

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**PSJA Early College High
School Campus
Improvement Plan
2023-2024**

Board Approved:

PSJA Early College High School



Executive Summary

Campus Improvement Plan: School Year 2022-2023

Campus Name: PSJA Early College High School

Mission: As educational stewards, PSJA Early College High School is constantly adapting to meet our students' needs and ensuring they have the necessary resources, as well as relevant and high-quality instruction to reach their educational goals while instilling pride and ethics.

In collaboration with the community, PSJA Early College High School will continue to promote our Academic Pathways, Career and Technology Education, Dual Credit Program, Fine Arts and Athletics while guiding students towards their chosen career or post-secondary readiness and thus leave a transformative impact in our society

Demographics Summary: As of September 2022, the student population at PSJA ECHS consisted of 2,347 students in which 93.7% were economically disadvantaged. There were 181 students, approximately 7.7%, who received special education services through self-contained, inclusion, and co-teaching models. The EB population was 26%, with 609 students who were English language learners. Many English bilinguals identified their home language as Spanish; however, EB students' home countries ranged from Mexico, Guatemala, Honduras, El Salvador, and Brazil. The GT population of students was 211, which was 9% throughout grades 9-12 who received instructional services through rigorous courses designed to challenge their learning and prepared them to be ready to complete challenging college coursework aimed at completing an associate degree. The campus had 59% of its student population considered at-risk and, through strategic interventions and progress monitoring, strived daily to provide opportunities to close achievement gaps.

Comprehensive Needs Assessment Summary: PSJA ECHS earned an overall score of 88 for the 2021-2022 school year, receiving a B rating from the Texas Education Agency. In Domain 1 (Student Achievement), the campus earned 87 total points which averaged to a B for this domain. The scaled score on Domain 2, Part A, averaged at an 87 earned the campus a B for School Progress and the scale score for Domain 2, Part B, averaged at a 90, earning the campus an A in Relative Performance. For Domain 3, the scaled score averaged at an 83, earning the campus a B for Closing the Gaps. The Texas Education Agency did not rate campuses for the 2021-2022 school year. However, the campus has identified that its main priority of focus continues to be EB instruction through the implementation of literacy initiatives, consistent progress monitoring and strategic interventions and data analysis aimed at making certain that all students, in particular our EB students are closing achievement gaps.

Curriculum/Instruction and Assessment: Teachers plan every day for forty-five minutes using the district curriculum as guides for delivering the most strategic and impactful instruction. Various teachers in all the content areas have participated as curriculum writers; this level of expertise has been an asset to the campus in terms of perfecting instructional delivery and monitoring progress of both teacher instruction and student learning. Teachers conduct daily formative assessments through a variety of strategies, namely using the Common Instructional Framework, which they have been consistently implementing and perfecting for the last four years. In addition to CIF, and due to the COVID-19 pandemic, teachers have become accomplished in using various platforms in addition to traditional face-

to-face instruction. These platforms include TEAMS, Google Classroom pulling all the G-Suite apps (Google Slides, Google Docs, Google Sheets, Google Draw), Newsela, MyOn, Flip, ClassDojo, Remind, Edmodo, Prodigy, Khan's Academy, Quizizz, Kahoot, Quizlet, AP Classroom, and various other applications. In addition, all teachers are part of a coaching/mentoring program led by teacher leaders, namely the campus Literacy LIFE Coach - receiving direction and guidance from the campus principal and leadership team. The principal sets goals based on expected outcomes designed to improve teaching and learning while teachers partake in after school professional learning sessions aimed at improving their craft through the implementation of researched-based practices. Most importantly, teachers go through rigorous disaggregation of campus data to set goals throughout the school year, monitoring and adjusting before, during, and after every benchmark. The campus has identified a leadership team that consists of teachers from every content who are trained to promote campus culture and carry forward the work needed to meet campus accountability goals.

Summary of Goals: PSJA Early College High School attained a B rating for the 2021-2022 academic school year, with an overall grade of 88, just two percentage points away from attaining an A rating. From an extensive review of campus data, it was determined that literacy development should continue as a priority, especially with our EB student population, so that student achievement gaps in all EOC STAAR assessments are closed on all three levels of performance. A focus on literacy will also provide learning opportunities for EB students to practice the language of instruction, thus impacting the attainment of English language proficiency on TELPAS and guaranteeing that the campus meets the required 38% on the ELP Status Indicator for Domain 3: Closing the Gaps. End-of-course assessments will increase by 5% at the Approaches level, and 3% at the Meets and Masters' levels of student performance.

Principal Signature



Dean of Instruction



Early College Director



Assistant Principal



Assistant Principal



Assistant Principal



Assistant Principal

Vision

At PSJA Early College High School we foster a diverse environment where every student is empowered to pursue their educational aspirations and inspired to contribute to our community and world-wide society through our continued tradition of excellence.

Mission

As educational stewards, PSJA Early College High School is constantly adapting to meet our students' needs and ensuring they have the necessary resources, as well as relevant and high-quality instruction to reach their educational goals while instilling pride and ethics.

In collaboration with the community, PSJA Early College High School will continue to promote our Academic Pathways, Career and Technology Education, Dual Credit Program, Fine Arts and Athletics while guiding students towards their chosen career or post-secondary readiness and thus leave a transformative impact in our society.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



2023-2024 School Board of Education	
Cynthia A. Gutierrez	President
Carlos G. Villegas, Jr.	Vice-President
Diana Serna	Secretary
Yolanda Castillo	Assistant Secretary
Jesus Vela Jr.	Member
Jesus A. Zambrano	Member
Jorge Zambrano	Member



2023-2024 Campus Administration	
Dr. Rowdy R. Vela	Principal
Elizabeth Alaniz	Dean of Instruction
Carolina Castillo	Early College Director
	Assistant Principal
Norma Rocha	Assistant Principal
Consuelo Chapa	Assistant Principal
	Assistant Principal

School Profile

PSJA Early College High School is a comprehensive high school located in San Juan, Texas. As of August 2023, the campus enrollment consisted of 2,335 students. Based on campus demographics, the enrollment by ethnicity consisted of 99.1% Hispanic, .6% White and .1% Black. The student population served is 93.1% economically disadvantaged and 31.3% of our student population are classified Emergent Bilinguals (EBs). Also, of the total population served at PSJA Early College High School, 8.8% (206) are identified as special education and require individualized education plans and services.

PSJA Early College High School has achieved accolades in academics, fine arts, and athletics, as well as attained a B rating for the 2022-2023 academic school year, with an overall score of 88 based on the Texas Education Agency accountability system. For the 2022-2023 school year, PSJA Early College High School graduated 99.6% of the senior class with 93 students obtaining their Associate Degrees in either Interdisciplinary Studies, Mathematics, Biology, Business, Criminal Justice, Education, or Welding. PSJA ECHS also had 24 students earning Certificates in different fields of study from our partnering Institution of Higher Education (IHE). Of the total graduates, 87% earned one or more dual credit courses, setting the foundation needed for a post-secondary education. PSJA Early College High School prepares students to be able to participate, compete and excel in a global society designed to foster multi-generational prosperity.

PSJA Early College High School Campus Performance Objective Council Members



1. Student Achievement

Dr. Rowdy R. Vela	Campus Principal
Elizabeth Alaniz	Dean of Instruction
Karina Duran	Collaborative Learning Leader
Marisol Gonzalez	RLA Department Chair
Marlene Salinas	RLA Teachers
Diana Blanco	Math Department Chair
Evan Curtis	Math Department Chair
RubyAnn Garcia	Social Studies Dept Chair
Veronica Benavidez	Foreign Language Dept Chair
Fernando Oviedo	Science Teacher
Jo Anna Escalante	Science Department Chair
Alejandra Camarillo	Math Teacher
Ruben and Angie Guajardo	Business Partners
Morgan Guerra	Student

2. Special Population Goals and Strategies

Consuelo Chapa	Assistant Principal
Rebecca Gil	Diagnostician
Luis De Luna	SPED Department Chair
Ruben Lopez	SPED Department Chair
Aaron Cuevas	AP Social Studies Lead Teacher
Jessica Maldonado	RLA Teacher
Sinthia Solis	ESL Teacher
Marisa Gonzalez	Foreign Language Teacher
Alma Ozuna	CTE Department Chair
Bianca Gonzalez	CTE Teacher
Luz Martinez Salomon	RLA Teacher
San Juanita Resendez	Parent
Joshua Hernandez	Student

PSJA Early College High School Campus Performance Objective Council Members



3. Improve Safety, Public Support, Culture and Climate – Including Safety and Violence Prevention

Carolina Castillo	ECHS Director
	Assistant Principal
Deena Villarreal	Instructional Technologist
Agustin Padron	Head Custodian
Emily Ramos	Science Department Chair
Daisy Garcia	CTE Department Chair
Carlos Ramos	CTE Teacher
Sergio Gonzalez	Head Custodian
Paul Guerra	Head Security
Dora Hinojosa	Nurse
Melissa Sanchez	Head Counselor

4. Increase Staff Quality, Recruitment and Retention

Marilu Navarro	Assistant Principal
Norma Rocha	Assistant Principal
Marisol Gonzalez	AP/DC Instructor
Albert Garcia	Fine Arts Department Chair
Monica Acevedo	Drill Team Director
Pedro Leija	CTE Teacher
Norma Lisa Cantu	Social Studies Teacher
Dora Resendez	Parent Educator
Monica Elizondo	Nurse
Valerie Reyes	Financial Aid Advisor

PSJA ECHS 2023-2024 DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	2,335	1,203	1,132	206	732	1	5	27	2,175	202	0
Percent	100%	51.52%	48.47%	8.8%	31.3%	0%	.02%	1.2%	93.1%	8.7%	0%

	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	2,314	2	3	15	1
Percent	99.1%	0.1%	0.1%	0.6%	0%

2023 Accountability Data Summary (PENDING)



Texas Education Agency
2022 Accountability Ratings Overall Summary
PSJA EARLY COLLEGE H S (108909001) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		87	B
STAAR Performance	50	77	
College, Career and Military Readiness	76	94	
Graduation Rate	99.6	95	
School Progress		90	A
Academic Growth	77	87	B
Relative Performance (Eco Dis: 93.5%)	63	90	A
Closing the Gaps	76	83	B



Campus Timeline

Date	Event(s)
May 2023	Met with Campus Leadership Team/CPOC to determine academic objectives and strategies.
May 2023	Met with Campus Leadership Team/CPOC to conduct campus comprehensive needs assessment.
May 2023	Met with Campus Leadership Team/CPOC to review/revise performance objectives.
June 2023	Met with Campus Leadership Team/CPOC to develop instructional strategies designed to improve student achievement.
June 2023	Met with Campus Leadership Team/CPOC to gather review plan and gather feedback from campus administration.
August 2023	Will meet with Campus Leadership Team/CPOC to further analyze 2023 campus data and submit campus plan for board approval.
August 2023	Will meet with campus leadership team/CPOC to address the actions to be taken to address campus needs.
September 2023	Will share and present the campus improvement plan to staff to begin implementation.
August 2023 - June 2024	Will continually revisit campus plan for feedback and progress monitoring.

PSJA Early College High School (PENDING)



PSJA Early College High School
 Campus Performance Objective Council Members
 Campus Plan Revision and Finalization/ Approval
 August 30, 2022

Member Name	Goal Area	Signature
Campus Principal	Student Achievement	
Carolina Castillo	Student Achievement	<i>Carolina Castillo</i>
LIFE Coach	Student Achievement	
RubyAnn Garcia	Student Achievement	<i>RubyAnn Garcia</i>
Consuelo Chapa	Special Population Goals/ Strategies	<i>Consuelo Chapa</i>
Luis De Luna	Special Population Goals/ Strategies	<i>Luis De Luna</i>
Ruben Lopez	Special Population Goals/ Strategies	<i>Ruben Lopez</i>
Rebecca Gil	Special Population Goals/ Strategies	<i>Rebecca Gil</i>
Heather Contreras Pena	Safety, Culture & Climate	<i>Heather Contreras Pena</i>
Rolando Pena	Safety, Culture & Climate	<i>Rolando Pena Jr</i>
Agustin Padron	Safety, Culture & Climate	<i>Agustin Padron</i>
Paul Guerra	Safety, Culture & Climate	<i>Paul Guerra</i>
Dora Hinojosa	Safety, Culture & Climate	<i>Dora Hinojosa</i>
Melissa Sanchez	Safety, Culture & Climate	<i>Melissa Sanchez</i>
Marilu Navarro	Staff Quality & Retention	<i>Marilu Navarro</i>
Javier Saldana	Staff Quality & Retention	<i>Javier Saldana</i>
Monica Acevedo	Staff Quality & Retention	<i>Monica Acevedo</i>
Marisol Gonzalez	Staff Quality & Retention	<i>Marisol Gonzalez</i>

2023-2024 PSJA ECHS Focus Areas



- Focus Area 1: Student Achievement
- Focus Area 2: Special Population Goals & Strategies
- Focus Area 3: Improve Safety, Public Support, Culture and Climate – Including Safety & Violence Prevention
- Focus Area 4: Increase Staff Quality, Recruitment and Retention

PSJA Early College High School
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
1	Student Achievement	<ul style="list-style-type: none"> • ELA I: Based on the Spring 2023 EOC results, the Emergent Bilingual students increased by 6% at the Approaches grade level and by 7% at the Meets grade level. • ELA II: Based on the Spring 2023 EOC results, the Emergent Bilingual students increased by 7% at the Approaches grade level and by 3% at the Meets grade level. The reading scores for Special Educations students increased by 4% at the Approaches grade level. • Algebra 1: Based on the Spring 2023 EOC results, the All-student group increased by 6% at the Approaches grade level and by 4% at the Meets grade level. The EB student group increased by 10% at the Approaches grade level and by 7% at the Meets grade level. The SPED student group increased by 22% at the Approaches grade level. • Biology: Based on the Spring 2023 EOC results, the Emergent Bilingual students increased by 7% at the Approaches grade level and by 5% at the Meets grade level. 	<ul style="list-style-type: none"> • Based on the ELA/Reading 2023 EOC results, reading scores decreased by 4% at the Approaches grade level, 8% at the Meets grade level, and 4% at the Masters grade level with the students who tested. • Based on the ELA/Reading/Algebra/Biology 2023 EOC results, the ALL-student group decreased by 5% at the Meets grade level and 2% at the Masters grade level. • Based on the ELA I 2023 EOC results, the reading scores for Special Educations students decreased by 6% at the Approaches grade level and 14% at the Meets grade level. • Based on the ELA II 2023 EOC results, the reading scores for Special Educations students decreased by 1% at the Meets grade level. • Biology: Based on the Spring 2023 EOC results, the All-student group decreased by 5% at the Meets grade level. • US History: Based on the Spring 2023 EOC results, the All student group decreased by 8% at the meets grade level, as well as an 18% decrease in the SPED meets grade level. • A literacy action plan will be implemented during Lit Time for continuous improvement and cross-curricular alignment. • On-going professional development for teachers so they can deliver rigorous instruction that is targeted and intentional. • New TEA requirements for Industry-Based Certifications. • Sequence of order for endorsements • Tier 3 courses offered. • Identify sunseting certificates. • HB5 Math/ELA • Advanced Placement Resources

**PSJA Early College High School
Comprehensive Needs Assessment**



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
1	Student Achievement	<ul style="list-style-type: none"> • U.S. History: Based on the Spring 2023 EOC results, the All-student group increased by 3% at the Approaches grade level. The EB student group increased by 14% at the Approaches grade level. The SPED student group increased by 23% at the Approaches grade level. • CCMR – Based on the 2023 results (93%), there was an increase by 7%. 	<ul style="list-style-type: none"> • Campus administration and department chairs, in conjunction with the Collaborative Learning Leader will outline a plan of action to ensure that the new CCMR components will be continuously monitored.

PSJA Early College High School
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
2	Closing the Gaps	<ul style="list-style-type: none"> Based on the 2023 data, PSJA ECHS met and exceeded the Growth Status target of 34% by an increase of 7% (41%). 	<ul style="list-style-type: none"> Based on ELA II 2023 data, 77 Emergent Bilingual students did not meet or exceed academic growth. Based on 2023 data, campus needs to progress monitor all students who have not tested STAAR and/or TELPAS to ensure they are on track. As well as to ensure that student achievement gaps are lessened through the implementation of interventions/academies/enrichment.

PSJA Early College High School
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
3	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> There are various meetings and special events held throughout the year, beginning with Enrichment, FISH Camp, Meet the Bears, Meet the Teacher, Open House, Remembrance of September 11, Constitution Day, Election Day, College Night, Mariachi community performances, Thanksgiving Feast of Sharing, Red Ribbon Parade and Drug Awareness Parade, Trunk-or-Treat, Christmas Posada and Parade, Veterans Day Parade with the City of Pharr, Christmas Toys for Tots Toy Drives, Track of Hope, Jean Drive, Bears' Closet, Community Cemetery Clean Up with City of San Juan, Easter Egg Roll, Drama Children's Show, Homecoming Parade/Bonfire, and Student Council/Interact sponsor visits to Nursing Homes to visit the elderly. These events are held throughout the year to foster family and community involvement. 	<ul style="list-style-type: none"> Community Walk during our professional development day targeting our EB students that will take TELPAS. EB Parent Night The campus leadership team has identified more involvement of EB and SPED students' parents is needed to support their children and the campus can continue to close gaps between these two sub-groups. Administration and campus leadership team will hold a minimum of two parental meetings to explain the accountability system, expectations, and update parental contact information in order to build collaboration between parents and PSJA ECHS in relation to student needs. Need for extra security Increase restrooms security

PSJA Early College High School
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
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3	<p>Improve Safety, Public Support, Culture and Climate</p>	<ul style="list-style-type: none"> • Emergency Response Team • 2021 Most Resilient Pandemic High School (#1 in Texas/RGV) • 2021-2022 Cognia Performance Accreditation was Attained for 6 years • 2021-2022 Texas Community Healthy School Challenge Runner-Up • South Texas College Proclamation for exceptional Dual Credit Programs, September 10th, 2021, Presented by: Dr. Rebecca De Leon, Dean of Dual Credit Programs and School District Partnerships of South Texas. 	
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PSJA Early College High School
 Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
3	<p>Improve Safety, Public Support, Culture and Climate</p>	<ul style="list-style-type: none"> • Sweeps to make sure that structures and processes are implemented for students to be on time. • All teachers utilize colored hall/restroom passes. • Teachers are on duty to greet students in the mornings, during transition periods, and after school. • Security student interns are on-duty during their practicum periods. • Teacher Celebrations • School Spirit is fostered through positive interactions with students and community. • Teacher videos that showcase learning and culture of the campus are posted on YouTube/campus website. • Follow all safety protocols as recommended to ensure students safety by providing masks, hand sanitizer, disposable water cups, handwashing, and a blue light Atomizer along with a gallon of sanitary fluid for all teachers. 	<ul style="list-style-type: none"> • Televisions in the cafeteria would be used to project videos and music for students to listen to during lunch. • School intercoms need to be in working condition in all schools, including outside buildings such as portables, science buildings, field house, and gym. • Portables need increased security. • More cameras in portable area • Safety committee meetings • Lockdown Drills per semester

PSJA Early College High School
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
4	<p align="center">Increase Staff Quality, Recruitment and Retention</p>	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Institute (NTI)- ACT/RGV • Teach for America • Ongoing Intentional Professional Development in CLCs. • District Instructional Coach for Mentors • POP Wednesdays • New and struggling teachers are identified and mentored to guarantee growth. • Teacher Incentives • Teacher Appreciation Week 	<ul style="list-style-type: none"> • Consistent administrative walkthroughs need to be paired with strength-based feedback for continuous improvement. • T-Tess Evaluation Tool • Teacher Incentive Allotment Professional Development

GOAL AREA PRESENTATION



Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement – Reading Language Arts						
Annual Goal 1:	The average percentage of students performing at Meets Grade Level for Reading Language Arts will increase to 60% by June 2024.						
Objective 1:	All students will be monitored to ensure that they are on track to perform at a 60% at the Meets Grade Level for Reading Language Arts by June 2024 through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Collect and disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction Department Chairs CLL Administrative Team Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC-Benchmarks Texas Assessment NoRedInk MyOn (Accelerated Reading) NewsELA/StudySync/CommonLit Quizizz SummitK12 Actively Learn AP Classroom IXL CIF Equipment/Instructional - Supplies Sustainability Supplies Electronic Devices	November 2023 Benchmark (Re-testers) November 2023 Benchmark 1 (First-Time Testers) December 2023 STAAR February 2024 (First Time Testers) Benchmark 2	Walkthroughs Targeted Feedback Instructional Academies AP Boot Camps Mock Assessments Student Portfolios Student STAAR Goal Sheets Targeted Student Lists (DMAC) Progress Growth Tracking MyOn Data	-Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, and industry-based certifications. -AP Content & Skills Performance Reports	Checks for Understanding Weekly/Formative/Summative Assessments Teacher Observations Student STAAR Goal Sheets Benchmark Data Online Platforms IXL Student Progress Reports AP Classroom Progress Checks/Practice Tests	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment, and through extended learning time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus will disaggregate data with campus leadership team and teachers as well as hold Campus Performance Reviews (CPR) with district within 48 hours following the district-level Benchmark.	Executive Officer for HS Content Coordinators Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Content Teachers	Action Plans and Timelines STAAR Goal Sheets Formative/Summative Assessments STAAR and DMAC data Texas Assessment Quizizz Electronic Devices	October 2023 November 2023 January 2024 February 2024 March 2024	Student Progress Growth Sheets Student STAAR Goal Sheets Teacher Goal Sheets Campus EOC Data Reports CPR Feedback-Data Analysis	Progress reporting periods, BM1, and BM2 scores will show gains in student achievement and student performance growth in all grade Levels.	Formative assessments Benchmarks STAAR/TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Closely monitor and intervene when students are not reading on grade level beginning in 9th grade.							
2). Analyze campus data and develop action plans and tutorials targeting areas of concern for all student groups to be held Saturdays and before, during, and after school, as well as during enrichment.							

3). Schedule academic meetings with parents following campus benchmarks to inform them of results, progress, and plan individualized intervention plans.

4). Teachers will identify students in each phase of accountability following each benchmark using DMAC reports/College Boards to address the Meets grade Level on the STAAR/EOC/Pre-AP/AP assessments.

Goal Area 1:	Student Achievement – Reading Language Arts						
Annual Goal 1:	The average percentage of students performing at Meets Grade Level for Reading Language Arts will increase to 60% by June 2024.						
Objective 2:	All students will be monitored to ensure that they are on track to perform at a 60% at the Meets Grade Level for Reading by June 2024 through curriculum and instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide on-going support for the implementation of RLA/cross-curricular literacy curriculum through planning/CLCs/POP sessions.	Coordinators Principal Administrative Team Dean of Instruction CLL Department Chairs Librarian Lead Teachers	PD Materials/Agenda District/Campus Curriculum Student Consumables Google Suite AP College Board platform Nearpod MyOn NoRedInk StudySync MackInVia Actively Learn IXL Edulastic / Hoonuit CIF Equipment/Instructional Supplies Scientific Minds/Edusmart Cengage-MindTap Summit K12 NewsEla/Scholastic Electronic Devices	August 2023-June 2024	Agendas Sign-In Sheets CLC/POP Meetings Google/AP Classrooms Hoonuit Certificates	-Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, as well as Pre-AP/AP assessments. -AP Content & Skills Performance Reports	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring Benchmarks AP Classroom Progress Checks/Practice Tests IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Teachers will be provided support in the implementation of cross-curricular literacy for all students.							
2). Support technology integration within the RLA curriculum to enhance blended learning lessons.							
3). CLC/POP sessions will support all cross-curricular lesson planning to create consistency.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Instructional delivery will be conducted with a focus on student areas of need using high yield differentiated strategies and progress monitoring.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum Released STAAR EOCs EOC Data Monitoring Reports Interactive Journals NoRedInk Scholastic Equipment/Instructional Supplies Electronic Devices Google Suite CIF Edulastic IXL StudySync NewsELA MyOn/MackinVia Pre-AP/AP Classroom Nearpod/Actively Learn Scientific Minds / Edusmart Cengage-MindTap Summit K12	November 2023 Benchmark (Re-testers) November 2023 Benchmark (First-Time Testers) December 2023 STAAR February 2024 (First Time Testers) Benchmark 2	Walkthroughs Strength-based Feedback Student Portfolios Interactive Notebooks Student Projects (Online) Student Work Google Classroom Student Progress Sheets Pre-AP/AP Learning Checkpoints	-Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, and Pre-AP/AP Assessments. -AP Content & Skills Performance Reports	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring Student STAAR Goal Sheets Benchmarks AP Classroom Progress Checks/Practice Tests IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund

Action Steps

- 1). Planning time will consist of analyzing student data in order to better implement intentional instructional strategies.
- 2). Teachers will attend CLCs/POPs/Self-paced training sites (i.e.. Hoonuit) to implement/evaluate the effectiveness of high yield strategies (i.e.. ELPS, CIF) on student learning.
- 3). Teachers will closely monitor student progress, provide feedback, and make further differentiated adjustments to their instructional delivery.
- 4). Administration/CLL/Department Chairs/Teachers will implement instructional rounds for continuous improvement and conduct post-conference discussions with teachers.

Goal Area 1:	Student Achievement – Reading Language Arts						
Annual Goal 1:	The average percentage of students performing at Meets Grade Level for Reading Language Arts will increase to 60% by June 2024.						
Objective 3:	All students will be monitored to ensure that they are on track to perform at a 60% at the Meets Grade Level for Reading by June 2024 through professional development opportunities.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for administrators, leadership team, and all teachers on the assessed curriculum and the state accountability system.	Principal Administrative Team CLL Department Chairs Teachers	TAPR/TELPAS Reports DMAC Reports Texas Assessment Lead4ward Reports Region One ESC Content-Based Conferences/Associations APSI AP College Board IXL Equipment/Instructional Supplies Electronic Devices CIF Sustainability - Equipment/Supplies	October 2023- April 2024	Data Reports Agendas Sign-In Sheets Presentations PD Resources	Student Achievement gains Closing the Gaps Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance	Formative assessments TELPAS Practice Sets Benchmarks APSI AP College Board Pre-SAT/PLAN STAAR TELPAS IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Early and ongoing trainings on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2). Focused mini sessions on effective reading strategies by highly effective teachers to share BEST practices at CLCs/POP sessions.							
3). Create spiral reviews using DMAC and curriculum resources based on areas of concerns to ensure progress from BM1 to BM2 and from the previous STAAR year.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide on-going professional development curriculum training for teachers and administrators on instructional strategies and data analysis.	Campus Principal Administration Team Dean of Instruction CLL Teachers Department Chairs	Lead4ward Resources Region One ESC DMAC Reports State and Accountability Reports Electronic Devices District Curriculum CIF APSI AP College Board Framework IXL Education Literature Resources Equipment/Instructional Supplies Sustainability - Equipment/Supplies	October 2023 - April 2024	Agendas Sign In Sheets Data Reports Presentations PD Resources	Student Achievement gains Closing the Gaps Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance	Formative assessments TELPAS Practice Sets Benchmarks AP Classroom Progress Checks/Practice Tests Pre-SAT/PLAN STAAR TELPAS IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Opportunities to participate in on-going professional development on campus to create targeted instructional tutorials for special populations through pull-outs/academies.							
2). Resources and support will be provided by both district and campus CITs to assist in the integration of technology into the core curriculum.							
3). Librarian will provide on-going professional learning in various areas of technology and online resources for cross-curricular literacy.							

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Content teachers will receive training on TEKS analysis to determine depth and complexity of student expectations.	District Coordinators Campus Administration CLL Department Chairs Teachers	Lead4ward Resources Region One TEKS District Curriculum SIOP ELPS/TELPAS Online Ed Platforms BEST Practices Pre-AP/AP Classroom APSI CIF IXL Electronic Devices Equipment/Instructional Supplies	August 2023- June 2024	Agendas Sign In Sheets Curriculum Binders Presentations Pre-AP/AP Curricular Alignment PD Resources	Student Achievement gains Closing the Gaps Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance -AP Content & Skills Performance Reports	Formative assessments TELPAS Practice Sets Benchmarks AP Boot Camp/Progress Checks/Mock Exam Pre-SAT/PLAN STAAR TELPAS AP Exams IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund

Action Steps

- 1). Training on literacy strategies will be conducted for grades 9-12.
- 2). Training for content teachers on differentiation/scaffolding/re-teaching by Region One ESC and campus administration.

Goal Area 1:	Student Achievement - Mathematics						
Annual Goal 2:	The percentage of students performing at Meets Grade Level for Math will increase to 60% by June 2024.						
Objective 1:	All students will be monitored to ensure that they are on track to perform at a 60% Meets Grade Level for Math by June 2024 through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Collect and disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction Administrative Team CLL Campus Leadership Team Teachers	District Curriculum TAPR TEA Accountability Reports DMAC Reports Texas Assessment IXL Pre-AP/AP College Board Benchmarks Electronic Devices Equipment/Instructional Supplies Sustainability Equipment/Supplies Quizizz	November 2023 Benchmark (First-Time Testers) December 2023 STAAR EOC February 2023 (First Time Testers) Benchmark 2	Walkthroughs Targeted Feedback Student Portfolios Progress Sheets Student Growth Tracking Pre-AP/AP Classroom	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects. -AP Content & Skills Performance Reports	Weekly Assessments CBAs Teacher Observations Progress Monitoring STAAR Goal Sheets Benchmarks AP Boot Camp/Progress Checks/Mock Exam IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, after school tutorials, and enrichment opportunities.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus will disaggregate data with campus leadership team and teachers as well as hold CPRs with district within 48 hours following the district level Benchmark.	EO for Secondary Schools District Coordinators Campus Principal Dean of Instruction Administrative Team CLL Campus Leadership Team Teachers	Action Plans Pacing Calendar Tutorial Curriculum STAAR Individual Goal Sheet STAAR and DMAC data Pre-AP/AP College Board Electronic Devices Equipment/Instructional - Supplies as needed Copy Machine Lease	November 2023 December 2023 January 2024 February 2024 March 2024	Student Goal Sheets Campus Data Reports DMAC Reports CPR Feedback	BM1 and BM2 scores will show an increase in student achievement and student performance growth in all Grade Levels. -AP Content & Skills Performance Reports	Formative assessments Benchmarks TSI/AP STAAR/TELPAS AP Boot Camp/Progress Checks/Mock Exam IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Analyze campus data and develop action plans and tutorials targeting areas of concern for all student groups to be held Saturdays, before/after school and during enrichment.							
2). Schedule academic meetings with parents following campus benchmarks to inform them of results, progress and planned and individualized intervention plans.							
3). Teachers will identify students in each phase of accountability following each benchmark using DMAC reports to address the meets grade level on the STAAR/EOC assessment.							

Goal Area 1:	Student Achievement - Mathematics						
Annual Goal 2:	The percentage of students performing at Meets Grade Level for Math will increase to 60% by June 2024.						
Objective 2:	All students will be monitored to ensure that they are on track to perform at a 60% Meets Grade Level for Math by June 2024 through curriculum and instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide on-going support for the implementation of the mathematics curriculum through CLCs.	Campus Principal Dean of Instruction Campus Leadership Team CLL Campus Administration Teachers	District Curriculum DMAC Reports TAPR Edulastic IXL CIF Pre-AP/AP College Board Quizizz Interactive Notebook Google Suite Electronic Devices Equipment/Instructional Supplies Sustainability Equipment/Supplies	September 2023- June 2024	Agendas Sign-In Sheets Presentation	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects. -TSI -AP Content & Skills Performance Reports	Checks for Understanding Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks AP Boot Camp/Progress Checks/Mock Exam IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund

- 1). Teachers will be provided support in the implementation of cross-curricular literacy, including math.
- 2). Support technology integration within the mathematics curriculum to enhance classroom instruction and student engagement.
- 3). CLL will allow for math lesson planning during CLCs to create consistency among the math classes being taught.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Instructional delivery will be conducted with a focus on student areas of need using high yield strategies and progress monitoring.	Campus Principal Dean of Instruction Campus Leadership Team CLL Campus Administration Teachers	District/Campus Curriculum Student Consumables Google Suite CIF IXL Pre-AP/AP College Board Data Monitoring Reports Interactive Journal Electronic Devices Equipment/Instructional Supplies	November 2023 Benchmark (First-Time Testers) December 2023 STAAR EOC February 2024 (First Time Testers) Benchmark 2	Walkthroughs Targeted Feedback Student Portfolios Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects. -AP Content & Skills Performance Reports	Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets Benchmarks IXL Student Progress Reports AP Boot Camp/Progress Checks/Mock Exam	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund

- Action Steps**
- 1). Analyze campus data and develop action plans and tutorials targeting areas of concern for all student groups to be held Saturdays, before/after school and during enrichment.
 - 2). Schedule academic meetings with parents following campus benchmarks to inform them of results, progress and planned and individualized intervention plans.
 - 3). Teachers will identify students in each phase of accountability following each benchmark using DMAC reports to address the meets grade level on the STAAR/EOC assessment.

Goal Area 1:	Student Achievement – Mathematics						
Annual Goal 2:	The percentage of students performing at Meets Grade Level for Math will increase to 60% by June 2024.						
Objective 3:	All students will be monitored to ensure that they are on track to perform at a 60% Meets Grade Level for Math by June 2024 by having access to a standards-aligned and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Cross-curricular literacy initiative for mathematics based on student needs will be implemented.	Content Coordinators Campus Principal Dean of Instruction Campus Administration CLL Campus Leadership Team Librarian Teachers	TEKS resources District Curriculum Pacing Calendar TAPR CIF IXL AP Classroom DMAC Data Reports Library Resources Online Platforms Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies	June 2023- August 2024	Interactive Notebooks Bear Time Action Plan CLC agendas Walkthroughs	Student Achievement gains on the STAAR TELPAS Benchmarks -AP Content & Skills Performance Reports	Formative assessments Benchmarks STAAR TELPAS Results Driven Accountability Student Growth Measures [SGMs] Pre/Post Test IXL Student Progress Reports AP Progress Checks/Practice Test	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan Sce-State Compensatory Education ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gradual release of cross-curricular literacy plan will be integrated into the curriculum and introduced to teachers during math/curriculum rollouts.							
2). Integrate technology into the curriculum to enhance classroom instruction, as well as student engagement, upgrade the latest technology resources, projectors, interactive panels, tablets, laptops, iPads, adapters and/or replace damaged devices							
3). Benchmarks, STAAR, and TELPAS data will be utilized in math courses 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 the campus through instructional rounds.	EO for Secondary Schools Content Coordinators Campus Principal Dean of Instruction Campus Administration CLL Campus Leadership Team Librarian Teachers	TEKS resources District Curriculum Pacing Calendar TAPR CIF IXL AP College Board DMAC Data Reports Library Resources Online Platforms Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies	August 2023-June 2024	Evidence of Leadership Walkthroughs (Artifacts)	BM1 and BM2 scores will show gains in student achievement and student performance growth. -AP Content & Skills Performance Reports	Formative assessments Benchmarks TSI Pre-AP/AP Progress Checks/Practice Tests STAAR/TELPAS IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan Sce-State Compensatory Education ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Observe and provide feedback to teachers on effective and rigorous literacy strategies.							
2). Ensure appropriate pacing of the curriculum based on the timelines.							
3). Team walkthroughs with the Executive Officer for HS and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administration.							

Goal Area 1:	Student Achievement- CCMR						
Annual Goal 3:	The percentage of graduates who are College Career Military Ready (CCMR) will increase from 93% to 95% from June 2023 to June 2024.						
Objective 1:	The percentage of graduates who earn an industry certification will increase from 20% to 25% 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.	EO for College Readiness Campus Principal CTE Department Heads CTE AP Counselors CTE Director CTE Coordinators CTE Teachers	TEKS Components of Industry Certification Specialized Software Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies Vouchers ICEV Internships	June 2023 - July 2024	Sign-In sheets Agendas Curriculum developed in SharePoint Lesson Plans	-Increased percentage of graduating seniors who have earned their industry-based certification.	Teacher created activities Benchmarks Certification Exams	Reform Strategies- #2a. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research.
Action Steps							
1). Teachers will create a curriculum to include activities that simulate requirements for mastery on certification exam.							
2). Teachers will create an aligned curriculum and embed 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 administrations to ensure all components of certifications are understood and are a part of instruction.	Principal CTE Assistant Principal CTE Coordinators CTE Teachers CTE Department Heads	Certifying entity (i.e., ERO) Electronic Devices Equipment/Instructional Supplies PD Resources Sustainability - Equipment/Supplies	August 2023 December 2023	Sign In Sheets Agendas ERO Certificates	-Certifying entity	Implementation into Curriculum	#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 times a year in the Fall, Spring and Summer.	Principal AP in charge of CTE PEIMS CTE Coordinators CTE Teachers CTE Department Heads	Student reports by name and by certifying entity Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies	August 2023 October 2023 May 2024	Student reports by name by certifying entity	-Increased certification awards -Teacher submitted reports that match eSchool submitted reports	Monitor and review District Dashboard	#14a 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- CCMR						
Annual Goal 3:	The percentage of graduates who are College Career Military Ready (CCMR) will increase from 91% to 92% by June 2024.						
Objective 2:	The percentage of graduates who earn 3 hours of Dual Credit (ELAR/Mathematics) or 9 hours in any subject (including technical) will increase from 63% to 66% 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 ELA & Math Content Counselors Administrative Team Coordinators TSI Teachers Department Heads Early College Director	TSI District Curriculum AP Curriculum Pre-AP/AP Framework CIF IXL Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies	September 2023 - June 2024	Cohort Tutorials Cohort Attendance Curriculum Usage	Increased number of students passing the TSI assessment.	TSI Reading, Writing, and Math Assessment Reports IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
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/AP curriculum and resources.	AP Leads Content Coordinators Director of Advanced Academics Executive Officer for High Schools Early College Director Department Heads Pre-AP/AP Teachers	Pre-AP/AP Framework AP College Board CIF IXL Electronic Devices Equipment/Instructional Supplies	September 2023 - June 2024	Sign-In Sheets ERO Certificates Agendas Lesson Plans	-Improved AP enrollment -Increased success rate of students completing the Pre-AP course. -AP Content & Skills Performance Reports	Pre-AP/AP Learning Checkpoints Benchmarks Pre-AP/AP Tests IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Pre-AP teachers will complete curriculum modules as assigned.							
2). Pre-AP/AP teachers will attend the Pre-AP/AP Summer Institutes.							
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/Coordinator CTE Teachers CTE Department Heads Early College Director Counselors	Sample Degree Plan PSJA District Dashboard Career Pathway Videos CTE Expo Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies	October 2023- June 2024	Sign-In Sheets Agendas Sign-In to District Portal	-Increase student enrollment in PSJA Academies. -Increase interest in non-traditional program concentration -Increased number of completed college certificates.	-Quarterly data reviews on number of students enrolled in PSJA Academies. -Degree audits (Fall, Spring, Summer)	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							

- 1). Schedule classroom presentations for CTE college certificates offered.
- 2). Conduct informational workshops for CTE college certificates offered and district organized Academies.
- 3). Students will sign-up into their selected PSJA Academy utilizing the district portal.
- 4). Early College Director and counselors will ensure students are placed in their respective pathways.

Goal Area 1:	Student Achievement- CCMR						
Annual Goal 3:	The percentage of graduates who are College Career Military Ready (CCMR) will increase from 91% to 92% by June 2024.						
Objective 3:	The percentage of students earning a score of 3 or higher on any subject AP exam will increase from 16% to 20% by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will engage in Professional Development on Pre-AP and AP curriculum.	AP Leads CLL Content Coordinators Executive Officers for Secondary Director of Advanced Academics Early College Director Pre-AP/AP Teachers	AP/Pre-AP Summer Institutes AP Classroom Equipment/Instructional Supplies Electronic Devices Sustainability - Equipment/Supplies	June 2023 - July 2024	Sign In Sheets ERO Certificates Agendas Curriculum developed in SharePoint	Increased AP Exam scores -AP Content & Skills Performance Reports	Pre-AP Benchmarks AP Exams	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Identify professional development for Pre-AP and AP teachers and schedule teachers to attend.							
2). Pre-AP and AP teachers will attend professional development sessions, embed AP strategies in their curriculum, and utilize them during their classroom instructional delivery.							
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 to ensure student success.	AP Leads CLL Content Coordinators Executive Officers for Secondary Director of Advanced Academics Early College Director Pre-AP/AP Teachers	College Board Pre-AP/AP Summer Institutes AP Classroom Lesson Plans District Curriculum Equipment/Instructional Supplies Electronic Devices Sustainability - Equipment/Supplies	August 2023-June 2024	Sign In Sheets Agendas Curriculum developed in SharePoint	Increased number of students prepared for AP classes and improved AP scores. -AP Content & Skills Performance Reports	AP Exams Pre-AP Benchmarks Pre-AP Exam Scores Pre-AP Practice Exams	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). AP Lead and Content Coordinator curriculum writing sessions will be conducted to align the curriculum and ensure rigor is embedded.							
2). Curriculum will be presented to Pre-AP teachers to implement during their instructional delivery.							
3). Pre-AP Curriculum will be implemented by teachers and student progress will be closely monitored to adjust their instructional delivery for further clarity and/or rigor.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Students who are scheduled to take an AP exam will engage in targeted tutorials.	AP Leads CLL Content Coordinators Executive Officers for High School Director of Advanced Academics Early College Director AP Teachers	AP Curriculum District Created Curriculum Equipment/Instructional Supplies Electronic Devices	September 2023-June 2024	Sign In Sheets Agendas Lesson Plans	Increased AP Exam scores -AP Content & Skills Performance Reports	AP Exams Pre-AP Benchmarks Pre-AP Exam Scores Pre-AP Practice Exams	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). AP Leads, Pre-AP/AP Teachers, and Content Coordinator will plan lessons based on AP curriculum requirements.							

2). A tutorial, bootcamps, and mock exams calendar will be created for students who are taking an AP Exam.

3). AP students will attend required afterschool, enrichment, and/or Saturday tutorials prior to AP Exam sessions.

GOAL AREA PRESENTATION



Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 80% of the indicators in the Academic Achievement component by June 2024						
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators 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
- Identify the students to be evaluated in the fourteen student groups of the Closing the Gaps domain and disaggregate the data	Campus Principal Dean of Instruction Campus Administration CLL Campus Leadership Team Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC data Reports Benchmarks ESchool/Region One Electronic Devices Equipment/Instructional Supplies Sustainability Equipment/Supplies	September 2023 October 2023 November 2023 February 2024- March 2024	Walkthroughs Targeted Feedback Student Growth Tracking	-Increase academic performance of all identified student groups to meet indicators in the Academic Achievement component.	CBAs Informal/Formal Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gather and identify student historical and trend data by individual and special populations to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment, and through extended learning time (Lit Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure effective instructional delivery, corrective feedback, and targeted interventions for the selected identified student groups.	Campus Principal Dean of Instruction Campus Administration CLL Department Chairs Teachers	District/Campus Curriculum Student Consumables Google Suite CIF IXL Scientific Minds Summit K12 Mackinvia Scholastic/Online Periodicals NoRedInk Online Ed. Platforms Benchmarks Dictionaries Pre-AP/AP Classroom Cengage-MindTap SIOB Resources EduLastic Electronic Devices Equipment/Instructional Devices Sustainability Equipment/Supplies	September 2023 October 2023 November 2023 December 2023 January 2024 February 2024 March 2024	Walkthroughs Targeted Feedback Student Work Student Goal Sheets Student Growth Tracking	-Increase academic achievement performance of all identified student groups to satisfy indicators in the Academic Achievement component.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Planning time will consist of analyzing student data in order to better implement intentional instructional strategies.							
2). Teachers will attend CLCs/POPs/Self-paced training sites (i.e. Hoonuit) to implement/evaluate the effectiveness of high yield strategies (i.e. ELPS/CIF) on student learning.							
3). Teachers will closely monitor student progress, provide feedback, and make further differentiated adjustments to their instructional delivery.							

4). Administration /LIFE Coach/Department Chairs/teachers will implement instructional rounds for continuous improvement and conduct discussions with teachers.

Goal Area 2:		Closing the Gaps					
Annual Goal 1:		All identified student groups in the Closing the Gap domain will meet 80% of the indicators in the Academic Achievement component by June 2024.					
Objective 2:		All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic achievement component are met by June 2024 by providing high-quality, researched-based instruction throughout the 2023-2024 school year.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Provide professional development opportunities for teachers to address instructional needs based on data findings.	Campus Principal Dean of Instruction CLL Campus Administration Campus Leadership Team Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC CIF IXL Benchmarks Data Monitoring Reports COGNOS/Region One Electronic Devices Equipment/Instructional Devices PSJA ISD/Region One Professional Development System	-August 2023 -October 2023 -November 2023 -January 2024 -March 2024 -April 2024 -June 2024	Walkthroughs Hoonuit ERO Certificates Sign in Sheets Targeted Student Lists/Tutorials	-Increased use of strategies in classroom delivery, as well as academies, and tutorials based on walkthroughs and data	Walkthrough data STAAR/AP TELPAS SGMs Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Attend professional development trainings to learn effective instructional strategies to ensure engagement, differentiation, and targeted instruction.							
2). Design and allot professional development time to coach teachers so that they receive targeted feedback on their instructional delivery.							
3). Continue to provide collaborative planning time and opportunities to share best practices through instructional rounds.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Analyze and interpret data trends gathered from walkthroughs to improve and gauge instructional delivery.	Campus Principal Dean of Instruction Collaborative Learning Leader Leadership Team CLL Librarian Teachers	District/Campus Curriculum Student Consumables Google Suite CIF Online Ed Platforms Scholastic Magazine SummitK12 Benchmarks Data Monitoring Reports Sci. Lab Equipment/Materials Electronic Devices Equipment/Instructional Devices	-August 2023 -September 2023 October 2023 -November 2023 -December 2023 -September 2023 -January 2024 -February 2024 -March 2024 -April 2024 -June 2024	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets	-Increase academic performance of all identified student groups to satisfy indicators in the Academic Achievement component.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Planning time will consist of analyzing student data in order to better implement intentional instructional strategies.							
2). Teachers will attend CLCs/POPs/Self-paced training sites (i.e. Hoonuit) to implement/evaluate the effectiveness of high yield strategies (i.e. ELPS/CIF) on student learning.							
3). Teachers will closely monitor student progress, provide feedback, and make further differentiated adjustments to their instructional delivery.							
4). Administration /CLL/Department Chairs/teachers will implement instructional rounds for continuous improvement and conduct discussions with teachers.							

Goal Area 2:	Closing the Gaps- Emergent Bilinguals						
Annual Goal 1:	The Emergent Bilinguals will meet the 71% target goal in the Academic Achievement Status indicator of the Closing the Gaps domain by June 2024.						
Objective 3:	The Emergent Bilinguals student group will be monitored to ensure that at least 50% will advance a level of proficiency in the Academic Achievement Status indicator within the Closing the Gaps domain by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Collect and disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Electronic Devices Equipment/Instructional Supplies Online Ed Platforms	October 2023-TELPAS Benchmark November 2023 Benchmark (Re-Testers) (First-Time Testers) January 2024-Interim Assessment February 2024 (First Time Testers) Benchmark 2	Walkthroughs Targeted Feedback Progress Sheets Interactive Notebooks Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/TELPAS tested subjects.	Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment, and through literacy time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Instructional delivery will be conducted with a focus on student areas of need using high yield strategies and progress monitoring.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum Student Consumables Google Suite Online Ed Platforms Scholastic Magazine SummitK12 IXL CIF Benchmarks Data Monitoring Reports Sci. Lab Equipment/Materials Electronic Devices Equipment/Instructional Devices Sustainability Equipment/Supplies	October 2023-TELPAS Benchmark November 2023 Benchmark (Re-Testers) (First-Time Testers) January 2024-Interim Assessment February 2024 (First Time Testers) Benchmark 2	Walkthroughs Targeted Feedback Progress Sheets Interactive Notebooks Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/TELPAS tested subjects.	Checks for Understanding Teacher Observations Progress Monitoring STAAR Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Planning time will consist of analyzing student data to better implement intentional instructional strategies.							
2). Teachers will attend CLCs/POPs/Self-paced training sites (i.e. Hoonuit) to implement/evaluate the effectiveness of high yield strategies (i.e. ELPS/CIF) on student learning.							
3). Teachers will closely monitor student progress, provide feedback, and make further differentiated adjustments to their instructional delivery.							
4). Administration /CLL/Department Chairs/teachers will implement instructional rounds for continuous improvement and conduct discussions with teachers.							

Goal Area 2:	Closing the Gaps – TELPAS						
Annual Goal 2:	The Emergent Bilingual student group will meet the 34% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2024.						
Objective 1:	The Emergent Bilingual student group will be monitored to ensure that at least 45% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is 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 disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC CIF IXL Benchmarks Data Monitoring Reports SummitK12 Electronic Devices Equipment/Instructional Supplies Online Ed Platforms	October 2023-TELPAS Benchmark November 2023 Benchmark (Re-Testers) (First-Time Testers) January 2024-Interim Assessment February 2024 (First Time Testers) Benchmark 2	Walkthroughs Targeted Feedback Progress Sheets Interactive Notebooks Student Growth Tracking LAS Links	Increased language proficiency levels on all four domains of TELPAS will be exhibited by EBs.	Home Language Survey Las Links TELPAS Checks for Understanding Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment, and through extended learning time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus will disaggregate data with campus leadership team and so that teachers know their EB students and their language proficiency by domain.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	Action Plans and Timelines Tutorial Curriculum TELPAS Individual Goal Sheet TELPAS and DMAC Reports CIF IXL Electronic Devices Equipment/Instructional Supplies	October 2023– March 2024	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking HLS Goal Sheets Las Links	Increased language proficiency levels on all four domains of TELPAS will be exhibited by EBs.	Home Language Survey Las Links TELPAS Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Closely monitor and intervene when students are struggling in the domains of listening, speaking, reading and writing in all grade levels.							
2). Analyze campus data and develop action plans for in-class instruction, academies, and tutorials targeting areas of concern for all student groups to be held before/after school and during enrichment.							
3). Schedule academic meetings with parents following campus benchmarks to inform them of the students’ results, progress, and individualized intervention plans.							
4). Teachers will identify students in each phase of accountability following each benchmark using DMAC, IXL, and SummitK12 reports to strategically address specific proficiencies of EB students.							

Goal Area 2:	Closing the Gaps - TELPAS						
Annual Goal 2:	The Emergent Bilingual student group will meet the 34% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2024.						
Objective 2:	The Emergent Bilingual student group will be monitored to ensure that at least 45% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Identify EB students and analyze different measures of data to monitor student progress and drive interventions.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CLL Dictionaries Electronic Devices Equipment/Instructional Supplies Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System	-September 2023 -October 2023 -November 2023 -January 2024 -February 2024 -March 2024	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking HLS Goal Sheets Las Links	-Increase academic performance of the EB student groups to satisfy indicators in the English Language Proficiency status indicator.	Home Language Survey Las Links TELPAS Checks for Understanding Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment, and through literacy time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure effective instructional delivery, corrective feedback and targeted interventions for the EB student groups.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CLL Dictionaries Electronic Devices Equipment/Instructional Supplies Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System	-September 2023 -October 2023 -November 2023 -January 2024 -February 2024 -March 2024	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking HLS Goal Sheets Las Links	-Increase academic performance of the EB student groups to satisfy indicators in the English Language Proficiency status indicator.	Home Language Survey Las Links TELPAS Checks for Understanding Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Planning time will consist of analyzing student data in order to better implement intentional instructional strategies.							
2). Teachers will attend CLCs/POPs/Self-paced training sites (i.e. Hoonuit) to implement/evaluate the effectiveness of high yield strategies (i.e. ELPS/CIF) on student learning.							

3). Teachers will closely monitor student progress, provide feedback, and make further differentiated adjustments to their instructional delivery.

4). Administration /CLL/Department Chairs/teachers will implement instructional rounds for continuous improvement and conduct discussions with teachers.

Goal Area 2:	Closing the Gaps - TELPAS						
Annual Goal 2:	The Emergent Bilingual student group will meet the 34% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2024.						
Objective 3:	The Emergent Bilingual student group will be monitored to ensure that at least 45% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2024 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
-TELPAS domains (ELPS) will be intentionally implemented in cross-curricular instruction.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System	-September 2023 -October 2023 -November 2023 -January 2024 -February 2024 -March 2024	Lexile Reports Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Goal Sheets LAS Links	-Increase academic performance of the EB student groups to meet indicators in the English Language Proficiency status.	Home Language Survey Las Links TELPAS Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Teachers will be trained on the TELPAS domains and how to embed student practice activities into the curriculum for TELPAS instructional delivery.							
2). Practices on listening, speaking, reading, and writing will be conducted with students during enrichment period, tutorials, bellringers, exit tickets, and instruction.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment, and through literacy time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Students will be benchmarked for TELPAS and on all the domains: listening, speaking, reading, and writing.	Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers	District/Campus Curriculum TAPR/TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System	-September 2023 -October 2023 -November 2023 -February 2024 -March 2024	Lexile Reports Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking HLS Goal Sheets LAS Links	-Increase academic performance of the EB student groups to meet indicators in the English Language Proficiency status.	Progress Monitoring TELPAS Goal Sheets Benchmarks TELPAS IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							

1). EB students will be administered TELPAS benchmarks according to the district calendar.

2). EB students will participate in tutorials during Bear Time and familiarize themselves with the TELPAS online platform in preparation for the TELPAS in February 2024.

3). All teachers will closely monitor student progress and provide students with corrective feedback for adjustments to their instructional delivery/tutorials.

Goal Area 2:	Closing the Gaps – Dual Language						
Annual Goal 3:	The EB student group will meet the 34% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2024.						
Objective 1:	The EB student group will be monitored to ensure that at least 45% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2024 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
-DL teachers will receive professional development on instructional strategies and practices to enhance their DL curriculum and model.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System	September 2023- June 2024	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring PowerPoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1). Teachers will be trained on the TELPAS domains and how to embed student practice activities into the curriculum for TELPAS instructional delivery.							
2). Practices on listening, speaking, reading, and writing will be conducted with students during enrichment period, tutorials, and as bellringers, exit tickets, instruction.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Teachers will receive trainings from Dual Language and support throughout the year from Dual Language Department.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-DL teachers will receive professional development on how to implement the English Language Proficiency Standards (ELPS) into their curriculum and instruction.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System	September 2023-June 2024	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring PowerPoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1.) DL teachers will attend professional development sessions throughout the year on how to implement the ELPS.							
2). DL teachers will participate in a book study on how to implement the ELPS into their instructional delivery.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							

Goal Area 2:	Closing the Gaps – Dual Language						
Annual Goal 3:	The EB student group will meet the 34% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2024.						
Objective 2:	The EB student group will be monitored to ensure that at least 45% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2024 through the implementation of Dual Language in grades 9-12.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-DL teachers will receive professional development on how to support students who are at the Beginning and Intermediate levels of TELPAS on all four domains: listening, speaking, reading, and writing.	Dual Language Dept. Principal Dean of Instruction Collaborative Learning Leader Administrative Team Librarian Teachers	English Language Proficiency Standards Las Links District/Campus Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide IXL CIF EL Strategic Plan EL Accommodations Checklist Texas Gateway Region One Electronic Devices Equipment/Instructional Supplies	September 2023- June 2024	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring PowerPoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
1). Teachers will identify their EL students who are at the Beginning and Intermediate levels in any of the domains of language acquisition.							
2). Teachers will provide learning opportunities for students who are at the Beginning and Intermediate levels through targeted instruction.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-DL teachers will receive professional development on how to analyze TELPAS data for student progress on the composite level of TELPAS to ensure student growth from the previous year.	Dual Language Dept. Principal Dean of Instruction Collaborative Learning Leader Administrative Team Librarian Teachers	English Language Proficiency Standards Las Links District/Campus Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide EL Strategic Plan IXL CIF EL Accommodations Checklist Texas Gateway Region One Electronic Devices Equipment/Instructional Supplies	September 2023- June 2024	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring PowerPoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks IXL Student Progress Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -ESSER-American Rescue Pan ARP-Elementary & Secondary School Emergency Relief Fund
Action Steps							
1.) DL teachers disaggregate their TELPAS data and understand how to implement the Composite Rating Rubric.							
2.) DL teachers will complete the TELPAS EL strategic plan to make sure that all EL students are on track to make progress.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							

GOAL AREA PRESENTATION



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

Goal Area 3:	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
Annual Goal 1:	All campus staff will implement and support a climate where all school-related activities are safe from violence and substance abuse.						
Objective 1:	All school-related activities will be monitored to ensure that the campus is safe from violence and substance abuse throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Conduct on-going campus professional development on violence and substance abuse.	Campus Principal Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff CLL District LPC	Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos Hoonuit CIF Approved Safety Online Trainings Anti-Bullying APP Electronic Devices Sustainability - Equipment/Supplies PD Resources	August 2023 October 2023 December 2023 February 2024 April 2024	Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals	-Decrease in violence and substance abuse referrals. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Conduct staff training on violence and substance abuse policies, regulations and other resources.							
2). Provide district Licensed Professional Counselors for substance and drug abuse prevention.							
2). Participate in continued professional development for teachers through CLCs/Self-paced training sites (i.e.. Hoonuit,...) on school safety.							
3). Foster and promote a safe school learning climate that is conducive to students' social and emotional learning.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote and discuss readings and dialogues with a focus against violence and substance abuse so students are prepared to deal with these issues throughout the year and in their future.	Campus Principal Counselors Nurses Administrative Team CLL Security Guards Librarian Teachers District Police Dept.	Guest Speakers NewsELA MYON Mackinvia CIF School produced videos Data Monitoring Reports Interactive Journals Electronic Devices Sustainability Equipment/Supplies PD Resources	August 2023 October 2023 December 2023 February 2024 April 2024	Walkthroughs Targeted Feedback Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes. -Improve school culture amongst students.	Checks for Understanding Teacher Observation Progress Monitoring	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e - Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students -Provide professional development
Action Steps							
1). Provide students with tools and skills required for emotional, social and physical health through delivery of lessons, readings, dialogues and presentations.							
2). Implement school-wide protocols and procedures to address and resolve issues regarding violence and substance abuse in school and in students' lives.							
3). Closely monitor student progress and provide students with appropriate feedback and positive reinforcement.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
Annual Goal 1:	All campus staff will implement and support a climate where all school-related activities are safe from harassment and bullying.						
Objective 2:	All school-related activities will be monitored to ensure safety from harassment and bullying throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Conduct on-going campus professional development on harassment, bullying, and promote school safety.	Campus Principal Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff CLL Nurses Custodial Staff District LPC	Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos Hoonuit CIF Approved Safety Online Trainings Electronic Devices Sustainability Equipment/Supplies District LPC Presentations PD Resources	August 2023 October 2023 December 2023 February 2024 April 2024	Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals	-Decrease in violence and bullying referrals. - Improved attendance and student participation in school-related activities.	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Conduct staff training on harassment, bullying/regulations, and other resources.							
2). Participate in continued professional development for teachers through CLCs/Self-paced training sites (i.e.. Hoonuit...,) on school safety.							
3). Foster and promote a safe school learning climate that is conducive to students' social and emotional learning.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote and discuss readings and dialogues with a focus on harassment and bullying, so students are prepared to deal with these issues throughout the year and in their future.	Campus Principal Counselors Nurses Administrative Team CLL Security Guards Librarian Teachers	Guest Speakers NewsELA MYON Mackinvia CIF School produced videos Data Monitoring Reports Interactive Journals Approved Safety Online Trainings Electronic Devices Sustainability Equipment/Supplies	August 2023 October 2023 December 2023 February 2024 April 2024	Walkthroughs Targeted Feedback Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Teacher Observation Progress Monitoring	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students
Action Steps							
1). Provide students with tools and skills required for emotional, social, and physical health through delivery of lessons, readings, dialogues, and presentations.							
2). Implement school-wide protocols and procedures to address and resolve issues regarding harassment and bullying in school and in students' lives.							
3). Closely monitor student progress and provide students with appropriate feedback and positive reinforcement.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
Annual Goal 2:	All campus staff will implement and support a school climate that is safe, orderly, and based on recommendations for the safety of the campus.						
Objective 1:	All students and staff will be monitored to ensure that the campus is safe, orderly and abides by recommendations for the safety of the campus.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus will prepare the school environment to comply with local, public health official recommendations to continue to keep students safe from illness and other health issues.	Campus Principal Counselors Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff CLL	Hand sanitizer/soap City/County Data & Surveillance District Legal/Local Policies Cleaning Products & Supplies Signage Masks Gloves Medical Supplies Chargeable Nano Blue Light Atomizer Sustainability - Equipment/Supplies AED/Stop the Bleed/EPI Pen Training Resources	-August 2023 -October 2023 -December 2023 -February 2024 -April 2024	Walkthroughs Entry Wellness Temperature Scanner Safety Signage Hand Sanitizing Stations Facial Coverage/Masks (If needed)	-Safe and clean school environment. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -Are consistent with the state plan and any local improvement plans.
Action Steps							
1). Custodial staff will clean and disinfect campus to reduce the risk of contact with any germs during daily activities.							
2). Signage will be placed throughout the campus designating guidance on mask wearing, social distancing, and frequent disinfecting of hands if needed.							
3). Campus Nurse and Staff will conduct temperature check scans, if needed, and will encourage the use of masks and hand sanitizer throughout the school day.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus parental educator will organize and implement community parental outreach meetings designed to educate and inform on continuous school safety measures for students, if needed.	Campus Principal Counselors Parent Educator Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	CDC Guidelines TEA Guidelines City/County Data & Surveillance District Legal/Local Policies School produced videos Safety Training Videos Hoonuit Approved Safety Online Trainings Electronic Devices Sustainability - Equipment/Supplies	-August 2023 -September 2023 -October 2023 -November 2023 -December 2023 -January 2024 -February 2024 -March 2024 -April 2024	Walkthroughs Targeted Feedback Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Teacher Observation Progress Monitoring	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e - Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students
Action Steps							
1). Parent educator will create a calendar and prepare materials for presentation to parents.							
2). Parents and community members will be invited to participate in meetings about school safety, campus social media, and parental involvement.							
3). Parents and community members will engage and be informed about continuous support of students as we return to school and learn throughout the year.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
Annual Goal 2:	All campus staff will implement and support a school climate that is safe, orderly, and based on recommendations for the safety of the campus.						
Objective 2:	All students and staff will be monitored to ensure that the campus is safe, orderly, and abides with local health and public safety recommendations.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Students and teachers will be aware of initiatives and protocols implemented to abide by District Health Guidelines.	Principal Counselors Community Members Administrative Team Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff District LPCs	CDC Guidelines City/County Data & Surveillance District Legal/Local Policies Cleaning Products & Supplies Signage Masks Gloves Medical Supplies Hand Sanitizer/Soap Chargeable Nano Blue Light Atomizer Electronic Devices Sustainability - Equipment/Supplies	-August 2023 -October 2023 -December 2023 -February 2024 -April 2024	Walkthroughs Entry Wellness Checkpoint Safety Signage Hand Sanitizing Stations Facial Coverage/Mask Availability	-Safe and clean school environment. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Starting the first day of school, students will receive their schedules and report to classrooms that abide by campus and district guidelines.							
2). Students will have masks available and use hand sanitizer as they enter the campus, at their discretion and need.							
3). Students will follow administrative directives throughout the school day to maintain safety and order, and if they feel sick they are to report to the nurse for further evaluation and procedures.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Classrooms and school environment will comply with all safety recommendations for optimal instruction and safe learning.	Principal Counselors Parent Educator Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	District Guidelines TEA Guidelines City/County Data & Surveillance District Legal/Local Policies School produced videos Safety Training Videos Hoonuit Chargeable Nano Blue Light Atomizer Electronic Devices Sustainability - Equipment/Supplies	-August 2023 -September 2023 -October 2023 -November 2023 -December 2023 -January 2024 -February 2024 -March 2024 -April 2024	Walkthroughs Targeted Feedback Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Teacher Observation Progress Monitoring	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Classrooms will be cleaned regularly and disinfected so that students are learning safely.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	PSJA ECHS will implement and support a climate where all school-related activities foster an environment that is conducive to staff and students' social and emotional well-being.						
Objective 1:	All school-related activities will be monitored to ensure that the campus fosters an environment that supports social and emotional well-being throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote SEL Wraparound Services and training through our district LPCs and confidential counseling sessions.	Campus Principal LPCs Counselors Administrative Team Campus CLL Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos District Wellness Sessions Hoonuit PD Resources Electronic Devices Sustainability Equipment/Supplies	August 2023- June 2024	Walkthroughs Training Certificates Attendance Reports Report Cards Discipline Referrals	-Improved campus morale. - Improved attendance by staff and students in school-related activities.	Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local
Action Steps							
1). Conduct staff Panorama social and emotional surveys.							
2). Participate in continued SEL professional development for teachers through district professional development.							
3). Foster and promote a safe school learning climate that is conducive to staff and student's social and emotional well-being.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote and discuss readings and dialogues that focus on SEL so that students are prepared to deal with these issues throughout the year and in their future.	Campus Principal SEL Dept/LPCs Counselors Nurses Administrative Team CLL Security Guards Librarian Teachers	Guest Speakers NewsELA MYON Mackinvia School produced videos Data Monitoring Reports Interactive Journals Electronic Devices Sustainability - Equipment/Supplies	August 2023- June 2024	Walkthroughs Targeted Feedback Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Teacher Observation Progress Monitoring	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students
Action Steps							
1). Provide students with tools and skills required for emotional, social, and physical health through delivery of lessons, readings, dialogues, and presentations.							
2). Implement school-wide protocols and procedures to address and resolve issues regarding social and emotional learning in school and in their lives.							
3). Closely monitor student progress and provide students with appropriate feedback and make necessary referrals to LPCs for counseling.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate.						
Annual Goal 3:	PSJA ECHS will implement and support a climate where all school-related activities foster an environment that is conducive to staff and students' social and emotional well-being.						
Objective 2:	All school-related activities will be monitored to ensure a campus environment that supports social and emotional well-being throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Students will participate in lessons designed to address their social and emotional awareness and development.	Campus Principal LPCs Counselors Administrative Team CLL Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	SEL Resources CIF District Counseling and Guidance Curriculum Survey Data Electronic Devices Sustainability - Equipment/Supplies	August 2023- June 2024	Walkthroughs Training Certificates Attendance Reports Report Cards Discipline Referrals Student Work	Improved campus morale. Improved attendance by staff and students in school-related activities.	Panorama Surveys Teacher Observations Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local
Action Steps							
1). Teachers and students will analyze data survey results from Panorama.							
2). Teachers will deliver lessons designed to address students' social and emotional awareness through Bear Time.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will integrate the social and emotional competencies in their curriculum and instruction.	Campus Principal LPCs Counselors Nurses Administrative Team CLL Security Guards Librarian Teachers	SEL Resources CIF District Counseling and Guidance Curriculum Panorama Survey Data Electronic Devices Sustainability - Equipment/Supplies	August 2023 - June 2024	Walkthroughs Targeted Feedback Student Work Progress Sheets Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR subjects, TELPAS, and AP assessments. Improved attendance and student participation in classes.	Panorama Survey Teacher Observations Progress Monitoring	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely
Action Steps							
1). Teachers will implement social and emotional awareness topics to students: self-awareness, relationship skills, and decision-making.							
2). Campus will continue to promote social and emotional awareness throughout activities in the classroom and extra-curricular.							
3). Closely monitor student progress and provide students with appropriate feedback, if needed.							

GOAL AREA PRESENTATION



Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	Campus will promote and support ESL/Bilingual certification opportunities for RLA teachers by June 2024.						
Objective 1:	Campus will monitor and support the district Dual Language department with providing opportunities for RLA teachers to become ESL/Bilingual certified by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Campus will identify RLA teachers that are still not certified and support them in certification completion.	Dual Language Dept. Campus Principal Dean of Instruction CLL Administration Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bilingual. Modules Region 1 District Training Study Guides TX Gateway Electronic Devices CTE Training/Certifications	August 2023- June 2024	Certificates Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP exams and TELPAS.	Weekly Assessments Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Inform teachers about ESL/Bilingual opportunities for personal growth and the impact towards student learning.							
2). Collaborate with Dual Language Department to recommend and provide calendar of available trainings in our district for teachers to attend as needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Dual Language will schedule professional opportunities for identified RLA teachers so that they can register and complete process for certification	Dual Language Dept. Campus Principal Dean of Instruction CLL Administrative Team Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bilingual Modules Region One Training Study Guides TX Gateway Electronic Devices	August 2023- June 2024	Certificates Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Weekly Assessments Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Ensure teacher registration for the upcoming PSJA ISD/Region One trainings through Professional Development System.							
2). Ensure teachers have the necessary materials and resources for all trainings.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	Campus will promote and support ESL/Bilingual certification opportunities for all teachers by June 2024.						
Objective 2:	Campus will monitor and support the district Dual Language department with providing opportunities for all teachers to become ESL/Bilingual certified by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Share and present pertinent and relevant information regarding ESL/Bilingual certification to all staff.	Dual Language Dept. Campus Principal Dean of Instruction CLL Administration Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bilingual Modules Region One Training Study Guides TX Gateway Electronic Devices	August 2023- June 2024	Certificates Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Weekly Assessments Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Inform teachers about ESL/Bilingual opportunities for personal growth and the impact towards student learning.							
2). Collaborate with Dual Language Department to recommend and provide calendar of available trainings in our district for teachers to attend as needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Monitor teacher participation and progress towards the completion and attainment of their ESL/Bilingual Certifications.	Dual Language Dept. Campus Principal Dean of Instruction CLL Administration Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bilingual Modules Region One Training Study Guides TX Gateway Electronic Devices	August 2023- June 2024	Certificates Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Weekly Assessments Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Ensure teacher registration for the upcoming PSJA ISD/Region One trainings through Professional Development System.							
2). Ensure teachers have the necessary materials for all trainings.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus will recruit and retain teachers through targeted mentoring and professional growth opportunities by June 2024.						
Objective 1:	Campus will monitor the recruitment and retention of teachers by providing targeted mentoring and professional growth opportunities by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Share and present pertinent and relevant information regarding new teacher professional development sessions and support opportunities to recruit and retain teachers.	New Teacher Support Dept. Campus Principal Dean of Instruction Teacher Mentors Administration Department Chairs CLL AP Lead Teachers Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. Office of Academics Region One Content-Related Association/Orgs Conferences District Training Study Guides Electronic Devices	August 2023 -June 2024	Certificates ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Inform new teachers about professional development opportunities for professional growth and the impact that their personal and professional growth will have on student learning.							
2). Collaborate with district new teacher support department throughout the year to provide calendar of available trainings for our district new teachers to attend and make recommendations, as needed.							
2). Campus administration will periodically monitor targeted mentoring for new teachers and adjust as needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Monitor teacher participation and progress towards the completion and attainment of their new teacher professional development trainings.	New Teacher Support Dept. Campus Principal Dean of Instruction Teacher Mentors Administrative Team Department Chairs CLL AP Lead Teachers Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. Office of Academics Region One Content-Related Association/Orgs Conferences District Training Study Guides Electronic Devices	August 2023 -June 2024	Certificates ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Ensure that teachers register for the upcoming district and/or region one trainings through PSJA ISD/Region One Professional Development System.							
2). Ensure teachers have the necessary materials for all trainings so that they may be successful.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Campus will support new teachers through targeted mentoring and professional growth opportunities by June 2024.						
Objective 2:	Campus will provide continued support through the implementation of campus walkthroughs and T-Tess Teacher Evaluations by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Share campus walkthroughs' trend data with teachers to impact instructional delivery and plan for teacher growth and goals.	New Teacher Support Dept. Campus Principal Dean of Instruction Teacher Mentors Administration CTE Dept. Department Chairs CLL AP Lead Teachers Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. Office of Academics Region One Content-Related Association/Orgs Conferences District Training Study Guides Electronic Devices	August 2023- June 2024	Certificates Walkthroughs ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Campus administration will analyze teacher walkthrough data trends.							
2). Campus administration will meet with teachers to set goals for their PD plans and during the pre-conference phase of their TTESS evaluations.							
3). Based on individual teacher goals, campus administration will focus on teacher growth and effectiveness.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Monitor teacher effectiveness and progress towards their goal attainment and their impact on instruction.	New Teacher Support Dept. Campus Principal Dean of Instruction Teacher Mentors Administration Department Chairs CLL AP Lead Teachers Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. Office of Academics Region One Content-Related Association/Orgs Conferences District Training Study Guides Electronic Devices	August 2023- June 2024	Certificates Walkthroughs ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EB subgroups. -Increase academic performance of all EB students on all BMs, STAAR/EOC tested subjects, AP Exams, and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Campus administration will conduct classroom observations.							
2). Campus administration will give strength-based feedback on teacher observation rubric and/or T-TESS evaluation system.							
3). Administrators will meet with new teachers in a post conference and plan for next steps to ensure continuous improvement.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	Campus will support all teachers and staff through the collaboration and direction from the Collaborative Learning Leader by June 2024.						
Objective 1:	Campus will ensure that all teachers and staff receive targeted and effective professional development and leadership opportunities through the Campus Leadership Team by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus administration will provide the opportunities for teachers to seek and lead professional growth activities and decision-making processes.	Campus Principal Dean of Instruction Administrative Team Campus Leadership Team CLL Department Chairs Teachers	CLC Roadmap/Blueprint T-Tess Standards CIF Protocols Hoonuit ELPS/TELPAS/PLDS Region One Trainings District Trainings Consultants TAPR DMAC Online Ed Platforms Electronic Devices	August 2023-June 2024	TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas	Increased participation of teachers in leadership roles/PD/activities. Increased teacher performance in student growth measures (SGMs). Increased academic performance of students on all BMs, STAAR, AP and TELPAS assessments.	Student Growth Measures Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Analyze campus data utilizing Accountability Reports, TELPAS/STAAR/AP results, benchmark results, and multiple measures to determine campus areas of need and strengths.							
2.) Campus Leadership Team will support and monitor grade level colleagues in the development and implementation of student growth measures. (SGMs)							
3.) Campus administration and leadership team will provide consistent and intentional professional development opportunities through CLCs/POP sessions to ensure collaboration between teachers.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus Leadership Team will advocate with colleagues to improve the quality of learning at school and act as a change agent in establishing a collaborative culture of teaching and learning.	Campus Principal Dean of Instruction Administrative Team Campus Leadership Team CLL Department Chairs Teachers	CLC Roadmap/Blueprint T-Tess Standards CIF Protocols Hoonuit ELPS/TELPAS/PLDS Region One Trainings District Trainings Consultants TAPR DMAC Online Ed Platforms Electronic Devices Sustainability - Equipment/Supplies	August 2023-June 2024	TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas	Increased participation of teachers in leadership roles/PD/activities. Increased teacher performance in student growth measures (SGMs). Increased academic performance of students on all BMs, STAAR, AP and TELPAS assessments.	Student Growth Measures Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development
1). Campus Leadership Team will assume a leadership role, as well as advocate for the implementation of our campus improvement plan throughout the building.							
2). Organize all necessary agendas/materials that will be utilized through our professional development sessions.							
3). Provide professional development opportunities for campus CLC/POP sessions and solicit feedback throughout the year to ensure continuous improvement.							
4). Provide continuous support with the analysis of lesson plans and/or student work samples to determine effectiveness and discuss adjustments as needed.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	Campus will support all teachers and staff through the collaboration and direction from the Campus Leadership in conjunction with the Collaborative Learning Leader by June 2024.						
Objective 2:	Campus will ensure that all teachers and staff receive targeted and effective professional development and support through the Campus Leadership Team by June 2024.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus Leadership Team will develop the knowledge base of teaching and learning through cross-curricular collaboration on common strategies and action plans for curriculum alignment.	Campus Principal Dean of Instruction Administrative Team CLL Campus Leadership Team Department Chairs AP Lead Teachers Teachers	CLC Roadmap/Blueprint T-Tess Standards CIF Protocols Hoonuit ELPS/TELPAS/PLDS Region One Trainings District Trainings Consultants AP College Board TAPR DMAC Online Ed Platforms Electronic Devices Sustainability - Equipment/Supplies	August 2023-June 2024	TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas	Increased participation of teachers in leadership roles/PD/activities. Increased teacher performance in student growth measures (SGMs). Increased academic performance of students on all BMs, STAAR, AP and TELPAS assessments.	Student Growth Measures Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Analyze campus data utilizing Accountability Reports, TELPAS/STAAR/AP results, benchmark results, and multiple measures to determine campus areas of need and strengths.							
2.) Campus Leadership Team will support and monitor grade level colleagues in the development and implementation of student growth measures. (SGMs)							
3.) Campus administration and leadership team will provide consistent and intentional professional development opportunities through CLCs/POP sessions to ensure collaboration between teachers.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus Leadership Team in conjunction with the Collaborative Learning Leader will provide support and monitor departments in the development and implementation of student growth measures (SGMs).	Campus Principal Dean of Instruction CLL Administrative Team Campus Leadership Team Department Chairs Teachers	CLC Roadmap/Blueprint T-Tess Standards CIF Protocols Hoonuit ELPS/TELPAS/PLDS Region One Trainings District Trainings Consultants TAPR DMAC Online Ed Platforms Electronic Devices Sustainability - Equipment/Supplies AP College Board	August 2023-June 2024	TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas	Increased participation of teachers in leadership roles/PD/activities. Increased teacher performance in student growth measures (SGMs). Increased academic performance of students on all BMs, STAAR, AP and TELPAS assessments.	Student Growth Measures Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Campus Leadership Team/Collaborative Learning Leader will encourage colleagues to make data-driven decisions about their instruction in alignment to their SGMs.							
2). Campus Leadership Team will require teachers to analyze student work samples, lesson plans and/or instructional delivery as they monitor SGM progress as a team.							
3). Collaborative Learning Leader will work closely with Campus Leadership Team to provide feedback, guidance, and support as needed.							



Professional Development Plan

PSJA Early College High School Professional Development Calendar



DATE:	PD Format	PD Topic	Resources	CIP Alignment
8/21/2023	In-Person	Staff Welcome/Data/Campus Procedures/Handbook	Various Online Sources	Goal Areas 1-4
8/21/2023	In-Person	Sexual Harassment & Retaliation/Discipline, Bullying, Social Media	Various Online Sources	Goal Area 4: a
8/21/2023	In-Person	Accountability/Campus Improvement Plan	Various Online Sources	Goal Area 1: a,b,c
8/21/2023	In-Person	Campus Based Data Goals & Initiatives	Various Online Sources	Goal Area 1-4
8/21/2023	In-Person	Health & Safety Protocols	Various Online Sources	Goal Area 1: a,b,c
8/25/2023	In-Person	First Day Procedures	Various Online Sources	Goal Area 1: a,b,c
9/6/2023	In-Person	Cross Curricular Realignment Literacy-Literacy Plan (Bear Time)/TELPAS Plan (POP)	Various Online Sources	Goal Area 1: a, b, c
9/13/2023	In-Person	Summit k12/IXL	Various Online Sources	Goal Area 1: a, b, c
9/18/2023	In-Person	Leadership Team / Multiple Measures of Data	Various Online Sources	Goals Areas 1 and 2
10/11/2023	In-Person	ELPS/SIOP Training - EB/SPED Interventions / Supplemental Aids	Various Online Sources	Goal Area 2: a,b,c
10/18/2023	In-Person	Campus Goals / EOC Goals by Content / Goal Sheets (POP)	Various Online Sources	Goal Area 2: a,b,c
10/23/2023	In-Person	Re-Testers Grouping/ Instructional Strategies/Structured Academies/Hoonuit	Various Online Sources	Goal Area 2: a,b,c
10/25/2023	In-Person	Re-Testers and Accelerated Testing Groups/SEL	Various Online Sources	Goal Area 2: a,b,c
11/1/2023	In-Person	EBs/ELPS Academy/Nearpod	Various Online Sources	Goal Area 2: a,b,c
11/8/2023	In-Person	STAAR Training	Various Online Sources	Goals Areas 1 and 2
11/29/2023	In-Person	STAAR Testing Plan and Feedback / SEL	Various Online Sources	Goal Area 2: a,b,c
1/8/2024	In-Person	Goals - Revisit and Refocus	Various Online Sources	Goal Area 4: a,b,c
1/17/2024	In-Person	EB / SPED Monitoring and Feedback /SEL	Various Online Sources	Goal Area 2: a,b,c
TBA	In-Person	Benchmark Planning / Continuous Interventions	Various Online Sources	Goal Area 2: a,b,c
TBA	In-Person	First Time Testers Benchmark	Various Online Sources	Goals Areas 2 and 4
TBA	In-Person	Disaggregate Accountability Data / Planning	Various Online Sources	Goal Areas 1 and 2
4/03/2024	In-Person	STAAR Testing Plan and Feedback	Various Online Sources	Goal Area 2 and 3
4/2024	In-Person	Leadership Team / Multiple Measures of Data	Various Online Sources	Goals Areas 1 and 2
5/2024	In-Person	Campus Planning EOY/T-Tess	Various Online Sources	Goal Area 1: a,b,c
5/2024	In-Person	EOY Expectations/ T-Tess	Various Online Sources	Goal Areas 1-4
5/2024	In-Person	EOY T-Tess Completion	Various Online Sources	Goal Areas 1-4