Strategic Direction	Summary of Strenths	Challenges
Student Achievment	•The All-student group performance on English I achieved at the Approaches GL Standard or above on the 2023 STAAR is at 94%, Meets GL Standard or Above is at 83% and Masters GL or Above is at 13%. •The All-student group performance on Algebra I achieved at the Approaches GL Standard or above on the 2023 STAAR is at 100%, Meets GL Standard or Above is at 90% and Masters GL or Above is at 55%. •The All-student group performance on Biology achieved at the Approaches GL Standard or above on the 2023 STAAR is at 96%, Meets GL Standard or Above is at 85% and Masters GL or Above is at 32%. •Twenty percent of ninth graders met TSI creiteria in ELA/Reading. •One-hundred and four percent of 9th graders met growth measures on the 2023 Algebra EOC. •Ninety-one percent of 9th graders met growth measures on the 2023 ELA 1 EOC.	•There is a 2% gap at the Meets GL Standard or above on the 2023 EOC between students identified as Special Edcuation and the All-student group in Algebra. •There is a 8% gap at the Meets GL Standard or above on the 2023 EOC between students identified as Current Emergent Bilingual Students o and the All-student group in ELA. •There is a 31% gap at the Meets GL Standard or above on the 2023 EOC between students identified as Special Edcuation and the All-student group in ELA.
Closing the Gap	•One-hundred percent of students identified as Special Education achieved Meets GL Standarrd or above on Algebra I EOC. •One-hundred percent of students identified as Current Emergent Bilingual achieved Meets GL Standard or above on Algebra I EOC. •Eighty-six percent of students identified as Current Emergent Bilingual achieved Meets GL Standarrd or above on Biology I EOC. •Ninety percent of students identified as Current Emergent Bilingual achieved progress on TELPAS.	•There is a 2% gap at the Meets GL Standard or above on the 2023 EOC between students identified as Special Edcuation and the All-student group in Algebra. •There is a 1% gap at the Meets GL Standard or above on the 2023 EOC between students identified as Current Emergent Bilingual Students o and the All-student group in Biology. •There is a 9% gap at the Masters GL Standard on the 2023 EOC between students identified as Current Emergent Bilingual Students o and the All-student group in Biology. •There is a 8% gap at the Meets GL Standard or above on the 2023 EOC between students identified as Current Emergent Bilingual Students o and the All-student group in ELA.
Improve Safety, Public Support, Culture and Climate	•Parents have a hight rate of participation at campus meetings, parent/student/teacher conferences, and Open House •Community partners provide montly speaking sessions for our students. •All staff is trained on creating a safe school culture and climate which includes a strong focus on social-emotional-learning component. •Safety measures on taken at campus that ensuress the safety of all students and staff.	•Train all staff with a strong focus on customer service. •Allocate funding for staff development on Social Emotional Learning or Restorative Practices. •Survey students and staff at the beginning of the year, middle of the year and end of the year on school culture. •Campus must continue to change perception of school by increasing enrollment.

	•Campus counselor meets montly with all students in groups sessions character education training.	
Increase Staff Quality, Recruitment and Retention	•Eighty-five percent of staff feel supported by adminstration. • PSJA Ballew retained 100% of teachers. •Instructional coaching support will be provided, to retain and develop highly effective teachers.	•Campus will continue professional development on TTESS Evaluation System.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at masters on all STAAR EOC assessments will increase by 2 percentage points by June 2024.
Objective 1:	The percent of student performing at approaches or above on all STAAR EOC assessments will increase from 33% to 35% by having access to a standards -aligned guaranteed and viable curriculum addressing individual needs.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Strategic master schedule (4-9 weeks) development ensuring all students are scheduled in appropriate courses and are afforded with quality learning time through extended learning and credit recovery to ensure success.	Principal Dean of Instruction Teachers Counselors Special Education Teacher	District Curriculum DMAC Data (local assessments) Individual STAAR Data Individual Graduation Plan TEKS LMS (Google Classroom, Google Classroom, MyOn, NEWSELA) Lead4ward	July 2023 Aug. 2023 Sept. 2023 Dec. 2023 Jan. 2024 April 2024 June 2024	Master Schedule Individual Student Schedule Individual Teacher Schedule Individual Student Graduation Plan Cognos Master Schedule Report	Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments CBA I BM I & II STAAR/EOC	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1. Complete needs assessment of campus instructional courses.							
2. Create master schedule based upon campus needs.							
3. Schedule students based upon individual needs.							
4. Strategic placement of students in before and after school tutoring, academies, extended school year, and summer programs by teachers and campus leadership team							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus leadership teams will monitor the implementation of the curriculum through teamed-up walkthroughs.	Principal Dean of Instruction Collaborative Learning Leader Department Chairs	District Curriculum District Curriculum Calendar NewsELA Myon TEKS Lead4ward	Aug. 2023- May2024	Walk-through documentation	BM 1 and BM2 scores show increase in student achievement and student performance growth	Formative Assessments CBA I BM I & II STAAR/EOC Texas Success Initiative	-Title I Funds -State Compensatory Education Funds - Local Funds

Action Steps							
1. Observe and provide feedback to teachers on effective and rigorous instructional reading strategies							
2. Ensure appropriate pacing of the curriculum based on the timelines							
3. Team walks, occasional EO and campus administration walks, to calibrate and provide growth opportunities for teachers.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of district curriculum using CIF stratetgies during CLCs.	Principal Dean of Instruction Collaborative Learning Leader Department Chairs	Pacing Guide Training Material Training Agenda Year-At-A-Glance Weekly Lesson Plans TEKS CIF LMS (Google Classroom, Google Classroom, MyOn, NEWSELA)	Sept. 2023- May2024	-Agendas and sign-in sheets -Collaborative Learning Communities Meetings	BM 1 and BM2 scores show increase in student achievement and student performance growth Increase performance of students at Meets and Masters performance level on EOC	Formative Assessments CBA I BM I & II STAAR/EOC Texas Success Initiative	-Title I Funds -State Compensatory Education Funds - Local Funds -PTech Grant School Action Fund

Acrion Steps							
1. Teachers will be provided support in the implementation of reading across all subjects.							
2. Support technology integration with the district curriculum to enhance the delivery of lessons.							
3. CLL will allow for lesson planning with CIF intentionality, during CLCs in order to create consistency among classes being taught.							

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at masters on all STAAR EOC assessments will increase by 2 percentage points by June 2024.
Objective 2:	The percent of student performing at approaches or above on all STAAR EOC assessments will increase from 33% to 35% by having access to a standards -aligned guaranteed and viable curriculum addressing individual needs.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Adherence to district testing calendar to ensure alignment of assessments	Principal Dean of Instruction Teachers Counselors Special Education Teacher	Assessment calendar Instructional timelines Assessed curriculum LMS (Google Classroom, Google Classroom, MyOn, NEWSELA) TEKS Lead4ward SMART board	August 2023-June 2024	Campus Calendar Lesson Plans Walk-through feedback	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Weekly Assessments CBA I BM I & II STAAR/EOC Student Growth Measures (SGMs)	-Title I, II, III Funds -Bilingual Funds, -Local Funds

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Data Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principals Dean of Instruction CLL Department Chairs Special Education Teacher Teachers	Action Plans DMAC Reports Tutorial Curriculum Tutorial Schedule Individual Student Plan TEKS Lead4ward SMART board	Aug. 2023 - June 2024	DMAC Campus Summary DMAC Subject Breakdown DMAC Student Profile Student Progress Monitoring	Student achievement gains Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Title I,II,III,IV Funds -State Bilingual Funds -State Compensatory Education Funds -Local Funds -PTech Grant School Action Fund

Action Steps
1. Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
2. Schedule academic meetings with students following district benchmarks to inform them of students' results, progress and available interventions.
3. Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for Approaches and Meets level on the STAAR/EOC assessment.
4. Teacher/parent conferences to discuss what the school will do to help the students meet the standards, what the parents can do to help the student's performance, and provide information on any additional assistance at the school or elsewhere in the community.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-District Review Sessions (DRSs) will be held to review CBA and Benchmark data with department chairs, dean of instruction and related staff to identify areas of concern in order to plan next steps	Principal Dean of Instruction CLL Department Chairs, Migrant, 504/RTI) Special Education Teacher Teachers SMART board	Campus BM Data Reports Plan for Interventions TEKS	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	District Review Sessions (DRS) PPTs Agenda Sign-In Log Data Analysis Document Walk-through feedback Student Progress Monitoring	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested BM 1&2 Scores	Weekly Assessments CBA I BMI & II STAAR/EOC TELPAS	-Title I Funds -State Compensatory Funds -Local Funds -PTech Grant School Action Fund

Action Steps
1) Teachers will be provided support in the implementation of reading across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of 10th graders who have a CCMR point will will increase from 5% by June 2024.
Objective 1:	The percent of 10th graders who are TSI complete will increase from 5% to 20%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	Principal Dean of Instruction Teachers Counselors Special Education Teacher CLL	TEKS Components of Industry Certification Computers Specialized Software and Equipment	June- July 2024	Sign-in sheets Agendas Curriculum developed in SharePoint Student Progress Monitoring	Certification results	Teacher created Benchmarks Certification Exam	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research -Title I Funds -CTE Funds -PTech Grant School Action Fund

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ongoing Professional Development training will be provided for support staff, teachers and administrators to ensure all components of certifications are understood and part of instruction.	Principal Dean of Instruction Teachers Counselors Special Education Teacher CLL	Certifying entity SMART board	August 2023 December 2023	Sign-in sheets Agendas ERO Certificates	Certifying entity		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate -Title I Funds -State Compensatory Education Funds -Local Funds -PTech Grant School Action Fund

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student data for industry certifications will be reviewed three time a year in the Fall, Spring, and Summer.	Principal Dean of Instruction Teachers Counselors PEIMS Clerk	Student reports by name by certifying entity	October 2023- August 2024	Student reports by name by certifying entity Student Progress Monitoring	Increased certification awards Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard	#1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform -CTE Funds -Title I Funds -PTech Grant School Action Fund

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

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percentage of 10th graders who have a CCMR point will will increase from 5% by June 2024.						
Objective 2:	The percent of students who earn 3 hours of dual credit (ELAR/Mathematics) or 9 hours in any subject (including technical) will increase from 0% to 15%.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	High School Administration ELA and Math Content Coordinators Assigned TSI Teachers Early College Director	TSI District Curriculum AP Curriculum Pre-AP Curriculum SMART board	September 2023- May 2024	Cohort Tutorials Cohort Attendance Curriculum Usage Student Sign-In documentation	An increase in the number of students who pass the TSI assessment	TSI Reading, Writing, and Math Assessment Reports	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time Title I Funds PTech Grant School Action Fund

Action Steps
1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.
2) Teacher TSI tutoring schedule
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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review of all EOC data to ensure student unsuccessful on TSI are given the opportunity to register in Math 1414 or ENG 1301	Principal Dean of Instruction Teachers Counselors Special Education Teacher CLL	DMAC EOC Data TEKS SMART board	Aug. 2023 Nov. 2023 Dec. 2023	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increased number of students successful completion of Pre-AP course Improved AP enrollment		#4a High-Quality and Ongoing Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate Title I Funds PTech Grant School Action Fund

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing recruitment campaign for CTE college certificate programs.	Principal Dean of Instruction Teachers Counselors Campus PR	Sample Degree Plan PSJA District Dashboard Career Pathway Videos Campus Social Media Fliers Virtual Reality Googles SMART board	October 2023 - May 2024	Sign-in sheets Agendas Sign-in to district portal Fliers	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)	#2c Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time CTE Funds PTech Grant School Action Fund

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

Goal Area 1	Student Achievement
Annual Goal 2:	The percentage of 10th graders who have a CCMR point will will increase from 5% by June 2024.
Objective 3:	The percent of students earning a score of 3 or higher on any subject AP exam will maintain the 100% from previous year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development on Pre-AP an AP curriculum.	Principal Dean of Instruction Teachers Counselors	AP Summer Institutes	June - July 2024	Sign-In sheets ERO Certificates Agendas Curriculum developed in SharePoint	AP Exam score increase	Benchmarks AP Exams	#4a/b High-Quality and Ongoing Professional Development. a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers -Title I Funds

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
AP curriculum will be aligned to embed the knowledge and skills for students success.	Principal Dean of Instruction Teachers Counselors	College Board AP Teacher Summer Institutes Lesson Plans District Curriculum SMART board	2023-2024 School year	Sign-In sheets Agendas Curriculum developed in SharePoint	Increased number of students prepared for AP Classes and improved AP Scores	College Board AP Exams AP Benchmarks AP Exam Scores AP Practice Exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research -Title I Funds

Action Steps							
1) AP teacher will ensure lesson plan reflects the skills necessary to provide students the opportunity to pass AP Exam							
2) AP teacher will ensure all students registered through college board.							
3) Teachers implement AP Curriculum							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Tutorials for students taking AP Exams.	Principal Dean of Instruction Teachers Counselors	AP Curriculum District created curriculum SMART board	September 2023 - May 2024	Student Sign-in sheets Teacher Sign-in sheets Agendas Lesson Plans	AP Exam score increase	Benchmarks AP Exams	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time -Title I Funds -High School Allotment Funds -PTech Grant School Action Fund

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

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	English learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.						
Objective 1:	By June 2024, progress in second language acquisition will occur through embedded supports in the curriculum.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development on Sheltered Instruction Observation Protocol (SIOP) Model and ELPS training through Gateway	Principal Dean of Instruction Campus Leadership Team and Teachers	Title I and Bilingual Funds Dual Language Coordinators SMART board	August 2023- May 2024	Certificates Agenda sign in sheet, minutes	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds -PTech Grant School Action Fund

Action Steps							
1. Intentional scheduling of professional development							
2.Include SIOP protocols within lesson plans.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide school wide daily practice (activities) on listening, speaking, reading, and writing. CIF strategies	Principal Dean of Instruction Campus Leadership Team and Teachers	State and federal accountability results DMAC Reports Dual Language Coordinators Researched based strategies for Els Weekly lessons Gateway Lead4ward TELPAS released tet SMART board Summit K12, CIF	August 2023- May 2024	CLC Agenda and sign in sheets Lesson Plans Walk-through documentation	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds

Action Steps							
1. Ongoing support for the implementation of research based practices through CLCs.							
2. Teachers will be provided support in implementation of daily practice on listening, speaking, reading, and writing across content areas.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrators will monitor implementation of SIOP and school wide daily practice (activities) on listening, speaking, reading, and writing.	Principal Dean of Instruction Dual Language Coordinators Campus Leadership Team and Teachers	Weekly Lesson plans ELPS TEKS	August 2023- May 2024	Walk-through documentation	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds

Action Steps							
1. Conduct classroom visits and provide feedback to teachers.							
2. Provide support to developing teachers							

Goal Area 2:	Closing the Gaps
Annual Goal 1:	English learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.
Objective 2:	By June 2024, Ballew will have at least 36% in English Language Proficiency.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identification of students taking TELPAS and individual conferencing to discuss previous TELPAS ratings	Principal Dean of Instruction Campus Leadership Team and Teachers	PEIMS report DMAC Gateway Dual Language Coordinators SMART board	August 2023- May 2024	EL Instructional & Accommodation Checklist	Increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I and Funds

Action Steps							
1. Administrators will provide teachers updated EB rosters monthly.							
2. Teachers will complete EB Instructional and Accommodations Checklist (BOY, MOY, and EOY).							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher familiarize with student TELPAS PLDs	Principal Dean of Instruction Campus Leadership Team and Teachers	State and federal accountability results DMAC Gateway Dual Language Coordinators TELPAS released test SMART board	August 2023- May 2024	CLC Agenda and sign in sheets Lesson Plans TELPAS PLDs	Increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds

Action Steps							
1. Teacher will unpack TELPAS Proficiency Level Descriptors during CLCs.							
2. Teachers will review rubric for listening, speaking, reading and writing component.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Purposeful student grouping for tutorials and test setting	Principal Dean of Instruction Campus Leadership Team and Teachers	State and federal accountability results DMAC Gateway Dual Language Coordinators	August 2023- May 2024	Student Profile Sheet EL Instructional & Accommodation Checklist	Increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds

Action Steps							
1. CTC along with teachers will develop a plan in ensuring that students will test according to their composite rating.							
2. Campus Leadership team and teachers will develop a plan for "TELPAS for Tamales" to provide information to students about TELPAS and increase the number of participants in TELPAS testing.							

Goal Area 2:	Closing the Gaps
Annual Goal 2:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2024.
Objective 1:	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the English/Math teacher adhering to IEPs of each individual student in preparation for EOCs	Principal Dean of Instruction Counselors Campus Leadership Team and Teachers Special Education Teacher	District Curriculum Success Maker STAAR Release Assessments (BM I & II) Criterion Study Sync NewsELA MyOn	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among Special Education students and the all student group	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) ARDs are completed in timely manner
2) Teachers are provided IEPs on a timely manner
3) Ensure teachers are utilizing online tools during class instruction in preparation for EOC assessments.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Dean of Instruction Counselors Campus Leadership Team and Teachers	District Curriculum Study Sinc Criterion STAAR Released Assessments (BM I & II) NEWSELA MyOn SMART board	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	Teacher survey results, program reports, End of Marking Period Survey Results	Increase academic performance of Special Education on all BM, STAAR/EOC assessments	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
2)Teacher will take End of Course assessment and desegregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
4)Provide teachers PD survey and specific instructional training for co-teachers to best serve special education students remotely or in class.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	Principal Dean of Instruction Counselors Campus Leadership Team and Teachers	District Curriculum Study Sinc Criterion STAAR Released Assessments (BM I & II) NEWSELA MyOn	Aug. 2023 Oct. 2023 Nov. 2023 Jan. 2024 March 2024 April 2024 June 2024	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans ARD notes -Virtual and In-class walk-throughs	Closing the achievement gap among special education students and all student group Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students
2)Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.
3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.

Goal Area 2:	Closing the Gaps
Annual Goal 3:	All student groups will meet 90% of the indicators in the four components evaluated in the Closing the GAPS domain by June 2024.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Collect and asses data to monitor student progress and drive interventions. Create HB 1416 Student list.	Principal Dean of Instruction Counselors	District Curriculum Success Maker STAAR Release Assessments (BM I & BM2) District Directors (SpEd, Migrant, 504/RTI) Title I Coordinator, EOC results	July 2023 Aug. 2023 Sept. 2023 Dec. 2023 Jan. 2024 April 2024 June 2024	District Review Sessions DMAC data reports Campus Performance Reviews Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plan Language Acquistion Monitoring	Closing the achievement gap among student groups. Increase academic performance of all student groups in all STAAR/EOC tested subjects. HB1416 student roster/Accelereated testers growth on BM1 & 2	Weekly Assessments CBA I BM I & II STAAR/ EOC TELPAS

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment

Action Steps						

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

Action Steps						

Title-I School- wide Component
-Title I Funds
-PTech Grant   School Action
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Title-I School- wide Component

Title-I School- wide Component

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	Positivity Climate overall will increase from 82- 90% in students and staff
Objective 1:	By June 2024, Ballew CCTA will increase the number of school/community activities.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Acknoledgment of staff members contribution to the school and community. Spirit of PSJA nominations	Principal Dean of Instruction Counselors All staff	Google form	August 2023- May 2024	Google form Spirit of PSJA certificates	Google form response	side by side data analysis	-Title I Funds -PTech Grant School Action Fund

Action Steps							
1. Google Form nominations							
2. Open to all staff members							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher lead committees to advocate and voice concerns and plan activates for students and staff.	Principal Dean of Instruction Assistant Principal All staff	Skills USA Business Professional of America Intramural Sports Year book club Robotics Community Guest Speakers Student Ambassadors Virtual Reality Googles	August 2023- May 2024	Sign in sheet agendas Meeting minutes	Student Participation	side by side data analysis	-Title I Funds -PTech Grant School Action Fund

Action Steps							
1. Extracurricular opportunities							
2. Men's Monday and Woman's Wednesday will provide opportunities to students to interact with successful individuals from similar backgrounds from their community.							
3. Health Fair							
4. RAM bucks (student incentives)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Ptech and SAF grants will provide opportunities to our students to partake in internships amongst the community.	Academic Persistent Officer	Ptech Grant Technical Assistance Workplan template Virtual Reality Googles SMART board	August 2023- May 2024	Technical Assistance Work plan Rubric Student Conference Logs	Job Retention Records of student/parent community contracts.	side by side data analysis	-PTech Grant School Action Fund

Action Steps
1. Improve professional competence through professional development.
2. Identity local business that are willing to provide our students with internships
3. Gather data and turn around trainings for students on identified deficiencies.

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	By June 2024, family involvement and their interaction with their child's school will increase from 5% to 25%
Objective 1:	By June 2024, 94 parents will participate in informational training and sessions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Quarterly virtual town hall meetings	Principal Dean of Instruction Counselors Campus Leadership Team Teachers Parental Educator	Google Meets Facebook Live Fliers Registration Forms Technology equipment SMART board Parental Director	August 2023 - May 2024	Meeting agenda and sign in sheet	Attendance TTIPS Documentation	Increase STAAR Participation and Performance	-Title I Funds -PTech Grant School Action Fund

Action Steps							
1. School PR representative will create a flier and post on school's social media account.							
2. Dr. L. Gutierrez along with the campus leadership team and parent educator will maintain parent participation data and create strategies to promote parental involvement.							
3. Parents unable to attend meeting will get phone call from administration.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parent café with the counselors once a month	Principal Dean of Instruction Counselors Campus Leadership Team Teachers Parental Educator	Fliers Registration Forms Technology equipment SMART board	August 2023 - May 2024	Meeting agenda and sign in sheet	Attendance TTIPS Documentation Feedback from parents.	increase STAAR Participation and Performance	-Title I Funds -PTech Grant School Action Fund

Action Steps							
1. Counselors in collaboration with campus leadership team and parent educator will set calendar dates and topics to be disseminated through social media and email.							
2. School PR will create a flier and post on school's social media account.							
3. Regular scheduled meetings to address student performance, and providing additional assistance as needed.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct a yearly business fair to provide parents and students opportunites about the workforce.	Principal Dean of Instruction Counselors Campus Leadership Team Teachers Current Business Partners Parental Educator	Fliers Registration Forms Technology equipment SMART board	August 2023 - May 2024	Sign in Sheet	Attendance TTIPS Documentation increase school business partners	side by side data analysis	-Title I Funds -PTech Grant School Action Fund

Action Steps							
1. Campus leadership team along with the parent educator will invite business within the community to participate.							
2. Teachers will develop a lesson plan incorporating important information about the community businesses that will participate (what they do and what skills are needed to work there).							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	By June 2024, the student's perception for their physical and psychological school safety will improve from 82% to 90%.
Objective 1:	By June 2024, campus will implement safety and violence prevention protocols that will increase school safety.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Proactive Identification and monitoring of students and integration of districts SEL program.	Principal Assistant Principal Dean of Instruction Counselors District LPCs	Counselors District LPCs Emergency Procedure Manual Campus nurse	August 2024-June 2022	Assistance provided to students as needed	Health and socio-emotional needs met	Side by side data analysis	-Title I Funds -School Improvement Grant

Action Steps							
1. Monthly counselor sessions with teachers							
2. Counselor and student counseling session (individual or group).							
3. If needed, counselor referral to district LPC.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for campus staff on student behavior interventions, conflict resolution, restorative discipline student sexual abuse, bullying, and suicide.	Principal Assistant Principal Dean of Instruction Counselors District LPCs	Counselors District LPCs Emergency Procedure ManualCampus Nurse District Support Services for Students SMART board	August 2024-June 2022	Agenda and sign in sheets Training for all staff ERO number	Successful use of actual implemented emergencies	Side by side data analysis	-Title I Funds -School Improvement Grant

Action Steps							
1. Schedule PD tailored to campus needs.							
2. PBIS and restorative discipline strategies during CIC or PLC.							
3. Training on Case management system (district created)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Provide students an area to address Maslow's hierachy of needs by facilitating fun, cooperation and social interaction between students.	Principal Assistant Principal Dean of Instruction Counselors All school staff	Counselors District LPCs Emergency Procedure Safe Space SMART board Bean Bags Coding Resources Esports Resources Restroative Discipline Training	August 2024-June 2022	Develop of Game Room / meditiation room	Health and socio-emotional needs met	Side by side data analysis of surveys in the BOY, MOY, EOY	-Title I Funds -School Improvement Grant

Action Steps							
1. Develop safe zone for students.							
2. Create a social-emotional room for peer to peer team building.							
3. Provide the studetns the oppturnity to bond and compete via Esports.							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate						
Annual Goal 4:		Monitor school attendance and drop out initiatives to ensure student success.						
Objective 1:		By June 2024, campus attendance will increase by 1%.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.	Principal Dean of Instruction Counselors TTIPs Shepard School Liaison PEIMS Clerk Attendance Clerk Staff	Pupil Accounting Student Services School Community Liaisons	August 2023-June 2024	Assistance provided to students as needed District Expo Student Recovery Initiatives Pre-Countdown to Zero PEIMS/Leaver Training from District Countdown to Zero Customer Service Training	District Dashboard Data eSchool Cognos Reports Preliminary Enrollment Counts Sign In Sheets Public Relations/PEIMS District Increased Enrollment	Ongoing data validation leaver reviews Semi-annual and yearly comparison reports	-Title I Funds

Action Steps							
1. Collaborate with Student Data Center to improve On-line Registration.							
2. Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented.	Principal Dean of Instruction Counselors TTIPs Shepard School Liaison PEIMS Clerk Attendance Clerk Staff	Pupil Accounting Student Services School Community Liaisons	August 2023-June 2024	Correspondence Emails TEA Letter PEIMS update annual training Implementation and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy	Data analysis review Update through corrective measures	-Title I Funds

Action Steps							
1. Parent notices will be sent out and utilization of eSchool messenger.							
2. Ensure implementation and follow-up with attendance improvement timeline set by campus leadership team.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Ensure implementation of Attendance and Dropout Prevention Recovery Strategies on campus.	Principal Dean of Instruction Counselors TTIPs Shepard School Liaison PEIMS Clerk Attendance Clerk Staff	Pupil Accounting Student Services School Community Liaisons	August 2023-June 2024	Correspondence Emails TEA Letter PEIMS update annual training Implementation and Dropout System Application Review of attendance, attendance recovery participants, minutes, completion	Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. Maintain dropout accountability measures in compliance with NCES Federal Accountability.	Ongoing data validation, District attendance (daily, six weeks, yearly reports) Annual report card Ongoing review and monitoring of student leavers and withdrawal compliance	-Title I Funds

Action Steps							
1. Campus Attendance Committe will examine every week the list of students with attendance issues to ensure that each student receives appropriate supports and also review drop out leaver to create a plan to recover and reconnect students.							
2. Campus Attendance Committe will look other data (grades, test scores, behavioral referrals, health issues, etc.) to develop a full picture of what is happening in a student's life, especially for those with more severe attendance problems and drop outs.							
3. Campus Attendance Committe will use data on attendance and chronic absence to determine the nature and intensity of supports. Supports can range from a call home or truancy letter to a more intense intervention and case management process.							
4. Review outcomes of prior interventions to determine if supports were effective.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	Use evaluation systems to increase staff quality, recruitment and retention.
Objective 1:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Using the highly- effective evaluation system (TTESS) to increase staff quality.	Principal Dean of Instruction Assistant Principal CLI	TTESS Evaluation tool Materials	August 2023-May 2024	TTESS evaluations Sign- In sheets Coaching logs, and schedules	Increase student achievement higher teacher retention higher school report card based on TARP	TTESS evaluations	-Local Funds

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will continue providing annual TTESS calibration certification training	Principal Dean of Instruction Assistant Principal CLI	TTESS Evaluation tool Materials	August 2023-May 2024	TTESS evaluations Sign- In sheets Coaching logs, and schedules	Continue providing annual TTESS calibration certification training	TTESS Evaluations	TTESS Evaluation Tool, Materials - Local Funds

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Acrion Steps							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	Use evaluation systems to increase staff quality, recruitment and retention.
Objective 2:	Recruit, develop and retain 100% highly effective staff.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recruitment of highly effective staff will occur in coordination with HR.	Principal Dean of Instruction HR Department New Hire Committee	HR Department Social Media District Website	August 20232- May 2024	HR postings (Talented) Social Media Postings Committee Questionnaire Documentation	Hiring of highly qualified staff	Increase of Applicants	-Local Funds

Action Steps							
1. Talent Ed job postings							
2. Ensuring all applicants are highly effective							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher selection based on: Bilingual/ ESL Certified Special Education Certified Core area certifications Master's degree CTE certified Advanced placement training	Principal Dean of Instruction HRS Admin Bilingual/SPED/CTE Directors	Google Forms Staffing needs projection	August 20232- May 2024	Excel sheet that is exported from google form. Increase number of certified teachers	Teachers will be teaching their certified content area. All classrooms have a highly effective teacher	Screen applicants for best candidates	Title I #3, 5 -Local Funds

Action Steps							
1. Keeping staffing needs priority.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching support will be provided, to retain and develop highly effective teachers.	Principal Dean of Instruction CLL TXCEE Support	CLL Roadmap Lead4ward SMART board Virtual Reality Googles	August 20232- May 2024	Sign in Sheets CLC Roadmap	All classrooms have a highly effective teacher	Higher retention rate of new teachers	Title I #3, 5 -Local Funds

Acrion Steps							
1. CLL will provide and Facilite that all teachers instructional needs are being maintained.							
2. Using Lead4Ward to directly align their instruction.							
3. Implement the Teacher Incentive Alloment.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	Use evaluation systems to increase staff quality, recruitment and retention.
Objective 3:	We will provide all new teachers with a teacher mentor.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
School administration will assign the new teacher a mentor.	District NTI personnel CLL Department Head for additional support	District aligned curriculum	August 2023- May 2024	Retention of teacher staff	Improvement in instruction delivery Increase student achievement	staff retention reports	Title 1 #3 & 5 -Local Funds

Action Steps							
1. Providing the new teacher a check list with targeted focus areas to aid the teacher							
2. Lesson Plan development							
3. Delivery of Content							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New to district and first year teachers will attend the annual TTESS training offered by TxCEE.	Principal Dean of Instruction Teachers Department Heads CLL TxCEE	TTESS training	August 2023- May 2024	ERO number Agenda and sign in sheets Staff retention	Improvement in instruction delivery Increase student achievement	higher retention rate of new teachers	Title 1 #3 & 5 -Local Funds

Action Steps							
1. TTESS new to district and new teacher training.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New teachers will attend the New Teacher institute	Principal Dean of Instruction Teachers Department Heads CLL	ACT-RGV NTI	August 2023- May 2024	NTI ERO number	Meeting with mentor teacher Approval of Probationary Certification	TTESS evaluation system Walk-throughs	-Local Funds

Acrion Steps							
1. New teacher and Mentor teacher attend NTI together							
2. Bring back the information to make it applicable in the classroom.							

Staff Development Schedule
August 21-25, 2023
8:00 AM- 4:00 PM

Date	Session	Audience	Location	Session #	Time
Monday, August 21, 2023	"Be in the know." (Campus-based) *Improper Relationships * Bullying * Sexual Harassment *Social Media *Copyright *T TESS Training	Ballew Faculty	Ballew School of Business & Energy	287653	8:00-4:00 PM
Tuesday, August 22, 2023	**Secondary Best Practice Conference**	Secondary Staff	PSJA Southwest ECHS	275635	8:00-4:00 PM
Wednesday, August 23, 2023	District Convocation	All District Staff	Bert Ogden Arena Edinburg, TX	Attendance at the door	8:00-12:00 PM
	"New Year, New Goals" (Campus-based) *Data Review *Teacher Handbook *1st 40 Days *Customer Service	Ballew Teachers	Ballew School of Business & Energy	288834	1:00-4:00 PM
Thursday, August 24, 2023	"Foundations to Success" (Campus-based) *Common Instructional Frameworks *Blended Learning	Ballew Teachers	Ballew School of Business & Energy	288925	8:00-4:00 PM
	CTE Session	CTE Teachers	Dr. Daniel P. King College & University Center	281580	8:00-4:00 PM
	TEA, UIL, & PSJA ISD Policies & Procedures	Fine Arts Teachers	PSJA ECHS Fine Arts Area	281546	8:00-4:00 PM
	Review Policy & Procedures	PE Teachers & Staff	Kennedy MS Gymnasium	277721	8:00-4:00 PM
Friday, August 25, 2023	Staff Workday	Ballew Staff	Ballew School of Business Energy		8:00-4:00 PM

PSJA Elvis J. Ballew School of Business & Energy P-TECH
"Be in the Know."
Monday, August 21, 2023
8:00 AM – 4:00 PM
ERO: 287653
Location: Ballew Library

Topics of Discussion

8:00-8:45 AM- Breakfast

8:45-9:00 AM- Welcome/ SEL Activity

9:00 - 9:30 AM- Staff Pictures

9:30 - 9:45 AM- Improper Relationships

9:45 - 9:50 AM- Break

9:50 - 10:15 AM- Bullying/Cyber Bullying (David's Law)

10:15 - 10:35 AM- Sexual Harassment

10:35 - 10:40 AM- Break

10:40 - 11:00 AM- Social Media

11:00 - 11:15 AM- United Way

11:15 - 11:30 AM- Copyright

11:30-12:30 PM- Working Lunch (Data Review/Celebrations/Goals)

12:30 - 4:00 PM- T TESS Training

PSJA Elvis J. Ballew School of Business & Energy
"New Year, New Goals"
Wednesday, August 23, 2023
1:00 PM – 4:00 PM
ERO: 288834
Location: Ballew Library

Topics of Discussion

8:00 - 12:00 PM- District Convocation (Bert Odgen Ar

1:00 - 1:30 PM- Data Review/Accomplishments/ New

1:30 - 2:00 PM- Teacher Handbook

2:00 - 2:05 PM- Break

2:05 - 2:35 PM- 1st 40 Days

2:35 - 3:05 PM- T TESS (self-assessment/ review PD g

3:05-3:10 Break

3:10 - 4:00 PM- Customer Service Training

P-TECH

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PSJA Elvis J. Ballew School of Business & Energy P-TECH
"Foundations to Success"
Thursday, August 24, 2023
8:00 AM – 4:00 PM
ERO: 288925
Location: Ballew Library

Topics of Discussion

8:00 - 8:30 AM- Breakfast

8:30 - 10:30 AM- CIF (Common Instructional Framework)
(L. Martinez & T. Palacios)

10:30 - 10:35 AM- Break

10:35 - 11:00 AM- Blended Learning (A. Medrano)

11:00 - 11:05 AM- Break

11:05 - 11:30 AM- Safety Training

11:30- 12:30 PM- Lunch (on your own)

12:30 - 1:00 PM- 1st Day Procedures/Club Sponsor Sign ups

1:00 - 2:00 PM- Special Population/ Accommodations

2:00 - 4:00 PM- Lesson Planning (CIF- activities)