Campus Improvement Plan
2023-2024

Board Approved:

Executive Summary

Campus Improvement Plan: School Year 2023-2024

PSJA Memorial Early College High School

Mission: As educational leaders, the PSJA Memorial ECHS 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.

Demographics Summary: PSJA Memorial Early College High School has an average enrollment of 1902 students of which 94% are economically disadvantaged. 40% are emergent bilinguals 10% are Special Needs and 7% are GT. The racial demographics for the school are over 98% Hispanic with less than 1% for each of Asian, black, white, and American Indian.

Comprehensive Needs Assessment Summary: SPED, EB, EDC are combined as a high focus groups due to a collective drop in performance (44%, down from a 50% from the previous year in RLA and 36% from 39% in Math at the meets level performance). ECD Meets performance was 43%, 11 points below the "All students" groups in RLA.

Curriculum and instruction and Assessment: Teachers utilize CIF, SIOP strategies, and AP strategies within their instruction to maximize academic success, with a special focus on English Language Arts and Reading. Our campus has also adopted district- based initiatives for students scheduled in ENG I and ENG II classes. All students participate in Wolverine Time, a thematic-based reading and writing intensive program. This program also includes the opportunity for ongoing and meaningful classroom discussion which in turn helps increase TELPAS scores. Furthermore, Wolverine Time includes Social Emotional Learning—the process of developing self-awareness, self-control, and interpersonal skills that are vital for school, work, and instructional success. The mission for our campus is to increase overall STAAR EOC scores in English I and II. A targeted focus is given to re-testers to boost Domain II, school progress, as 27% of our students did not meet progress measure. Tutoring sessions are also provided after school and Saturdays to improve TSI scores which will increase STC dual enrollment and students graduating with an Associate's Degree. Since 2018, PSJA Memorial ECHS has exponentially increased in the number of students receiving an Associate's Degree from South Texas College yearly.

Summary of Goals: The school improvement process will be driven by 3 focus areas. PSJA Memorial ECHS will focus on: (1) implementing a literacy across all content areas approach to improve our English Language Proficiency Rating that will in turn have a positive effect on student achievement throughout all the content areas; (2) Increasing meets performance on first time testers on the Algebra End of Course Exam; (3) and, increasing the number of Masters performance, especially with our Emergent Bilingual students, on the English 1 and 2 End Of Course Exams.

Principal Signature

Dr. Raquel Garcia

PSJA MEMORIAL EARLY COLLEGE HIGH SCHOOL

Vision

To empower students to acquire, demonstrate, articulate, and value knowledge and skills that will support them, as life-long learners, to actively participate in and positively contribute to their local, national, and global community while upholding the practice the core values of our school: respect, tolerance & inclusion, and excellence.

Mission

To provide a high-quality education in a safe, respectful, and inclusive environment that builds the foundation for life-long learning. A Wolverine is PROUD – Positive, Responsible, Optimistic, University-Bound, Dedicated.

PSJA Memorial Early College High School
Campus Performance Objective Council Members

Principal – Dr. Raquel Garcia

Dr. Raquel Garcia

Early College Director – Sandra Garza

Sandra Garza

CTE Department Chair – Robert Contreras

Robert J. Contreras

Dean of Instruction – Esteban Trevino

Esteban Trevino

Librarian – Carmen Garza

Carmen Garza

Assistant Principal – Alma De La Rosa

Alma De La Rosa

Head Counselor – Rosa Cardenas

Rosa Cardenas

Assistant Principal – Lee Garcia

Lee Garcia

Technologist – Sandra Mayasi

Sandra Mayasi

Assistant Principal – Renee Garcia

Renee Garcia

Collaborative Learning Leader – Maria Cantu

Maria Cantu

English Department Chairs – Catherine Alanis

Catherine Alanis

English Department Chairs - Jason Flores

Jason Flores

Math Department Chair – Xiquio Gaona

Xiquio Gaona

Science Department Chair – Jessica Ortega

Jessica Ortega

Social Studies Department Chair – Liz Cuadra

Elizabeth Cuadra

Special Education Department Chair – Norma Zavala

Norma Zavala

2023-2024 Campus Demographics

	ALL	MALE	FEMALE	SPED	EB	MIGRANT	ECD	GT	CTE
Number	**1896**	967	929	192	767	60	1788	135	654
Percent	100%	51%	49%	10%	40%	3%	94.3%	7%	34%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1896	1877	1	2	15	1
Percent	100%	98%	<1%	<1%	<1%	<1%

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
PSJA Memorial ECHS	**87**	**76**	**88**	**89**	**B+**

Goals

Goal Area 1:   Student Achievement

Goal Area 2:   Closing the Gaps

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

Goal Area 4:   Increase Staff Quality, Recruitment and Retention

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	Pharr-San Juan- Alamo provides PSJA Memorial ECHS campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition: • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in high school. • Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and Emergent Bilinguals among other student groups. • Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance. • A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university. • All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner. • The TSI Student Success Intervention Plan includes Phase I, Phase II and Phase III Curriculums for math and RLA that have resulted in increases of TSI passing rates. • Met standard in Biology, U.S. History, Algebra I • Mastery 70% or Higher at the Approaches level • Graduation Rate 100.00% • Dropout rate 0.0%	The area of literacy, specifically in RLA comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. • Post-Covid Gap • Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. • Professional development for teaching writing must be provided at all grade levels. • Campus schedules need to reflect a dedicated time for writing instruction at all campuses. Wolverine time for Literacy & Writing. • High school blocked RLA and writing instruction must be monitored each year for effective implementation. • High School RLA, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on curriculum effectiveness. • CCMR dashboard needs to be monitored and utilized for successful CCMR Plan completion of ALL students in 9-12. • Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject. • The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions between assessment. Students being TSI ready requirements is a continued challenge • In 2021-22 PSJA Memorial's TELPAS growth rating was 9% below the required 36% • In 2021-22, four of the five EOCs did not perform at the "meets' accountability level (60%). • TELPAS • EOC

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Special Population Goals & Strategies	• Special Education students met all targets in the Academic Achievement status, and Growth Status, in Math within the closing the gaps domain. • Special Education Students met targets in student success status and school quality status within closing the gaps domain in RLA and Mathematics. • Emergent Bilinguals met target in school quality status. • Economically disadvantaged student group met targets in Academic Achievement Status, Student Success status, and School Quality status in Closing The Gaps Domain. • Special Ed student group met all closing the gaps domain targets in Math. • Emergent Bilinguals met targets in the Academic Achievement Status and Growth Status in Math withing the closing the gaps domain. • Both Emergent Bilinguals and special education students maintained the 2021 graduation rate to 100%. • Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education student's academic needs.	As per the TAPR data, • In Math we have a 29% achievement gap at the Meets Level on the 2021 STAAR/EOC between students identified as Special Education and the all-student group in RLA. • In Math we have a minimum of 30% achievement gap at the Meets Level on the 2021 STAAR/EOC between students identified as Emergent Bilinguals and the all-student group in the areas of English I and English II Grade RLA. • Emergent Bilinguals did not meet targets in the Academic Achievement Status and Growth Status in Math withing the closing the gaps domain. Within the Domain III report, • The emergent Bilingual proficiency status in Mathematics was 10% points away from the target of 40%.

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope. • Parent resources, materials and communications are provided in both English and Spanish. • The campus website and parental website informs parents of all events. • Parent educators' professional development is based on local, state and national standards for parental involvement. • Literacy, computer literacy , entrepreneurship, citizenship, welding and security guard certification classes are available for parents. • Literacy centers are accessible and convenient for parents throughout the school district. • Community partners provide practical classes for parent's district-wide. • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. • All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. • Student resources, materials and communication are provided in both English and Spanish. • District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines • Campus Counselor Café for Teachers: PD Workshops	• Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. • Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. • Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships • Staff needs training on how to effectively share assessment strategies with parents about their children's progress. • Provide parents webinar training and phone links to help them better understand the STARR student reports. • Videos on state accountability have to be readily available for parents. • Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently. • Integrate the police and security departments into all emergency situations. • Campus Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom. • Allocate funding for Teacher Professional Development on SEL or Restorative Practices

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	• High employee retention, District is seen as an employer of choice • District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. • Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. • Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • The *Spirit of PSJA* selection process for Collaborative Learning Leader's, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies. • Electronic Instructional Focus Walkthrough form • The full development of the electronic Spirit of PSJA Evaluation tool • Strong commitment and financial support to professional development and professional growth opportunities for staff • Campus support for all teachers to be fully certified for assigned teaching assignment.	• Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Seeking continuation of funding to support NTC with Meadows grant funds. • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Support and funding master's programs so that teachers can teach dual credit classes. • Funding for teacher stipends (hard to staff, Dual credit), and professional development

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR RLA will increase by five percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR RLA /EOC will increase from 52 % to 57% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with in-person learning for RLA/SLAR based on need's assessment using data and trends will be executed.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data General Supplies Technology	June 2023 – Aug. 2024	Curriculum documents Lesson plans Collaborative Learning Leader [Collaborative Learning Leader] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps

1) Writing instruction will be provided for all students in grades 9 - 12.

2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.

3) Integrate technology into the curriculum to provide a virtual extension of the in-person learning environment with the use of the following platforms: Google Classroom, Istation, MyOn, Activelylearn, Quill, IXL, Summit K12 , Accelerated Reader, Learning Ally, Read 180, MackinVia and Lexia Power Up.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Principals Assistant principals Executive Officers Coordinators Strategists Directors General Supplies Technology	Sep. 2023– May 2024	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional RLA strategies.

2) Ensure appropriate pacing of the curriculum based on the timelines.

3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data General Supplies Technology	Sep. 2023- Aug. 2024	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Teachers will be provided support in the implementation of writing across all subjects.

2) Support technology integration within the RLA/ SLAR curriculum in order to enhance the learning.

3) Collaborative Learning Leaderes will allow for math lesson planning during CLCs in order to create consistency among the RLA classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR RLA will increase by five percentage points by June 2024.
Objective 2:	The percent of students performing at meets grade level or above on STAAR RLA /EOC will increase from 52 % to 57% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Assessment calendar Instructional timelines Assessed curriculum General Supplies Technology	Sep. 2023 – Aug. 2024	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Formative assessments Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds

Action Steps
1) Aligned with district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Utilize DMAC reports (i.e.. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level Benchmark.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group General Supplies Technology	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps
1) Following each Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
2) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
3) Teachers will identify students in each phase of accountability following each Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	District and Campus Benchmark Data Reports Plan for Interventions General Supplies Technology	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the RLAR/ SLAR curriculum in order to enhance the learning.
3) Collaborative Learning Leader's will allow for math lesson planning during CLCs in order to create consistency among the RLA classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR RLA will increase by five percentage points by June 2024.
Objective 3:	The percent of students performing at meets grade level or above on STAAR RLA /EOC will increase from 52 % to 57% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Oct. 2023 - April 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on effective RLA strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by RLAR/SLAR Coordinators and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on instructional strategies (e.g. CIF) and data analysis.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Larning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2023 - May 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources for RLA/SLAR.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
RLAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District RLAR Coordinators Collaborative Learning Leaderes Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Title I Title II Local Funds	Aug. 2023 - March 2024	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on BMs, STAAR, TELPAS	BMs STAAR TELPAS	Title I, II, III

Action Steps
1) Training on RLA development skills (state RLA academies) will be conducted for K-3rd grade teachers by Region One ESC.
2) Training for Middle School RLAR teachers on literacy by Region One ESC and Dr. Louis.
3) Training for high school teachers on Kagan and S3s strategies

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase ten percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR Mathematics /EOC will increase from 40% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives for mathematics based on need's assessment using data and trends will be executed.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2023 – Aug. 2024	Curriculum documents Lesson plans Collaborative Learning Leader [Collaborative Learning Leader] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention Results Driven Accountability Report	Formative assessments Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps
1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts.
2) Integrate technology into the curriculum to provide virtual extension to the in-person learning with the use of the following platforms: Google Classroom, Sharon Wells, Pearlized Math and Imagine Math
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2023– May 2024	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2023- Aug. 2024	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects including math.
2) Support technology integration within the mathematics curriculum in order to enhance the learning.
3) Collaborative Learning Leader's will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase five percentage points by June 2024.
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics /EOC will increase from 40 % to 50% through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Assessment calendar Instructional timelines Assessed curriculum General Supplies Technology	Sep. 2023 Aug. 2024	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education Bilingual Funds Migrant Funds

Action Steps
1) Aligned with district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level Benchmark.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group General Supplies Technology	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps
1) Closely monitor and intervene when students are not performing on grade level.
2) Following each Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	District and Campus Benchmark Data Reports Plan for Interventions General Supplies Technology	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Specialized personnel will support the academic needs of each area of need.
2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.
3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase five percentage points by June 2024.
Objective 3:	The percent of students performing at meets grade level or above on STAAR Mathematics /EOC will increase from 40% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports General Supplies Technology	Oct. 2023- April 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on instructional strategies (e.g. CIF) and data analysis.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports General Supplies Technology	Aug. 2023- May 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments Benchmarks STAAR	Title I Title II Title III Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District Coordinators Collaborative Learning Leaderes Teachers Campus Administration	Title I Title II Local Funds General Supplies Technology	Aug. 2023 - March 2024	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on BMs, STAAR	BMs STAAR	Title I, II, III

Action Steps
1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs.
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.

Goal Area 1:	Student Achievement
Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 95% to 98% by June 2024.
Objective 1:	The percent of graduates who earn an industry certification will increase from 48% to 52% by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.	Executive Officer for High School Executive Officer for College Readiness Principal Assistant Principal AP in charge of CTE CTE Director CTE Coordinators	TEKS Components of Industry Certification Computers Specialized Software and Equipment	June - July 2023	Sign-in sheets Agendas Curriculum developed in SharePoint	Certification results	Teacher created Benchmarks Certification Exam	2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research

Action Steps
1)Teachers create curriculum to include activities that simulate requirements to be successful on certification exam
2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam
3) Teachers will embed practice exam questions to scaffold previously taught content material

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	AP in charge of CTE CTE Director CTE Coordinators	Certifying entity	August 2023 December 2023	Sign-in sheets Agendas ERO Certificates	Certifying entity		4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate

Action Steps
1) Schedule professional development training
2)Identify teachers who need professional development

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Student data for industry certifications will be reviewed three time a year in the Fall, Spring, and Summer.	Executive Officer of High Schools Principal Assistant principal Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Student reports by name by certifying entity	October 2023 - December 2023	Student reports by name by certifying entity	Increased certification awards Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard	1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform

Action Steps
1) Provide professional development on data entry for industry certificates
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool

Goal Area 1:	Student Achievement
Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 95% to 98% by June 2024.
Objective 2:	The percent of graduates who earn 3 hours of dual credit (RLAR/Mathematics) or 9 hours in any subject (including technical) will increase from 43% to 50% by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	College Readiness High School Administration RLA and Math Content Coordinators Assigned TSI Teachers Early College Director	TSI District Curriculum AP Curriculum Pre-AP Curriculum General Supplies Technology	September 2023-May 2024	Cohort Tutorials Cohort Attendance Curriculum Usage	An increase in the number of students who pass the TSI assessment	TSI RLA, Writing, and Math Assessment Reports	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

Action Steps
1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.
2) TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.
3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development will be provided on Pre-AP curriculum and resources	AP Leads Content Coordinators Director of Advanced Academics Executive Officer for High	Pre-AP Curriculum College Board Resources General Supplies Technology	September 2023 - May 2024	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increased number of students successful completion of Pre-AP course Improved AP enrollment		#4a High-Quality and Ongoing Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate

Action Steps
1) Pre-AP teachers will complete teacher modules.
2)Pre-AP teachers will attend the Pre-AP Summer Institute.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing recruitment campaign for CTE college certificate programs.	Executive Director for College Readiness College Readiness Strategist College Readiness Advisor College Readiness Coordinator CTE Director CTE Coordinator/Teachers Early College Director High School Counselor	Sample Degree Plan PSJA District Dashboard Career Pathway Videos General Supplies Technology	October 2023 - May 2024	Sign-in sheets Agendas Sign-in to district portal	Increase student enrollment in PSJA Academies. Increase interest in nontraditional program concentration. Increased number of completed college certificates.	Quarterly data reviews on number of students enrolled in PSJA Academies. Degree audits (Fall, Spring, Summer)	#2c Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

Action Steps
1) Schedule classroom presentations for CTE college certificates offered.
2) Conduct informational workshops CTE college certificates.
3) Students will sign-up into to their selected PSJA Academy utilizing the district portal.

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 95% to 98% by June 2024.						
Objective 3:	The percent of students earning a score of 3 or higher on any subject AP exam will increase from 11% to 20% by June 2024.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development on Pre-AP an AP curriculum.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academics	AP/Pre-AP Summer Institutes	June - July 2023	Sign-In sheets ERO Certificates Agendas Curriculum developed in SharePoint	AP Exam score increase	Benchmarks AP Exams	#4a/b High-Quality and Ongoing Professional Development. a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers

Action Steps
1) Professional Development identified for Pre-AP and AP teachers
2) Pre-AP and AP teachers attend Professional Development sessions

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Pre-AP curriculum will be aligned to embed the knowledge and skills for students success.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academics Campus Administration Team	College Board Pre-AP Teacher Summer Institutes Lesson Plans District Curriculum	2023-2024 School year	Sign-In sheets Agendas Curriculum developed in SharePoint	Increased number of students prepared for AP Classes and improved AP Scores	College Board Pre-AP Exams Pre-AP Benchmarks Pre-AP Exam Scores Pre-AP Practice Exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research

Action Steps
1) AP Lead and Content Coordinator curriculum writing
2) Curriculum presented to Pre-AP teachers
3) Teachers implement Pre-AP Curriculum

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Tutorials for students taking AP Exams.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	AP Curriculum District created curriculum	September 2023 - May 2024	Student Sign-in sheets Teacher Sign-in sheets Agendas Lesson Plans	AP Exam score increase	Benchmarks AP Exams	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

Action Steps
1) AP Lead/ Content Coordinator planning of lessons
2) Calendar for tutorial session created
3) Recruit students for Saturday tutorials

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will increase by 5% in the Academic Achievement component by June 2024.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored to increase by at least 5% in the Academic Achievement component are met by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Collect and assess data to monitor student progress weekly and drive interventions	Content Coordinator Principal Early College Director **Dean of Instruction** **Assistant Principal** **Campus Leadership team** **Department Heads** **Teachers**	District Curriculum Imagine Math Success Maker Lexia Power Up STAAR Release Assessments (BM I & II) **General Supplies** **Technology**	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC Data Reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through Feedback LPAC Notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	Weekly Assessments STAAR/EOC TELPAS Benchmark	Comprehensive Needs Assessment Reform Strategies- a,b,c Teacher Decision Making Regarding Assessments- a,b,c Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase performance at the Meets level and above
3) Use assessment data to drive intervention plans and build intervention time into the day at every level
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring in order to ensure migrant, sped, EB and sub pops receive support from their respective designated staff.	Content Coordinator Principal Early College Director **Dean of Instruction** **Assistant Principal** **Campus Leadership team** **Department Heads** **Teachers**	District Curriculum Lexia Power Up STAAR Release Assessments (BM I & II) Study Sync MyON Criterion **General Supplies** **Technology**	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Student Progress Profiles DMAC Reports Campus Data Reports Campus Performance Reviews (CPR) Weekly assessments Walkthroughs CLCs	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	Formative Assessments Benchmarks STAAR/EOC TELPAS TPRI/TEJAS LEE	Title I , II,III State Compensatory Funds Migrant Funds State Bilingual Funds Local Funds

Action Steps
1) Re-establish priorities based on data and identified student needs
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress
3) Provide equitable resources on a timely manner to ensure student success

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide technology resources to facilitate RLA development and differentiate student learning	Assist. Sup. of Technology Executive Officers Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principal Assistant Principal Campus Leadership Team Teachers CIT	District Curriculum STAAR Release Assessments Criterion Study Sync myON **General Supplies** **Technology**	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC Data Reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC Notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Formative assessments Benchmarks STAAR/EOC TELPAS TEJAS LEE Program assessments options	Comprehensive Needs Assessment Reform Strategies- a,b,c Teacher Decision Making Regarding Assessments- a,b,c Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Allocate resources (e.g./Star software, Read 180, Lexia Power Up, Criterion, Study Sync, and myON) to facilitate RLA development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for the program implementation

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Goal Area 2:	Closing the Achievement Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will increase by 5% in the Academic Achievement component by June 2024.
Objective 2:	All identified student groups in the Closing the Gaps domain will be monitored to increase by at least 5% in the Academic Achievement component are met by June 2024.

Strategy 1		Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ensure effective delivery of instruction remains the key focus of campus improvement for student groups including our SPED, Emergent Bilingual and Dual Language population.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	District Curriculum, Imagine Math, Success Maker, Lexia Power Up, Read 180, STAAR Release Assessments (BM I & II), Criterion, Study Sync, General Supplies Technology	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among Emergent Bilinguals and the all-student group should optimize Dual Language participation at our campus and decrease the gaps in Domain III Student performance.	Weekly Assessments BM I & II STAAR/EOC 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) Implement instructional programs with fidelity (e.g., Edusmart, Summit K-12, Grad. Point, Lexia Power Up, Read 180, Brain Child, Star/AR, and MyOn)

2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs.

3) Address various learning styles with clear and focused instruction

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Use professional development time to address instructional needs of teachers as revealed by data	Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals and Assist. Principals	District Curriculum Lexia Power Up -Criterion Read 180 STAAR Release Assessments (BM I & II) General Supplies Technology General Supplies Technology	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Teacher survey results, program reports, End of Six Weeks Survey Results	Increase academic performance of Emergent Bilinguals on all BM, STAAR/EOC assessments	Weekly Assessments BM I & II STAAR/EOC 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) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.

2) Allocate professional development time to coach and grow teacher efficacy

3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use information from walkthrough observations to collect data trends about systemic instructional needs	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	District Curriculum Lexia Power Up -Criterion Read 180 STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Teacher survey results, program reports, End of Six Weeks Survey Results	Increase academic performance of Emergent Bilinguals on all BM, STAAR/EOC assessments	Weekly Assessments BM I & II STAAR/EOC 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) Conduct instructional rounds to highlight research based instructional practices with proven student success

2) Use multiple data points collected through observations to coach and provide specific feedback to teachers to improve instruction

3) Use information collected through observations and data analysis to recommend individualized professional development for teachers

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will increase by 5% of the indicators in the Academic Achievement component by June 2024.						
Objective 3:	Special Education students and Emergent Bilinguals in the Academic Achievement component will increase 5% of the performance targets in the areas of RLA and mathematics by June 2024.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure specialized departments and personnel support the academic needs of the different student groups	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	District Curriculum, Imagine Math, Success Maker, Lexia Power Up, Read 180, STAAR Release Assessments (BM I & II), Criterion, Study Sync,	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among Special Education students and the all-student group	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

1)Determine teacher capacity and provide targeted professional development
2)Ensure teachers are trained and utilize research-based effective instruction to meet student needs
3)Ensure that student groups (i. e., Special Education & Emergent Bilinguals) are monitors and are on track to graduate with their cohort
4)Monitor that all student groups from grades 6-12 are on time and on track

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Provide professional development for teachers and co-teachers assigned to determine the best way to provide on-grade level instruction for special education students throughout the district	Content Coordinators Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	District Curriculum Lexia Power Up -Criterion Read 180 STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 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 BM I & II STAAR/EOC TELPAS	Comprehensive Needs Assessment- a,b,c, Reform Strategies- a,b,c Teacher Decision Making Regarding Assessments-a,b,c Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Ensure special education teachers are involved in common planning of RLAR/content teachers and receive the same information and resources (access to the general curriculum)
2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress
3) Ensure a core content teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.
4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure there is professional development, alignment of services, instruction, and resources for Emergent Bilinguals throughout the district	Executive Officers Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Diagnosticians Sp. Ed monitoring teacher -Principals and Assist. Principals	District Curriculum Imagine Math Success Maker Lexia Power Up Read 180 STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans ARD notes In-class walk-throughs	Closing the achievement gap among special education students and all student group Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	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

1) Provide training in language acquisition strategies for all teachers
2) Ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources
3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population
4) Monitor the implementation and use of the language supports during instructional time

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Goal Area 2:	Closing the Achievement Gaps
Annual Goal 2:	All Identified student groups will increase by 5% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of RLA and mathematics by June 2024

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor all student progress on a bi-weekly basis in the areas of RLA and Mathematics.	Principal Assistant Principals Campus Leadership Team Instructional Coach Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Sept.2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Application	Closing the achievement gap among student groups Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR/EOC tested subjects increase on our STAAR	Weekly Assessments Benchmark STAAR/EOC 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)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every Benchmark.
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Create and display data-growth walls in the areas of RLA and Mathematics in a centralized location (e.g., data room, every classroom, Instructional Coach room) to monitor and have students set their own goals.	Principal Assistant Principals Campus Leadership Team Instructional Coach Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Sept.2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmark STAAR/EOC 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) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.
2) Students update data-growth walls after each Benchmark to acknowledge their growth, or lack of growth
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Communicate and celebrate student academic progress in the areas of RLA and Mathematics to all campus stakeholders. (students and parents)	Principal Assistant Principals Campus Leadership Team Instructional Coach Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Sept.2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmark STAAR/EOC 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) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.
2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.
3) Communicate student growth with parents after each Benchmark

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 2:	An increase of 5% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & RLA by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	Executive Officer Of High School Principal Assistant Principals Campus Leadership Team Diagnostician Collaborative Learning Leader Department Chairs Campus Teachers Co-Teachers	DMAC Program Success Maker Imagine Math Lexia Power Up Benchmarks Unique Benchmarks IEP Goal Progress	Aug. 2023 Monthly Through June 2024	Campus Administrator Walk-throughs, Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists , LPAC notes, Lesson Plans	Academic progress in RLA and Math	Weekly Assessments Benchmarks STAAR/EOC TELPAS Lexia Power Up Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings

Action Steps
1)Provide professional development in the areas of RLA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.
2)Provide specialized materials and supplies as per students' IEP.
3)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Special education personnel will support the academic needs of students with disabilities.	Director of Special Education Special Education Coordinators Special Education Assessment Staff Related Service Providers Special Education Instructional Staff Campus Principal Diagnostician Co-Teachers	Special education data management system Eschool Plus/COGNOS DMAC Lexia Power Up Unique General Supplies Technology	Aug. 2023 Monthly Through June 2024	Campus Administrator Walk-throughs, Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules, Student daily service logs, Completed student IEP progress reports	Academic progress in RLA and Math	Weekly Assessments Benchmarks STAAR/EOC TELPAS Lexia Power Up Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings

Action Steps
1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.
2)Provide consultation to campus staff and parents to ensure student needs are met.
3)Provide specialized materials and supplies as per students' IEP.
4)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Collect and assess data to monitor student progress and drive interventions	Principal Assistant Principals Campus Leadership Team Collaborative Learning Leader Department chairs Campus teachers	District Curriculum Imagine Math Success Maker Lexia Power Up STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Monthly Through June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmarks STAAR/EOC 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)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day at every level

Strategy 4	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	Principals Assistant Principals Campus Leadership Team Collaborative Learning Leader Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker Lexia Power Up STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Monthly Through June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmarks STAAR/EOC 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)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day at every level

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 2:	An increase of 5% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 3:	All Emergent Bilinguals will demonstrate a 5% increase of academic progress in the areas of RLA and Mathematics by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of EL students' academic growth in the areas of RLA and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	Campus Administration Coordinators Tea chers Directors Du al Language Strategists/Coaches Language and Math Specialists Executive Officers	District Curriculum Imagine Math Success Maker Lexia Power Up STAAR Release Assessments (BM I & II)	Aug. 2023 Sept.2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmarks STAAR/EOC 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)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II) and identify EL groups to address specific academic needs based on growth performance
2)EL student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every Benchmark.
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the ELPS for RLA and Mathematics.	District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Co Language and Math Specialists Executive Officers	District Curriculum Imagine Math Success Maker Lexia Power Up STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Sept.2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmarks STAAR/EOC 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)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching
2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs
3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Differentiate instruction for Emergent Bilinguals based on their individual academic growth needs.	Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Collaborative Learning Leaderes Language and Math Specialists Executive Officers	District Curriculum Imagine Math Success Maker Lexia Power Up STAAR Release Assessments (BM I & II) General Supplies Technology	Aug. 2023 Sept.2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments Benchmarks STAAR/EOC 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) Analyze student assessments (Benchmarks) to identify specific areas of need for EL students.
2) Provide targeted instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)
3) Schedule in intervention/accelerated instruction during school hours to target EL student groups that are unable to attend extended day/Saturday tutoring

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 3:	Emergent Bilinguals will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.
Objective 1:	By June 2024, the district will effectively implement the adopted dual language programs in 9 to 12th grade.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the High School level.	Chief Academic Officer Executive Officers for Highschool Dual Language personnel Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Texas Gateway	August 2023 - June 2024	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS Benchmarks Biliteracy Checks	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
Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	Chief Academic Officer Executive Officers for Highschool Dual Language personnel Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Texas Gateway	August 2023-May 2024	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS Benchmarks Biliteracy Checks	Comprehensive Needs Assessment- Reform Strategies Teacher Decial Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds

Action Steps
Specialized personnel will have multiple trainings/meetings with all DL contents teachers and administrators throughout the school year.
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Conduct parent trainings/meetings on the program models at each level.	Chief Academic Officer Executive Officers for Highschool Dual Language personnel Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	Elementary and Secondary DL Models PowerPoints Chapter 89 Grading Policy	September 2023- May 2024	Flyers, Agendas, Sign-In Sheets, Meeting Recordings	Increase in student achievement Closing achievement Gaps Increase in parental involvement	STAAR TELPAS Benchmarks Biliteracy Checks	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
Dual Language Coordinator collaborates with Parental Engagement Director to set meeting dates.
Create flyers, Public RRLAtions Department posts on Social Media
Collaborate with campus Parent Educators to make contact with parents.

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 3:	Emergent Bilinguals will advance by at least one level on the TELPAS composite rating from June 2023 to June 2024.						
Objective 2:	By June 2024, staff servicing Emergent Bilinguals will be proficient in all dual language support systems.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards.	District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists Bilingual Strategist -Content Coordinators Collaborative Learning Leader Principal Assistant Principal	English Language Proficiency Standards District Curriculum Proficiency Level Descriptors TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide	Aug. 2023 - June 2024	Sign in Sheets Agendas PowerPoint Presentations Lesson Plans Language Objectives posted and aligned	Closing the achievement gap among student groups Increase in student progress by domain Increase in student progress on composite level	Weekly Assessments TELPAS Benchmarks	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
Specialized personnel will offer multiple trainings throughout the school year.
Specialized personnel will ensure that the ELPS are integrated across curriculums.
Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	Campus Administrators Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Content Coordinators Language Development Specialists Bilingual Strategist Collaborative Learning Leader Principal Assitant Principals	English Language Proficiency Standards District Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations Checklist New Teacher Institute	Aug. 2023 - June 2024	LEP Strategic Plans completed EL Accommodations Checklist completed Agendas, Sign in Sheets Language Objectives posted and aligned Walk-through feedback Lesson Plans	Closing the achievement gap among Increase linguistic performance of Beg/Int students Composite Level Progression	TELPAS Benchmark TELPAS Software Quizzes TELPAS Assessment Coaching/Mentoring Forms (plan of action)	Comprehensive Needs Assessment- a,b,c, Reform Strategies- a,b,c Teacher Decision Making Regarding Assessments-a,b,c Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.
2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content.
3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists and Strategists Collaborative Learning Leader Principal Assistant Principals	ELPS District Curriculum PLDs Composite Rating Template TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Accommodations Checklist Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student TELPAS Plan	Aug. 2023 - June 2024	LEP Strategic Plans completed EL Accommodations Checklist completed Agendas, Sign in Sheets Language Objectives posted and aligned Walk-through feedback Lesson Plans	Closing the achievement gap among student groups Increase linguistic performance of Beg/Int students Increased progression in individual domains	TELPAS Benchmark TELPAS Assessment Student Artifacts	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
Team prepares training by disaggregating 2023 TELPAS data and reviewing TEA updates
Train TELPAS CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.
TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans.

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 3:	Emergent Bilinguals will advance by at least one level on the TELPAS composite rating from June 2023 to June 2024.
Objective 3:	By June 2024, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed TELPAS writing practice across all content areas.	Principal Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus Teachers	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2023 -May 2024	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Train curriculum coordinators on the TELPAS writing "Types" and embed TELPAS prompts across all curriculums for student practice at least biweekly.
Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.
Monitor and support teachers to ensure that writing practice is implemented in their content.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide TELPAS practice and Benchmarks for RLA, Listening and Speaking.	Principal Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus Teachers	ELPS District Curriculum PLDs TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2023 -May 2024	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	Effective & Timely -Assistance to students experiencing difficulty-a,b,c Itegration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.
Schedule Emergent Bilinguals to practice for TELPAS Listening, Speaking, and RLA using the TELPAS Software Program and practice sets provided by the TEA.
Administer the TELPAS RLA Benchmark as scheduled in the TELPAS calendar.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed ELPS across all curriculums.	Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus Administrators Campus Teachers	English Language Proficiency Standards District Curriculum ELPS Flip Book TELPAS Educator Guide PLDs	Sept. 2023 -May 2024	ELPS embedded in Curriculum ELPS included in Lesson plans Language Objective posted and aligned	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	Curriculum Audit TELPAS Program Quizzes TELPAS Benchmark TELPAS Assessment Classroom Observations/ Walkthroughs	Effective & Timely -Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Specialized personnel collaborates with content coordinators to embed ELPS in curriculum.
Specialized personnel train teachers on how to develop language objectives (ELPS) aligned to the content objective (TEKS).
Specialized personnel support teachers on creating language objectives for lessons based on the ELPS.

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 school's positive culture and climate will increase to 85% based on teachers and staff perception of staff-student relationships.
Objective 1:	By June 2024, student social and emotional learning knowledge and skills will increase by 10%.

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	Executive Officer of High Schools **Principals** **Assistant principals** **Campus leadership team** **Campus Counselor** **Department chairs** **Campus teachers**	Region One and State Conference Training and Materials Research Based Best Practices District PreK-12 Counseling and Guidance Curriculum Structured and intentional timelines Feedback Surveys	Aug. 2023 –August 2024	Attendance Reports Walk Through/Observation Reports Timelines PowerPoint Presentations Student SEL Profiles Student Guidance Lessons Completed Surveys	Culture and Climate Survey (BOY, MOY & EOY) Increase in student participation Increase in Student Achievement	Panorama Surveys and Needs Assessments SEL Skills Universal Screener Participation Performance District Walk Through Software/Portal	Title I: b, h, i

Action Steps
1) Implement Pre-K through 12 comprehensive counseling and guidance curriculum during advisory period
2) Deliver Social Emotional Learning Student Academies
3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	Principals Assistant Principals Teachers Executive Officers Counselor Director Campus Counselors	District Training and Materials Research Based Best Practices Structured and intentional Timelines Survey Feedback	Aug. 2023 –August 2024	Walk Through /Observation Reports Lesson Plans Completed Surveys	SEL Skills Screener Increase in student classroom participation Increase in Student Achievement	Panorama Climate Survey Participation and Performance Panorama SEL Skills Screener	Title I: b, h, i

Action Steps
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2) Promote the five competencies in extra-curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.
3) Analyze data collected from student surveys and needs assessments

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2024, the school's positive culture and climate will increase to 85% 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	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	PowerPoint Presentations Timelines Tools and resources to monitor its effectiveness	Aug. 2023 –August 2024	Agendas Sign in Sheets ERO Staff Development Registration Reports	Increase in student participation and performance	Side by side data analysis	Title I: d, i

Action Steps
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics
2) Train teachers and staff on the counseling and guidance lessons and resources

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Lessons on SEL interventions Curriculum timeline Tools and resources to monitor its effectiveness	Aug. 2023 –August 2024	Walk Through Reports Completed Teacher Surveys Lesson Plans	Increase in student participation and performance	Side by side data analysis	Title I: d, i

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 by reducing the percent from 29% to 10%.
Objective 1:	By June 2024, 100% of the district will implement safety and violence prevention protocols that will increase school safety.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for campus staff, on safety procedures to increase school safety	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Training equipment Power Point Presentation Security cameras Security/Safety audits	August 2023 January 2024 August 2024	Agendas Sign-in sheets Security/Safety audit reports School lockdown documentation	No active threat situations Improved security/safety audits	BOY, MOY, and EOY security/safety audits	Title I: (I): Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1)Train on lockdown procedures and active threat situations
2) Conduct daily security/safety audits at all campuses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for campus staff, on violence prevention procedures to increase school safety	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers	Training materials Power Point Presentation Safe2SpeakUp App Student Surveys	August 2023 January 2024 August 2024	Agendas Sign-in sheets PEIMS Discipline Data Student Survey Data	Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) Students' perception of school safety has improved	BOY, MOY, and EOY student surveys Six Weeks Behavior Intervention Reports	Title I: (I) Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 from 5% to 10%.
Objective 1:	By June 2024, 25% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host campus information and training sessions on a variation of topics using flexible scheduling, different days and times	Executive Officer of High Schools **Principals** **Assistant principals** **Campus leadership team** **Collaborative Learning Leader** **Content Lead Teacher** **Department chairs** **Campus teachers** **Parental educator**	Region 16 and State Conference Parent Materials Research Based Best Practices District Policy Handbook Texas Education Agency Material ESL/GED RLA Material and Technology Programs	August 2023-August 2024	Meeting Invites Agendas Minutes Sign-In Sheets Power Points Photos of Meetings District Master Course Scheduler Attendance Reports	Parent Surveys Meeting Chats Number of Parents at Meetings Course Statistics using District Dashboard	Assessment Results Participation Performance	Title I-b, d

Action Steps
1) Implement parent information meetings on a monthly basis
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)
3) Schedule parent sessions to support families

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	Principals Parental Director Counselor Director Administrators Parental Coordinator Parental Educators Site Managers Campus Counselors	District Social Media Weekly Calendar Parent Surveys Parent Questions on Chat and One on One Meetings	August 2023-August 2024	Sign-in Sheets Invites Agendas Minutes Brochure Power-Point Calendar Planning Dates Counselor's Café Calendar Video Recordings of Meetings	Parent Surveys Public Relations Data Parent Feedback based on Chat and One on One Meetings Accountability Report	State/Local Assessments (STAAR, TELPAS, etc.) Participation Performance Campus and District Assessments Reports	Title I-b, d

Action Steps
1) Conduct weekly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions
2) Utilize tools such as school messenger and social media outlets to promote parent participation
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 from 5% to 10%.
Objective 2:	By June 2024, 25% 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 campus sessions and courses which include community partners and volunteer instructors	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Content Lead Teacher Department chairs Campus teachers Parent Educator	District Registration Page Literacy Center Calendars Technology Designated Classrooms Community Pamphlets and Brochures	August 2023-August 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-e

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	MOUs Parent Survey Results Program Needs Assessment	August 2023-August 2024	Meeting Notes Mastery Rate Reports	Program Participation Program Completion Certificates Program Artifacts (Parent Projects)	Increase participation in community service projects	Title I-e

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 TTESS 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 TTESS evaluation system.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Instructional Focus Walk-Through Form TTESS Evaluation tool	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.	Review walk-through focus tool mid year and end of year.	Local funds

Action Steps
1) Retrieve the current walk-through from programmers.
2) Compare the current walk through to the TTESS teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.
3) Include support for professional development goals

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Update the Instructional Focus Walk-Through Form	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Instructional Focus Walk-Through form TTESS Evaluation tool	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.	Review walk-through focus tool mid-year and end of year.	Local Funds

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Instructional Focus walk-through form	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	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 and teacher evaluators.
2) Use feedback to revise and update form to meet district needs.
3) Provide professional development based on data needs collect.

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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 the data collected from the Instructional Focus Walk through form 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.	Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Instructional walk-through focus tool	Aug. 2023 - May 2024	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
1) Create campus walk-through schedule
2) Complete 10 walk-throughs per week.
3) Review walk-through data and address areas of need.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Instructional walk-through focus tool	Aug. 2023 - May 2024	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	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 based on observation needs or teacher request ie... peer observations to observed effective strategies based on areas of need, campus survey to collect teacher requests for campus PD, mentor assignment
3)   Monitor and follow up with next steps

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action 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 data collected from the Instructional Focus Walk-Throughs.

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.	Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -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 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 growth by teacher	Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -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.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 1:	Develop the skills in teachers and teacher evaluators 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 teachers based on their professional development goals.	Executive Officer of High Schools Principal Assistant Principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers Collaborative Learning Leader	Funding, professional development needs data, professional development trainers	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, STAAR, SLO's, TTESS	T1 c, e

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 teacher evaluators based on professional development goals.	Executive Officer of High Schools Principal Assistant Principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers Collaborative Learning Leader	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	Quarterly	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Data showing increase alignment between teacher evaluation and student performance	TTESS evaluation data, student performance data	T1 c, e

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using TTESS 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 (TTESS) to increase staff quality,	Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	TTESS Evaluation Tool	August 2023 - May 2024	TTESS evaluations, ERO Numbers Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	TTESS 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)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continue providing annual TTESS calibration certification training	Principal, Assistant Principals, Dean of Instruction, Early College Director, Collaborative Learning Leader, Department Heads.	TTESS Evaluation Tool	August 2023 - May 2024	TTESS evaluations, ERO Numbers	Continue providing annual TTess calibration certification training	TxCEE, HR Dept. and Executive Officers	TTESS 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.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a TTESS 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.	Asst. Supt of Talent Development, NTS Director, Professional Development Director, Data Director, PR Director, Campus Principal, Assitant Principal	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 c, e

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, Campus Principal, Assistant Principal	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 c, e

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 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, Campus Principal, Assistant Principal	PD funds	Quarterly	Professional development offered	Improved staff moral, and customer service	PD surveys	T1, c, e

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, Campus Principal, Assitant Principal	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1 c, e

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2024.
Objective 1:	All Secondary ESL RLA teachers will be certified by May 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	Principal Assistant Principal	Staffing Reports, Certification records, SBEC, Funding	August 2023 - May 2024	All teachers certified	Content Certified teacher in every classroom	Certification Exam	−Title I: c, e

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. Campus Principal Assistant Principal	TEA test preparation materials	August 2023- May 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: c, e

Action Steps
1) Reimbursement for testing fees.
2) Evaluate PD feedback to ensure it meets needs

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

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

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

Action Steps
1) Meet with appropriate HS 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 and dual credit teachers.	College Readiness, HR, HS EO, Talent Development, Professional Development Director, Campus Principal, Assistant Principal	Funding, Job Fairs, Recruitment efforts,	fall, Spring, Summer	retention of high DC need teachers	District certified DC teacher Cost savings on STC tuition decrease	Increase in students' certifications and college hours earned	Title-I c, e

Action Steps
1) Survey to identify needs for growth trainings
2) Develop trainings
3) Holds the trainings

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Fall Professional Development Schedule

PSJA MEMORIAL ECHS PD CALENDAR

Date	Session	Audience	Lead Person	Location	ERO Number	Time
Monday,	ALL DAY PD	Campus Staff **Professional Dress** (School Colors)	Principal Admin Team	MHS CAFÉ	289696	8:00 – 4:30
	Breakfast					7:00
	Welcome					8:00 - 8:30
	Campus-Based Data Analysis Overview A					8:30 - 9:00
	United Way					9:00 - 9:15
	Emergency Contact					9:15-9::30
	Transition					9:30 -3:45
	State Madated Trainings			ROTATIOONS		Session 1 (9:45 - 10:35)
	1. Improper Relationships/ Sexual Harrasment		Lee Garcia	A102		Session 2 (10:35 - 11:30)
	2. Bullying / Cyberbullying (David's Law) / Social Media		Steve Trevino	A103		11:30-12PM Meet w Dept Lunch
	3. Staff Handbook / Non Negotiables		Alma De La Rosa	A104		Session 3 (1:00 - 1:55)
	4. Customer Service		Sandra Garza	A105		Session 4 (1:55 - 2:50)
	5. SEL		Michelle Cantu	L103		Session 5 (2:50 - 3:45)
	Mobile Imaging Unit		MHS CAFÉ			3:45 -4:30PM
Tuesday, 22-Aug-23	*Secondary Best Practice Conference*	*Professional Dress*	*District Staff*	*PSJA Southwest ECHS*		
	Review Policy and Procedures	Physical Education Teachers and Staff	Arturo De Hoyos Coordinator	Kennedy MS Gymnasium	277721	8:00 – 4:30
	Texas Education Agency, UIL, and PSJA ISD Policies and Procedures	Fine Arts Teachers	Jon Taylor Director	PSJA ECHS Fine Arts Area	281546	8:00 – 4:30
Wednesday, 23-Aug-23	*District Convocation*	*All District Staff* *Jeans and Convocation Shirt*	*Dr. Elias, Superintendent & District Staff*	*Bert Ogden Arena* *Edinburg, Texas*	-	*8:00 – 12:00*
	Campus-Based Data Analysis, Identification of Root Causes, Campus Goals & Initiatives, Campus Plan	Campus Staff / Planning By Content Areas	Principal/ Leadership Team	Campus	289700	1:00 – 4:30
Thursday, 24-Aug-23	TTESS FOR SUCCESS Campus Goals & Initiatives, Campus Plan /	Campus Staff ROTATIONS **Dress For Success**	Principal/ Leadership Team	A 101 - A105	289703	8:00 – 11:30 / 1:00 - 4:30
	CTE Session	CTE Teachers	Adriana Garcia CTE Director	Dr. Daniel P. King College & University Center	281580	8:00 – 4:30
Friday, 25-Aug-23	*Staff Workday* *Please make plans to meet as whole for a snack at the end of the day*					