAAR Results  
 2022 and 2023 TELPAS Results  
 2023 Accountability Summary Reports  
 2023 PEIMS Data  
 -attendance records  
 -discipline records  
 -grades  
 District/Campus Assessments- 2023 EOY

### Prioritized Needs

Needs	Data Source
<b>To increase performance of ALL students in Reading Language Arts and Social Studies</b>	2023 STAAR Results, 2023 Accountability Summary Reports, PEIMS Data, District Assessments
<b>To decrease the performance GAP between our ELL's and the rest of the student group in ALL content areas</b>	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, District Assessment, PEIMS Data; Attendance, Discipline and Grades Records
<b>To decrease the performance GAP between our Sp. Ed. Population and the rest of the student groups in ALL content areas</b>	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, District Assessment, PEIMS Data; Attendance, Discipline and Grades Records
<b>To increase our Student Progress for all students in the math, reading, science, and social studies</b>	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, District Assessment, PEIMS Data; Attendance, Discipline and Grades Records
<b>To continue to reduce our course failure rate every six weeks</b>	District Assessment, PEIMS Data; Attendance, Discipline and Grades Records

## Goal Area 1: Effective Teaching and Learning

### Goal Area 1: 1. Reading, Reading Language Arts, and Literacy

**Annual Goal:** Students achieving at the Approaches level in Grade 8 Reading will increase from 75% to 80% as measured by May 2024 STAAR Reading assessment.

**Objective 1:** The percent of 8th Grade Approaches level will increase by 5% by mid-December BM 1.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement collaborative strategic reading and Accelerated Reading fluency with fidelity throughout the school year.	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -All content teachers support -Spanish teachers -Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Accelerated Reading -MyOn Program -Implementation of CIF protocols -MackinVia- Online books -Progress Learning -IStation (pending district decision) -Newsela -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp - <a href="#">The Story of My Thinking</a> book	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports (STAR) -Fluency/ Comprehension Reports (AR/STAR) -Completed Graphic Organizers/ Thinking Maps -ISIP Reports -T-Tess Artifacts	-% Increase in Results -AR/STAR Screeners -Walk-Though Feedback Notes -Formal Observations -Post-Conference -StudySync Reports -IStation Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -TELPAS State Assessment	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, and Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Student identification using DMAC STAAR data and goal setting to achieve the Approaches level.
- Continue gathering necessary instructional resources including professional development. (Schaffer)
- Implement reading strategies in the classroom, monitor, and evaluate.
- Identify and Target students with a STAR reading level Pre-kinder through 3rd grade; monitor reading levels MOY

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Practice developing effective short-constructed and extended responses that answer analytical questions using The Jane Schaffer's Analytical Response to Literature strategies	RLA Teachers Inclusion Teachers Administration Jane Schaffer Advisors	-Jane Schaffer Training Materials -Jane Schaffer Professional Development -StudySync -PSJA Curriculum	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Writing Portfolios -Weekly Assessments -Benchmarks I & II -Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Completed Graphic Organizers/ Thinking Maps -T-Tess Artifacts -Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations -Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly Essays -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -TELPAS State Assessment	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, and Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Adjust the district Pacing Guide to reflect Jane Schaffer PD
- Continue gathering necessary instructional resources including professional development. (Schaffer)
- Participate in JSWP Short Constructed Response; literary and non-literary September 19<sup>th</sup>
- Attend JSWP Job-embedded Training Lesson Modeling of Short Constructed Response with student participation (JET Training) Oct. 24-26
- Participate in JSWP Workshop: STAAR Redesign Extended Constructed Response Literary and Non-Literary Jan. 17<sup>th</sup>
- Attend JSWP Job-embedded Training Lesson Modeling of the Extended Constructed Response with student participation (JET Training) Jan. 31-Feb.
- Participate in JSWP Job embedded Training; Lesson Observation and Coaching Individual Teachers March 6-8

## Goal Area 1: Effective Teaching and Learning

### Goal Area 1: 2. Mathematics

Annual Goal: Student achieving at meets level or above in Mathematics grade 6 through 8 will increase from **33% to 38%** as measured by 2024 STAAR Math Assessment.

**Objective 2:** The percent of students at the meets level will increase by 2.5% from **32%** every Benchmark throughout the 2023-24 school year

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement Individualized Plans with fidelity, Accelerated learning: Imaging Math, Tutoring, Blended learning with focus on technology	Assistant Principal Teachers Co-teachers	- DMAC - STAAR Formatted Resources - Ti-nspire Calculators, Imagine Math, Nearpod, Quizziz, Gimkit,IXL, Wordwall, Quizlet, Agilemind and College board -GO Math -Edulastic -Google Apps(slides and sheets) -Teachers Pay Teachers Teacher Made Resources -Student Incentives -Progress Learning	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs and DMAC reports	Walkthrough feedback and Student Data	Weekly assessments, Benchmark and STAAR test	-Comprehensive Need Assessment a,b,c -Reform Strategies-a,b,c -Teacher Decisions Making Regarding Assessment-a,b,c -Effective & Timely- Assistance to students experiencing difficulty-a,b,c -Integration of Fed, State and Local Services, Programs and Funds-a,b,c

#### Action Steps:

- Time for teachers to disaggregate data and to develop individualized plans.
- Intentional grouping (in class and in tutoring)
- Communicate effectively with students and parents about math expectations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide Professional development for teachers and co-teachers assigned to the area of math to deliver instruction at the meets and masters level.	Principal Dean of Instruction LIFE Coach	-STAAR release Assessments -Conference for the Advanced Mathematics Teaching (CAMT) -National Council of teachers of Mathematics (NCTM) -Teachers Teaching with Technology (T13) Professional Development	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Teacher Survey results, Program Reports, End of Six Weeks Survey Results	-Increase Academic Performance of Special Education on all BM, STAAR/EOC Assessments.	Weekly Assessments -BM1 and 2 -STAAR/EOC -TELPAS	-Comprehensive Need Assessment a,b,c -Reform Strategies-a,b,c -Teacher Decisions Making Regarding Assessment-a,b,c -Effective & Timely- Assistance to students experiencing difficulty-a,b,c -Integration of Fed, State and Local Services, Programs and Funds-a,b,c

#### Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course an online platform
- Conduct survey for teachers to inform further professional development opportunities of preferences.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.



## Goal Area 1: Effective Teaching and Learning

### Goal Area 1: 3. Science

**Annual Goal:** Students achieving at meets level or above in Grade 8 Science will increase from 48% to a 53% as measured by 2024 STAAR Science Assessment.

**Objective 3:** Percent of students mastering middle school science concepts on the state assessment at meet level standard will increase by 5% 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 intentional grouping and targeted interventions by monitoring students' progress and use of interactive journals to track it	Classroom Teacher Assistant Principal Co-Teacher	Fusion Textbook Edusmart Google Classroom/Slides MackinVIA Summit K-12- EBs DMAC District Curriculum Edcite, TFar Quizizz, Gimkit, Wordwall, Quizlet, Laminator Pouches Progress Learning Edulastic	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs DMAC reports Department meeting agendas Summit K-12-EBs Reports Quizizz Reports Edcite Reports Cambium System Reports Interactive Journal	Walk-throughs feedback notes DMAC reports	Weekly Exams Unit Exams Benchmarks STAAR Interactive Journal	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Analyze data to provide more prescribed tutoring
- Created targeted students list for intentional support
- Monitor students' progress weekly and implement a multitude of online resources to create a fluid teaching environment for the mastery of student expectations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide professional development opportunities for teachers and co-teachers assigned to the areas of science in literacy strategies, differentiation, and gamification	Principal Dean of Instruction CLL	ASCD Books and PD CAST Conference Fundamental 5 Revisited Book TCEA PD and Conference District Resources Region One ESC PD	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs DMAC reports Department meeting agendas	-Increase academic performance of Special Population Groups on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
- Teacher will analyze prior year assessments and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
- Conduct survey for teachers to inform further professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students.

**Goal Area 1: Effective Teaching and Learning**

**Goal Area 1: 4. Social Studies**

**Annual Goal:** Students achieving at meets level in the Grade 8 social studies will increase from 18% to 23% as measured by the 2024 STAAR Assessment.

**Objective 4:** The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
<b>Implement an Interactive Student Notebook</b>	<ul style="list-style-type: none"> <li>Teachers (all grade levels)</li> <li>Special education inclusion Teacher</li> <li>Students</li> <li>LIFE Coach</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>District Curriculum</li> <li>Lead 4 ward Field Guide</li> <li>Social Studies Success</li> <li>Vocabulary Word Wall</li> <li>Classroom timeline</li> <li>Nearpod</li> <li>Google Slides &amp; Docs</li> <li>Progress Learning</li> <li>Professional Development (Texas Council for the Social Studies Conference and Regional ESC services).</li> <li>Binders, dividers, labels, hole punchers, etc.</li> </ul>	<p>October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024</p>	<ul style="list-style-type: none"> <li>Interactive Notebook or Binder checks</li> <li>Lesson Plans</li> <li>Meeting minutes</li> <li>Walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>Formal or Informal Assessments</li> <li>Student Presentations</li> <li>Peer assessments</li> <li>Progress monitoring checkpoints</li> </ul>	<ul style="list-style-type: none"> <li>Entry &amp;Exit Tickets</li> <li>Assessments by Era</li> <li>Benchmarks</li> <li>STAAR Assessment</li> </ul>	<p>Comprehensive Needs Assessment – a,b,c Reform Strategies a,b,c Teacher Decision Making Regarding Assessments – a,b,c Effective &amp;Timely – Assistance to students experiencing difficulty – a,b,c Integration of Fed., State, &amp;Local Services, Programs and Funds – a,b,c</p>

**Action Steps:**

- Align implementation of interactive notebook/binder according to eras in the pacing calendar for each grade level.
- Collaborate and share best practices with teacher weekly during PLC's
- Schedule and attend professional development on the implementation of effective Social Studies interactive notebooks once a semester.
- Implement Social Studies Success resources in interactive notebooks
- Review and analyze assessment data to assess effectiveness of strategy focused on subpopulations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
<b>Modify pacing calendar to allow time for engaging hands-on activities.</b>	<ul style="list-style-type: none"> <li>Teachers (all grade levels)</li> <li>Special education inclusion Teacher</li> <li>Students</li> <li>LIFE Coach</li> <li>Assistant Principal</li> <li>Principal</li> <li>Dean of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>District Curriculum Pacing Guide</li> <li>Lead 4 ward Field Guide</li> <li>Social Studies Success</li> <li>Interactive Student Notebook</li> <li>Classroom timeline</li> <li>Nearpod</li> <li>Google slides</li> </ul>	<p>October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024</p>	<ul style="list-style-type: none"> <li>Walk-throughs</li> <li>Lesson Plans</li> <li>Student Work showcased and in student interactive notebook</li> </ul>	<ul style="list-style-type: none"> <li>Formal or Informal Assessments</li> <li>Student Projects and presentations</li> <li>Student engagement level</li> </ul>	<ul style="list-style-type: none"> <li>Entry &amp;Exit Tickets</li> <li>Assessments by Era</li> <li>Benchmarks</li> <li>STAAR Assessment</li> </ul>	<p>Comprehensive Needs Assessment – a,b,c Reform Strategies a,b,c Teacher Decision Making Regarding Assessments – a,b,c Effective &amp;Timely – Assistance to students experiencing difficulty – a,b,c</p>

		<ul style="list-style-type: none"> <li>● Google Docs</li> <li>● Professional Development (Texas Council for the Social Studies Conference and Regional ESC services)</li> <li>● Gamification resources (Jenga, Connect Four, etc.)</li> <li>● Paper (chart, copy, cardstock, construction)</li> </ul>		<ul style="list-style-type: none"> <li>● Projects and student presentations</li> <li>● Teacher rotation schedules and/or events</li> <li>● Meeting minutes</li> </ul>			Integration of Fed., State, & Local Services, Programs and Funds – a,b,c
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**Action Steps:**

- Collaborate and discuss modifications to calendar at the beginning of each era.
- Collaborate, discuss, and plan hands - on activities with teachers at the beginning of each era.
- Implement Social Studies Success hands – on activities in lessons.
- Implement gamification activities throughout lessons and review days.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
<b>Implementation of an intervention plan that will personalize action plans and guidance for each student. This intervention plan will link students to the skills that will help them build on their Texas Essential Knowledge and Skills (TEKS) and remediate gaps in understanding.</b>	<ul style="list-style-type: none"> <li>● Teachers (all grade levels)</li> <li>● Special education inclusion Teacher</li> <li>● Students</li> <li>● Life Coach</li> <li>● Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>● District Curriculum Pacing Guide</li> <li>● Lead 4 ward Field Guide</li> <li>● Progress Learning (Education Galaxy)</li> <li>● I.X.L program</li> <li>● Progress monitoring sheet for each student</li> <li>● Goal setting form</li> <li>● Student incentives</li> </ul>	<p>October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024</p>	<ul style="list-style-type: none"> <li>● Walk-throughs</li> <li>● Lesson Plans</li> <li>● Progress Monitoring of action plan per student per reporting period</li> <li>● Tutoring plan</li> <li>● Meeting minutes</li> <li>● Classroom environmental print</li> </ul>	<ul style="list-style-type: none"> <li>● Formal/Informal Assessments</li> <li>● Students informed of personal and campus goal</li> </ul>	<ul style="list-style-type: none"> <li>● Entry &amp; Exit Tickets</li> <li>● Assessments by Era</li> <li>● Benchmarks</li> <li>● STAAR Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment – a,b,c</li> <li>● Reform Strategies a,b,c</li> <li>● Teacher Decision Making Regarding Assessments – a,b,c</li> <li>● Effective &amp; Timely – Assistance to students experiencing difficulty – a,b,c</li> <li>● Integration of Fed., State, &amp; Local Services, Programs and Funds – a,b,c</li> </ul>

**Action Steps:**

- Personalize intervention action plans for students according to learning gaps found in former and current assessment data.
- Utilize these intervention action plans for homework, during instruction, tutoring, and/or enrichment classes.
- Progress monitoring of intervention action plan per student per reporting period.
- Attend professional development in the implementation of intervention action in plans for students.
- Guide students to create their goals for assessments using interactive action plans.

## Goal Area 1: Effective Teaching and Learning

### Goal Area 1: 5. Accelerated Instruction

**Annual Goal:** By the end of the 2023-2024 school year, students identified will participate in accelerated instruction class for reading language arts and mathematics

**Objective 5:** Students in the RLA and Math Accelerated Instruction class will increase 5% their performance on the 2024 state standardized assessment, STAAR.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Identify students who require intensive intervention in Reading Language Arts based on assessment data and develop a tiered intervention system with multiple levels of support based on students' needs	-RLA Teachers -Accelerated Literacy Teacher -ESL Teacher -Librarian -Administrators -All content teachers support -Spanish teachers -Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Accelerated Reading -MyOn Program -Implementation of CIF protocols -MackinVia- Online books -Progress Learning -iStation (pending district decision) -Newsela -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -The Story of My Thinking book	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports (STAR) -Fluency/ Comprehension Reports (AR/STAR) -Completed Graphic Organizers/ Thinking Maps -ISIP Reports -T-Tess Artifacts	-% Increase in Results -AR/STAR Screeners -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -iStation Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -AR/STAR Assessments -TELPAS State Assessment	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, and Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Develop individualized instructional plans for students based on their assessment results.
- Create a schedule for differentiated instruction, including small-group instruction and use of varied reading materials.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Identify students who require intensive intervention in Mathematics based on assessment data and develop a tiered intervention system with multiple levels of support based on students' needs	Assistant Principal Teachers Co-teachers	- DMAC - STAAR Formatted Resources - Ti-nspire Calculators, Imagine Math, Nearpod, Quizziz,Gimkit,IXL, Word wall, Quizlet, Agilemind and College board -GO Math -Edulastic -Google Apps(slides and sheets) -Teachers Pay Teachers Teacher Made Resources -Student Incentives -Progress Learning	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walkthroughs and DMAC reports	Walkthrough feedback and Student Data	Weekly assessments, Benchmark and STAAR test	-Comprehensive Need Assessment a,b,c -Reform Strategies-a,b,c -Teacher Decisions Making Regarding Assessment-a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed, State and Local Services, Programs and Funds-a,b,c

#### Action Steps:

- Develop individualized instructional plans for students based on their assessment results.
- Create a schedule for differentiated instruction, including small-group instruction and use of varied mathematics resources.

**Goal Area 1: Effective Teaching and Learning**

**Goal Area 1: 6. Instructional Technology**

**Annual Goal:** By the end of the 2013-2014 school year, effectively integrate instructional technology into teaching and learning practices, resulting in a 20% increase in student engagement and achievement across all subject areas.

**Objective 6:** Effectively integrate instructional technology into teaching and learning practices to improve student engagement and achievement

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Design and implement technology-enhanced lessons and projects that align with curriculum standards and learning objectives.	-Teachers -CIT -CLL	District approved technology resources	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Lesson Plans -Walk-throughs -DMAC Reports -T-TESS Artifacts	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -DMAC/Cambium Reports	-Weekly Reports -Informal Quizzes/Tests -SGM's -District Benchmarks	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely- Assisstance to students experiencing difficulty- a,b,c -Integration of Fed., State, and Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Conduct a thorough assessment of the technological needs of teachers and students.
- Identify areas where technology integration can have the most significant impact on teaching and learning.
- Allocate necessary resources to provide access to instructional technology tools and applications for both teachers and students.
- Encourage teachers to develop and share innovative strategies for integrating technology effectively.
- Collect and analyze data on student engagement, achievement, and technology usage to evaluate the effectiveness of instructional technology integration.

## Goal Area 2: Student Support

### Goal Area 2: 1. Special Education Program

**Annual Goal:** The students in the Special Education program will meet the reading and math indicators for the academic achievement component by the 2024 STAAR Assessments.

**Objective 1:** The percent of special education students at meets level in reading and math on the 2024 STAAR will increase by 5% 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 various strategies to develop reading comprehension and fluency as well as mathematics content mastery.	General Education Teacher Special Education Teacher Assistant Principal Diagnostician Librarian Paraprofessionals	Google Classroom Online Platforms Library Books AR DMAC Immersive Reader Lexia Power up McKeniva Unique IXL Math MyOn Inclusion Works Special Education Institute	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walk-through feedback notes Library Reports  Lexia Powerup 3-part Blended Personalized Learning Model Rotations	Walk-through feedback notes Library Reports Individualized Reports	Weekly Assessments Unit Assessments Benchmarks STAR AR test	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely-Assistance to students experiencing difficulty- a,b,c -Integrating of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Assess inventory of books and audio books in all genres for reading strategies
- Schedule professional development for teachers on how to implement virtual platforms and online reading strategies

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-Wide Component
Implementations of the following strategies: Peer Tutoring Chunking Expert Groups Close Reading Literacy Groups Choral Reading Voice to Text	Assistant Principal General Education Teacher Special Education Teacher Librarian Diagnostician Paraprofessional	DMAC Lexia Unique IXL Math	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Walk-through feedback notes Library Reports  Lexia Powerup 3-part Blended Personalized Learning Model Rotations	Walk-through feedback notes Library Reports Individualized Reports	Weekly Assessments Unit Assessments Benchmarks STAR AR test	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely-Assistance to students experiencing difficulty- a,b,c -Integrating of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Schedule professional development for teachers on how to effectively implement differentiating instruction strategies.
- Advocate for Special Education students to increase the students' participation and motivation.

## Goal Area 2: Student Support

### Goal Area 2: 2. Emergent Bilinguals

**Annual Goal:** EB students will meet the indicators in the Academic Achievement component by June 2024.

**Objective 2:** The percent of EB Students at meet level on 2024 STAAR Reading/Math at all grade levels will increase by 5% by June 2024

Strategies 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify, collect, and analyze trend data to monitor student progress and drive accelerated instruction.	Administration Classroom Teacher LIFE Coach ESL Teacher	<ul style="list-style-type: none"> <li>●District Curriculum</li> <li>●Istation Reading</li> <li>●Imagine Math</li> <li>●STAAR Release Assessments (BM I &amp; II)</li> <li>●Language Live</li> <li>●ELPS</li> <li>●Study Sync</li> <li>● Summit K12</li> <li>● SIOP</li> </ul>	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Walk-through -Assessments Reports -Online reading platforms reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/ tests Unit Exam Benchmarks DMAC Data TELPAS reports	-Comprehensive Needs Assessment- a,b,c -Reform Strategies-a,b,c -Teacher Decision Making Regarding Assessments -a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed, State & Local Services, Programs and Funds-a,b,c

#### Action Steps:

- Identify students in high focus groups who did not meet standard on the 2024 STAAR assessment.
- Use assessment data to drive acceleration plans and drive acceleration time into the day
- Provide instruction and acceleration that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended day learning time, enrichment camps, academies, summer school)

Strategies 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
EB online programs for accelerating reading: Fluency/ comprehension/ vocabulary	Administration Classroom Teacher Librarian ESL Teacher	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading Resources Istation Vocabulary Cards, Word Walls	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Walk-through -Library reports -Online reading platforms reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/ tests Unit Exam Benchmarks DMAC Data TELPAS reports	-Comprehensive Needs Assessment- a,b,c -Reform Strategies-a,b,c -Teacher Decision Making Regarding Assessments -a,b,c -Effective & Timely-Assistance to students experiencing difficulty-a,b,c -Integration of Fed, State & Local Services, Programs and Funds-a,b,c

#### Action Steps:

- Schedule PD for teachers on how to implement language acquisition practice programs.
- Develop school programs to increase EBs students' participation and motivation.

Strategies 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement individualized AR plans with fidelity to reinforce vocabulary	Administration Classroom Teacher Librarian ESL Teachers	Language Acquisition Software My ON MackinVIA Newsela Bilingual Reading Resources Istation	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Walk-through -Library reports -Online reading platforms reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/ tests Unit Exam Benchmarks DMAC Data TELPAS reports	-Comprehensive Needs Assessment- a,b,c -Reform Strategies-a,b,c -Teacher Decision Making Regarding Assessments -a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed, State & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Assess enough e books in all genres for literacy circles to focus EBs student engagement.
- School librarian provides virtual sessions on Accelerated Reader/ Improve educational opportunities.
- Develop school programs to increase EL student participation and motivation as well as incentive programs.

Strategies 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Intentional Tutoring for EL to reinforce areas of need in all language domains- listening, speaking, reading and writing.	Administration Classroom Teacher Librarian ESL Teacher	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading Resources Istation Speakers Voice Recorders	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	-Walk-through -Library reports -Online reading platforms reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/ tests Unit Exam Benchmarks DMAC Data TELPAS reports	-Comprehensive Needs Assessment- a,b,c -Reform Strategies-a,b,c -Teacher Decision Making Regarding Assessments -a,b,c -Effective & Timely- Assistance to students experiencing difficulty- a,b,c -Integration of Fed, State & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Schedule PD for teachers on how to implement ELPS (TELPAS PD, ELPS at District Level)
- Schedule PD for leadership team on implementation of ELPS strategies (Hoonuit ELL Pathway).
- Develop school programs to increase EBs student participation and motivation as well as incentive programs.



## Goal Area 3: Family & Community Empowerment

**Goal Area 3:** Improve Safety, Public Support, Culture and Climate – including Safety & Violence Prevention

**Annual Goal:** By Spring of 2024, students at LBJ Middle School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe School Climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys.

**Objective 1:** Implement evidence-based positive behavior support programs that reinforce and reward respectful, responsible, and safe behaviors.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
More cohesive faculty and staff, improved campus culture and climate for staff and students, which should result in staff retention and increased student achievement.	Administration Counselors Teachers Parent Educator School Nurse Custodial Staff	Student Code of Conduct Dress Code Classroom Rules/Procedures Health Codes District Policies Incentives for Positive Student Reinforcement	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Artifacts Walkthroughs Agendas Minutes	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Improved academic performance on campus-based assessments Attendance Reports Monthly counselor session rosters and agendas	Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Foster an environment conducive to collaboration
- Develop school programs to increase teacher professional growth

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide class instruction, individual, and group counseling sessions to improve academic performance, self-awareness, and social awareness	Administration Counselors Teachers Parent Educator School Nurse Custodial Staff	Student Code of Conduct Dress Code Classroom Rules/Procedures Health Codes District Policies Incentives for Positive Student Reinforcement	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Artifacts Walkthroughs Agendas Minutes	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Improved academic performance on campus-based assessments Attendance Reports Monthly counselor session rosters and agendas	Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- ab

**Action Steps:**

- Foster an Environment Conducive to Learning
- Create counseling sessions to improve academic performance, self-awareness, and social awareness

Strategies 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Daily Monitoring of Students Attendance, campus liaison will contact parents of students that are absent for two consecutive days and encourage student to attend daily to classes by providing motivational incentives	Administration Counselors Teachers Attendance Clerk Campus Liaison	Student Code of Conduct	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	Daily Attendance Report	Daily Attendance Rates at 97.5% or higher	Attendance Reports Attendance Roster Phone logs and Visits Logs Attendance Incentives Rosters Perfect Attendance Certificates	Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps:</b>							
<ul style="list-style-type: none"> <li>• Monthly incentive for classes with perfect attendance</li> <li>• Six Weeks incentives for individual students attaining Perfect attendance</li> <li>• Develop school programs to increase student sub population participation and motivation as well as incentive programs.</li> <li>• Encourage Migrant students' attendance through uniform migrant vouches program (Migrant Uniform Voucher Title I Pact C)</li> </ul>							

## Goal Area 3: Family & Community Empowerment

### Goal Area 3: Community Outreach

Annual Goal: Elevate school pride by strengthening partnerships with families, communities, and the business community.

**Objective 1:** Cultivate a campus that creates a partnership between the school and home by providing ongoing communication, encouraging active participation in the student's education, and recruiting campus volunteers to support our students, teachers, and programs.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Schedule Calendar of events to include: Parent/community engagement meetings, community partnerships/organizations, SBDM meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement aligned to district policy, and volunteer activities/events.	Principal Administrators Counselors Parent Liaison CLL Teachers	- School Messenger - Social Media Outlets: Facebook, Twitter, Instagram	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	<ul style="list-style-type: none"> <li>Calendar</li> <li>Agendas</li> <li>Minutes</li> <li>Volunteer documentation</li> </ul>	Increase of 5% of parent participation at meetings for the 23-24 school year	- Sign In sheets - Surveys Results	-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

### Action Steps:

- Provide Family Academic Nights to engage parents in activities that can be utilized at home.- Math/Science Night- Language Arts Night- STAAR Night- Cultural Diverse programs-Behavior - Parent Workshops given by counselor
- Principal will utilize the school messenger program and social media outlets to inform parents of meetings

## Goal Area 4: Leadership Growth

### Goal Area 4: Leadership Growth

**Annual Goal:** By the end of the 2023-2024 school year, enhance leadership growth at all levels within the school, resulting in increased collaboration, improved instructional practices, and a positive school culture.

**Objective 1:** Promote a culture of collaboration and shared decision-making among all levels of leadership, including administrators, instructional coaches, and teacher leaders.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Encourage regular opportunities for all staff to collaborate, share ideas, and problem-solve together to promote leadership growth.	<ul style="list-style-type: none"> <li>- Principal</li> <li>- Assistant Principals</li> <li>- CLL</li> <li>- Counselors</li> </ul>	<ul style="list-style-type: none"> <li>- Mentoring and coaching models</li> <li>- PLC and CLC</li> <li>- PD Opportunities</li> <li>- Instructional Rounds</li> </ul>	October 6, 2023 November 11, 2023 December 22, 2023 February 23, 2024 April 19, 2024 June 7, 2024	<ul style="list-style-type: none"> <li>• Calendar</li> <li>• Agendas</li> <li>• Minutes</li> </ul>	Collect and analyze data, such as surveys or feedback forms, to evaluate the impact of leadership development initiatives.	<ul style="list-style-type: none"> <li>- Sign In sheets</li> <li>- Surveys Results</li> </ul>	-Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

### Action Steps:

- Establish structures, such as leadership teams or committees, to facilitate ongoing collaboration and communication.
- Provide professional development opportunities for leaders to enhance their instructional leadership skills.
- Offer training on effective instructional practices, data analysis, coaching strategies, and providing feedback.
- Encourage leaders to observe classrooms, provide feedback to teachers, and support the implementation of research-based instructional strategies.
- Recognize and celebrate achievements and contributions of leaders and staff members in fostering a positive school culture.

# Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 21 & 23 (PM), 2023 August 22-24, 2023	Campus Based-All departments District Based- All departments	Campus Needs Assessment Campus Goal Setting Evaluation System Remote Learning Tools Training District Curriculum Roll Out	Accountability Reports SWOT Analysis Tool T-TESS Evaluation Rubric District Content Coordinators	Goal 1.1a-3a Goal 3.1
October 16, 2023	Campus Based-All departments	LIFE Initiative Fundamental 5 Revisited CIF Revisit Staff SEL Training	Fundamental 5 Revisited CIF Protocols SEL District Resources	Goal 1.1a-3a Goal 3.1
January 8, 2024	Campus Based-All departments	Differentiation Instruction for Special Population- ELs and Special Education	Instructional Strategies for Diverse Learners Virtual Training	Goal 1.1a-3a Goal 3.1
2 Saturdays PD TBA 1-After BM 1 1- After BM 2	Campus Based by Departments all Grades Levels	Intervention Plans Special Populations: All Students, Special education, EL, Eco Disadvantage. Benchmark I and II Data reports	Benchmark I and II Data Reports – specific attention to special education and EB students  Building of the Prescriptive Intervention Plans	Goal 1.1a-3a