



**Early Start Pre-K School
Campus Improvement Plan
2021-2022**

Board Approved:



Executive Summary

Campus Improvement Plan: School Year 2021-2022

Yvette Mancillas, Principal

Aracelia Salinas, Asst. Principal

Mission: Through a supportive partnership, PSJA ISD's Early Start Pre-K School, with Child Care Centers, Hidalgo County Head Start Program (HCHSP), and the Community Development Institute Head Start (CDI), is committed to provide all students with high quality education that will help them develop their full potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten and beyond.

Demographics Summary: The current enrollment of Early Start Pre-K School as of June 2021 is 681 students. The student population at Early Start Pre-K School consists of 99% Hispanic, 1% White. Our students represent low socio-economic status of approximately 97% with 0.7% migrant students.

Approximately 7% of our student population receive special education services. The bilingual population is approximately 52% where most of the students' home language is Spanish. Most of our students live in our Tri-City Communities, Pharr, San Juan and Alamo. We currently have students who transfer into Early Start Pre-K School from various surrounding cities.

Comprehensive Needs Assessment Summary: In 2019 Early Start Pre-K School received an overall grade of 87 out of 100 based on performance in three different areas, or domains as paired with the district ratings. In the Student Achievement domain, Early Start Pre-K School earned an 87, which shows how much students know and can do at the end of the school year. The School Progress domain, 89 for Early Start Pre-K School shows how students perform over time and how that growth compares to similar schools. Early Start Pre-K School scored 83 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

****2020 Accountability Rating: Not Rated: Declared State of Disaster

Executive Summary

Curriculum/ Instruction and Assessment: Teachers utilize the School Readiness Integration Model approach for language arts instruction with a focus on early literacy, math and all developmental domains. All students participate in a classroom environment that uses a Play-Based Learning Approach to impact the progress of children developing all the skills needed for school readiness. Early Start provides instruction for English learners using the One -Way Dual Language Model. All students participate in a high-quality Pre-K Program that develops language by including both Non-EL's and EL's in the collaboration classrooms. The mission for our campus is to support Early Learning to ensure students are Kinder Ready. Recognizing the importance that children at this age develop the necessary foundational skills that will support future academic success our teachers use data driven instruction to monitor progress.

Summary of Goals: In Goal Area 1 Student Achievement, all student group will increase performance by 7% On Track and Proficient Level in the Emergent Literacy Reading Domain by June 2022. Also, all student group will increase performance by 6% Proficient Level in the Language and Communication Domain by June 2022. In the Goal Area 2 Closing the Gap, English Learner student group will increase in the Rapid Letter Name Measure by 3% or higher on the ON TRACK level of the Circle Progress Monitoring Assessment by June 2022. Also, the Economically Disadvantaged Student group will increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report. In Goal Area 3, Improve Safety, Public Support, Culture and Climate, the All Student group will increase by 3% or higher on the OnTrack Level of the Health and Wellness (Social Emotional) Domain by June 2022. Also, we will monitor 100 percent of the school attendance initiatives to ensure student academic success by June 2022. In Goal Area 4 Increase Staff Quality, Recruitment and Retention, the number of Effective Teachers based on the T-TESS Evaluation will increase from 37% to 42% by June of 2022. Also, the number of highly quality professional development trainings will increase by 3 or more by June of 2022.

Mission

Through a supportive partnership, PSJA ISD's Early Start Pre-K School, with Child Care Centers, Hidalgo County Head Start Program (HCHSP), and the Community Development Institute Head Start (CDI), are committed to provide all students with high quality education that will help them develop their full potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten and beyond.

Vision

In collaboration, PSJA Early Start Pre-K School together with the Hidalgo County Head Start Program, the Community Development Institute Head Start (CDI), and the Local Child Care Centers are focused on building a strong early foundation vital to ALL students. The PSJA Early Start Pre-K School is committed through the concerted efforts of the principal, staff, parents, and the community to implement effective developmentally appropriate teaching strategies and offer diverse opportunities that will provide a playful, playful, and purposeful program that will promote school readiness and future academic success of ALL students.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2021-2022 SBDM COMMITTEE MEMBERS

1. STUDENT ACHIEVEMENT

Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher – Grade Level Chair

3. CLOSING THE ACHIEVEMENT GAP

Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher – Grade Level Chair

2. STUDENT PROGRESS, ACADEMIC GROWTH, RELATIVE PERFORMANCE

Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher – Grade Level Chair

4. FAMILY AND COMMUNITY INVOLVEMENT

Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher - Grade Level Chair

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2021-2022 SBDM COMMITTEE MEMBERS

5. TECHNOLOGY	
Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher - Grade Level Chair

7. SCHOOL CULTURE AND CLIMATE	
Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher – Grade Level Chair

6. INCREASE STUDENT LEARNING TIME/STUDENT ACHIEVEMENT CCMR, GRADUATION RATE	
Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
Natalia Alvarado	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher - Grade Level Chair

8. STAFF QUALITY, RECRUITMENT AND RETENTION	
Yvette Mancillas	Chairperson –Principal
Aracelia Salinas	Assistant Principal
	Collaborative Learning Leader
Rena Chacon	Instructional Coach
Juan Amaro	PK Teacher – Grade Level Chair
Maria Murray	PK Teacher – Grade Level Chair
Maria Gow	PK Teacher – Grade Level Chair
	PK Teacher – Grade Level Chair
Yazmin Diaz	PK Teacher – Grade Level Chair
Esmeralda Sandoval	PK Teacher – Grade Level Chair
Yolanda Garza	PK Teacher - Grade Level Chair

Campus Demographics 2020-2021

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE	AT RISK
Number	681	358	367	45	353	0	0	30	5	660	0	0	678
Percent	100%	52.50%	53.8%	6.60%	51.8%	0%	0%	66.6	0.7%	96.9%	0%	0%	99%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	681	673	0	0	8	0	0	0
Percent	100%	98.8%	0%	0%	1.2%	0%	0	0%

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2021-2022 ACCOUNTABILITY SUMMARY (2018-2019 DATA)

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Early Start Pre- K School (131)/ PSJA ISD Paired with District Accountability Ratings	87	89	83	87	B

2019 - 2020 Accountability Rating: **Not Rated: Declared State of Disaster**



District and Board Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

- Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.
- Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.
- Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.
- Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

District and Board Goals

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

- Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.
- Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.
- Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.
- Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

District and Board Goals

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

- Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.
- Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.
- Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.
- Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

District and Board Goals

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

- Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.
- Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.
- Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT 2021-2022 ROOT CAUSE ANALYSIS CONTINUED

Problem & Root Cause	Annual Goal(s)	Strategy
<p>Problem: As evidenced on the 2018-2019 State Accountability TPEIR report Language and Communication Domain, there is an achievement gap of 4 % of the All Student Group when compared to the District. All students (52% scoring at Proficient) at the campus level and(56% scoring at Proficient) at the District Level.</p> <p>Root Cause: Lack of alignment between the district Early Childhood instructional plans to help support campuses with resources and instructional strategies for differentiated support to all Pre-K.</p>	<p>2021-2022 Goal among All Students is to increase by 4 % or higher on the Language and Communication Domain in the TPEIR state accountability report.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum. - Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.
<p>Problem: In the 2018-2019 State Accountability TPEIR report Mathematics Domain, there is an achievement gap of 3 % when compared to the District. All students (91% scoring at Proficient) at the campus level and(94% scoring at Proficient) at the District Level.</p> <p>Root Cause: Failure to differentiate instruction for English Learners student group.</p>	<p>Goal: 2021-2022 Goal among All Students is to increase by 3 % or higher on the Mathematics Domain in the TPEIR state accountability report.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include mathematics outcomes aligned to Pre-K Guidelines. - Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the area of mathematics and emergent mathematic skills continuum.
<p>Problem: In 2019-2020 TAPR , out of our enrollment of 757, (92.7%) of our students were identified as Economically Disadvantaged. When compared to the State 60.3% we are (32.4%) above in the number of students that are Economically Disadvantaged.</p> <p>In the Emergent Literacy Reading Domain, there is an achievement gap of 14 % when comparing the Economically Disadvantaged students to the All student group for the District. Economically Disadvantaged students (74% scoring at Proficient) at the campus level and All student group (88% scoring at Proficient) at the District Level.</p> <p>Root Cause: Failure to differentiate instruction designed for students.</p>	<p>Goal: 2021-2022 Goal among Economically Disadvantaged Student group is to increase by 7 % or higher on the Emergent Literacy Domain in the TPEIR state accountability report.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum. - Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.

Comprehensive Needs Assessment

Focus	Area Reviewed	Summary of Strengths	Challenges
1	<p>Student Achievement Target Score: 90 Circle Progress Monitoring Assessment</p>	<p>4 Year Olds</p> <ul style="list-style-type: none"> In the required Domain of Health and Wellness (Social Emotional) on the Circle Progress Monitoring Pre- Kindergarten assessment for 2019-2020 the results show that we scored at a 90% ----the same as the District at (87%). Curriculum and Assessments are aligned to the Texas Pre-Kindergarten Guidelines and are included in a year-long Scope and Sequence. Assessments are aligned to the Texas Pre-Kindergarten Guidelines and the appropriate level of rigor and are administered throughout the year to determine student progress. The Scope and sequence, units of study and the assessments are aligned to the Texas Pre-K Guidelines in Pre-Kindergarten 3 and 4. Instructional Materials with key ideas, essential questions, and recommended materials including content rich texts, are used across the classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Professional Development is provided throughout the year in response to classroom observations and formative assessments. 	<p>As evidenced in the TPEIR TEA Report 2018-2019, the results show an achievement gap as follows:</p> <ul style="list-style-type: none"> In the Emergent Literacy Reading Domain, there is an achievement gap of 14 % when compared to the District. All students (74% scoring at Proficient) at the campus level and (88% scoring at Proficient) at the District Level. In the Language and Communication Domain, there is an achievement gap of 4 % when compared to the District. All students (52% scoring at Proficient) at the campus level and(56% scoring at Proficient) at the District Level. In the Mathematics Domain, there is an achievement gap of 4 % when compared to the District. All students (91% scoring at Proficient) at the campus level and (95% scoring at Proficient) at the District Level. In the Writing Domain, there is an achievement gap of 1 % when compared to the District. All students (92% scoring at Proficient) at the campus level and(93% scoring at Proficient) at the District Level

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of

Focus	Area Reviewed	Summary of Strengths	Challenges
2	<p>School Progress Part A: Academic Growth (Circle Progress Monitoring Assessment)</p>	<ul style="list-style-type: none"> • Campus Results for Health and Wellness domain were equal to the District Results at a (Pending TPEIR Report 2020-2021) • Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to progress monitoring data through-out the year. • Student academic progress and relative performance is measured after each progress monitoring assessment administered and appropriate intervention measures are prescribed. • Student progress is monitored after each progress monitoring assessment window for each student based on his performance. 	<ul style="list-style-type: none"> • Campus decreased by (3%) when comparing 2019-2020 Emergent Literacy Reading Results (77%) to 2020-2021 Results (Pending TPEIR Report) • Campus decreased by (1%) when comparing 2019-2020 Health and Wellness Results (88%) to 2020-2021 Results (Pending TPEIR Report) • Campus decreased by (11%) when comparing 2019-2020 Language and Communication Results (63%) to 2020-2021 Results (Pending TPEIR Report)

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2021-2022 ROOT CAUSE ANALYSIS

Problem & Root Cause	Annual Goal(s)	Strategy
<p>Problem: As evidenced in the CIRCLE PROGRESS MONITORING PRE-K assessments , the results show an achievement gap as follows: (at the On-Track, or Meets)</p> <ul style="list-style-type: none"> In the Rapid Letter Name Measure, there is an achievement gap of 10 % more students not at OnTrack Level or above, between EL’s On Track 46 % and the EP’s 56% On Track. EL’s (17% Needs Support Level) and EP’s (14% Needs Support Level) in 2020-2021. <p>Root Cause: Synchronous/Asynchronous learners were not engaged with teachers in person as they were in the previous school year. Failure to differentiate instruction designed for EL students.</p>	<ul style="list-style-type: none"> 2021-2022 Goal among English Learners is to increase the Rapid Letter Name Measure of On Track Students by 5% or higher on the Circle Progress Monitoring Assessment. 	<ul style="list-style-type: none"> Train all Bilingual teachers who serve students in the ELA/Reading classrooms on the English Language Proficiency Standards. Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities. Implement language and content objectives for learner support to best meet the individual student needs.
<p>Problem: In the Rapid Vocabulary Measure, there is an achievement gap of 8% less students of the On Track Level between EL’s (54% On track) and EP’s (62% on Track) in 2020-2021.</p> <p>Root Cause: Synchronous/Asynchronous learners were not engaged with teachers in person as they were in the previous school year. Failure to differentiate instruction designed for EL students.</p>	<p>2021-2022 Goal among the English Learners is to increase by 8% or higher on the Rapid Vocabulary Measure of the Circle progress monitoring assessment.</p>	<ul style="list-style-type: none"> Train all Bilingual teachers who serve students in the ELA/ Reading classrooms on Vocabulary teaching strategies. Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities. Implement language and content objectives for learner support to best meet the individual student needs.
<p>Problem:</p> <p>As evidenced on the 2018-2019 State Accountability TPEIR report, in the Emergent Literacy Reading Domain, there is an achievement gap of 14 % of the All Student Group when compared to the District. All students (74% scoring at Proficient) at the campus level and (88% scoring at Proficient) at the District Level.</p> <p>Root Cause: Synchronous/Asynchronous learners were not engaged with teachers in person as they were in the previous school year. Failure to differentiate instruction designed for EL students.</p>	<ul style="list-style-type: none"> 2021-2022 Goal among All Students is to increase by 14 % on the Emergent Literacy Reading Domain in the TPEIR state accountability report. <p>51% Circle Assessment-Rapid Letter Naming—Pending District and TPEIR</p>	<ul style="list-style-type: none"> Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum. Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of

Focus	Area Reviewed	Summary of Strengths	Challenges
3	Closing the Gaps (Circle Progress Monitoring Assessment)	<p>As evidenced in the TPEIR TEA Report 2020-2021, the results show:</p> <ul style="list-style-type: none"> In the Emergent Literacy Writing Domain, the District and Campus both show results of Pending TPEIR Report 2020-2021. In the Health and Wellness Domain, the District and Campus both show results of Pending TPEIR Report Proficient. 	<p>Needs:</p> <p>Out of our enrollment of 785, (93.8%) of our students are identified as Economically Disadvantaged. We are (33%) higher than the State at (60.6%).</p> <p>As evidenced in the TPEIR TEA Report, the results show an achievement gap as follows:</p> <ul style="list-style-type: none"> In the Emergent Literacy Reading Domain, there is an achievement gap of 14 % when compared to the District. All students (74% scoring at Proficient) at the campus level and (88% scoring at Proficient) at the District Level. In the Language and Communication Domain, there is an achievement gap of 4 % when compared to the District. All students (52% scoring at Proficient) at the campus level and(56% scoring at Proficient) at the District Level. In the Mathematics Domain, there is an achievement gap of 4% when compared to the District. All students (91% scoring at Proficient) at the campus level and(95% scoring at Proficient) at the District Level.
4	Family and Community Engagement	<ul style="list-style-type: none"> District and Campus Website informs all parents of all events. Parent Educators' professional development is based on local, state and national standards for parental involvement. Tri-City Community Partnership School Communication in both English and Spanish Head Start parent engagement meetings Onsite registration and parent meetings Parent Volunteers District Parent Center for ESL & GED classes Two Parent Educators at campus level (Full day) Parent Centers for Tri-City area Business Partnerships-HEB Read 3 Christmas Programs (PK) Head Starts/ Childcares Pre-K Roundup (home visits) Dropout Recovery Visits Meet the Teacher Night/Open House Community Partnerships Grant 	<ul style="list-style-type: none"> Registration Computers at Sites -- (Daycares and Head Starts) Books on Wheels –Library on Wheels Nutrition Classes at Head Start Centers

Summary of Findings

Focus	Area Reviewed	Summary of Strengths	Challenges
5	Technology	<ul style="list-style-type: none"> • Technology equipment available: Laptop, Teacher iPad for every teacher and 6 student iPads for each classroom. Two Desktops for each Head Start Classroom. Headsets and Ipads for the students. • District Technology Integration Specialists work with Campus Instructional Technology teacher to promote technology trainings at campus. • Technology is integrated into the core curriculum via programs such as Imagine Math, IStation, Osmos • Online Professional Development in the area of Technology is available via Hoonuit. Hoonuit provides availability to just-in time training without having to pull teachers or staff out for training. • School Messenger • Monthly technology staff trainings. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor • Increase Student personal technology devices per Classroom. • PreK –Istation program for 3 year olds • Classroom Projectors • Imagine Math management system delayed and not able to implement at 100 %
6	Increased Learning Time	<ul style="list-style-type: none"> • The common planning provided for teachers throughout the district allows for more effective lesson planning. • Small group instruction by age and language. • Reading and Math classes are scheduled for 90 minutes daily. 	<ul style="list-style-type: none"> • Meeting the academic needs of sub-groups: ELL, Special Education, migrant • Closing the achievement gaps of sub-groups: ELL, Special Education, Migrant

Summary of Findings

Focus	Area Reviewed	Summary of Strengths	Challenges
7	School Culture and Climate	<ul style="list-style-type: none"> • School nurses are providing a school environment that promotes wellness for all students and staff. • Hearing and Vision screener for all PK students. • All staff is trained on creating a safe school culture and climate. Trained on yearly required state mandates such as bullying, Sexual abuse prevention and reporting, Sexual harassment • Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner. • Conscious Discipline SEL Component established in all classrooms • SEL Surveys for Families and Staff 	<ul style="list-style-type: none"> • Increase in Student Enrollment and Retention • Integrate the police and security departments into all emergency situations • Accuracy, compliance, and consistency of student attendance(eg. Enrollment/Withdrawals. • Covid interfered with hearing and vision screener for students.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • All teachers are certified in the teaching assignment. • High employee retention, District is seen as an employer of choice • District owned alternative center program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. (Pre-K teachers included) • Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. • Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • The selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders is aligned to the <i>Spirit of PSJA</i> and more rigorous with the goal of selecting top quality for the vacancy. • Funding opportunities for Masters degrees that support areas of need or improvement of quality of teaching 	<ul style="list-style-type: none"> • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Seeking continuation of funding to support NTC with Meadows grant funds. • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.

Campus Goals

Goal Area 1 : Student Achievement

Goal Area 2: Special Population Goals & Strategies

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

**Goal Area 4: Increase Staff Quality, Recruitment and
Retention**

Goal Area: 1	Student Achievement						
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Annual Goal 1:	All student group will increase performance by 7% on Track and Proficient Level in the Emergent Literacy Reading Domain by June 2022.						
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Objective 1:	All student group will increase by 7% in Emergent Literacy Reading Domain by June 2022						
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Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Differentiation of Instruction-Small group instruction by age group and language.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Ed Teacher	District Curriculum- Frog Street Creative Curriculum-UMOS Collaboration Istation Reading SSRW Heggerty Phonemic Awareness Program Document Readers, Ipad covers for Ipads Cord and Box Charger Headphones Lakeshore materials- Letter Knowledge Readiness Kits Charging Stations Dry Erase board, Expo Markers, board cleaner HDMI Cables Calendar Math Circle Time Alpha and Number Bots Student Daily Activity Booklet Photo Libraries	BOY-October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks	District/Campus Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs Data Analysis Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Fluency Progress Monitoring	Letter Naming Fluency Checks every 12 weeks Circle Progress Monitoring Assessment SLO Assessment Pre and Post	2. Reform Strategies a,b,c
Action Steps							

1) Unpack the Pre-K Guidelines of detailed Lesson plan to include Differentiated Instruction

2) All Student Groups Data will be disaggregated at the campus level to determine student progress and increase performance at the On-Track Level

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress and drive intervention.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum Istation Reading SSRW Haggerty Phonemic Awareness Program	BOY-October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks	District Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Fluency	Rapid Letter Naming Fluency Checks every 6 weeks Circle Progress Monitoring Assessment	2. Reform Strategies a,b,c
Action Steps							Re

1) Allocate resources (SSRW, Istation, Haggerty Phonemic Awareness Program, Frogstreet Curriculum, Creative Curriculum, Fairy Tales Big Books)

2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions

Goal Area: 1	Student Achievement						
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Annual Goal 1:	All student group will increase performance by 10% Proficient Level in the Language and Communication Domain by June 2022.						
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Objective 2:	All Students group will increase by 10 % or higher on the Language and Communication Domain by June 2022.						
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Strategy 1	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 campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum Istation Reading SSRW Heggerty Phonemic Awareness Program The Literacy Architects Photo Library Cards Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Developing Talkers-RDDAE Vocabulary Development Strategy Letter Tubs English/Spanish Big Books- Fairy Tales for Read Alouds Flannel Boards for Retelling Big Book of Nursery Rhymes Bilingual	BOY-October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks	District/Campus Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs Data Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Vocabulary	Rapid Vocabulary Fluency Checks every 6 weeks Circle Progress Monitoring Assessment SLO Assessments Pre and Post	2. Reform Strategies a,b,c
Action Steps							

1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes in Emergent Literacy Domain and include in detailed Lesson plan.

2) Implement learning walks during read aloud time to identify effective modeling of vocabulary teaching strategies.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication Domains.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum Istation Reading SSRW Haggerty Phonemic Awareness Program	BOY-October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks	District Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Vocabulary Fluency	Rapid Vocabulary Fluency Checks every 6 weeks Circle Progress Monitoring Assessment	4. High Quality and Ongoing Professional development a,b
Action Steps							Re

1) Provide job embedded professional learning opportunities to analyze performance data on language and communication domain outcomes for 3 and 4 yr olds to drive instruction.

2.) Create action plans after each administration of progress monitoring assessment on Rapid Vocabulary measure and provide interventions.

Goal Area: 2	Closing the Gaps						
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Annual Goal 2:	English Learners student group will increase in the Rapid Letter Name Measure by 5% or higher on the ON TRACK level of the Circle Progress Monitoring Assessment by June 2022.						
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Objective 1:	English Learners student group will increase by 5% or higher on the Rapid Letter Name Measure ON TRACK level of the Circle Progress Assessment by June 2022.						
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Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train all Bilingual teachers who serve students in the ELA/ Reading classrooms on Phonological Awareness continuum.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Ed	District Curriculum- Frog Street Creative Curriculum Istation Reading SSRW- Canta, Deletrea, Lee y Escribe Lakeshore Materials- Letter Knowledge Readiness Kits Heggerty Phonemic Awareness Program The Literacy Architects Photo Libraries Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Spanish Materials	BOY-October 2021 MOY February 2022 EOY- April 2022 At every marking period	District/Campus Data Reviews CLI Engage Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Name/Sound	Letter Name/Sound Fluency Checks every 12 weeks Circle Progress Monitoring Assessment SLO Assessments Pre and Post	2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a,b
Action Steps							

- Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes in Phonological Awareness and Letter Fluency and include in detailed Lesson plan with dual language instruction.
- Implement learning walks during Phonemic Awareness small group instruction to identify effective modeling of phonological awareness strategies in language of instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum SSRW Espanol Haggerty Phonemic Awareness Program-Spanish	BOY-October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks	District Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Dual Language Instruction –LOI lessons and activities Data Wall Pre-LAS Levels Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on Letter Name/Sound Fluency	Rapid Letter Name/Sound Fluency Checks at every marking period Circle Progress Monitoring Assessment	4. High Quality and Ongoing Professional development a,b
Action Steps							Re

- Provide job embedded professional learning opportunities to analyze performance data on Emergent Literacy Domain-Rapid Letter Naming Measure outcomes for 3 and 4 yr olds to drive instruction.
- Create action plans after each administration of progress monitoring assessment on Rapid Vocabulary measure and provide interventions in Language of instruction.

Goal Area: 2 Closing the Gaps

Annual Goal 2: Economically Disadvantaged Student group will increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report.

Objective 2: Economically Disadvantaged Student group will increase by 7 % or higher on the on the Emergent Literacy Domain on the TPEIR State Accountability report by June 2022.

Strategy 1	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 campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Teacher	District Curriculum- Frog Street Creative Curriculum IStation Reading SSRW Heggerty Phonemic Awareness Program The Literacy Architects Photo Libraries Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Spanish Materials Photo Library Teacher I Pads Holdsworth CPG Leadership Training Early Childhood Conference	BOY- October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks At every marking period	District TPEIR / Campus Data Reviews CLI Engage Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Blueprints, Roadmap, TCLC Agendas, Campus CLC – Effective School Framework	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Name/Sound	Rapid Letter Nam/Sound Fluency Checks at marking period Circle Progress Monitoring Assessment	2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a,b
Action Steps							

1) Using Job Embedded professional learning during TCLC's to include Pre-K Guidelines outcomes in Emergent Literacy Domain and include in detailed Lesson plan.

2) Implement learning walks during Reading small group instruction to identify effective modeling of Emergent Literacy Domain skills in differentiated instructional formats.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Teacher Instructional Coach	District Curriculum- Frog Street Creative Curriculum SSRW/Canta, LEE, Deletrea Heggerty Phonemic Awareness Program- English/Spanish Circle Activities Manual Student Daily Activity Booklet CIF Strategies and Protocols Questioning Pyramid	BOY- October 2021 MOY February 2022 EOY- April 2022 Every 6 Weeks	District/Campus Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Dual Language Instruction –LOI lessons and activities Data Wall Pre-LAS Levels Walkthroughs TCLC Reflections Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Letter Name/Sound Fluency, Rapid Vocabulary and Phonological Awareness. SLO Assessment Pre and Post	Letter Name/Sound Fluency, Vocabulary, Story Comprehension Assessment at every marking period Circle Progress Monitoring Assessment- Phonemic Awareness Measures	4. High Quality and Ongoing Professional development a,b
Action Steps							Re

1) Provide job embedded professional learning opportunities to analyze performance data on Emergent Literacy Domain outcomes for 3 and 4 yr olds to drive differentiated instruction.

2.) Create action plans after each administration of Circle progress monitoring assessment on Emergent Literacy Domain and provide interventions in Language of instruction.

Goal Area: 3	Improve Safety, Public Support, Culture and Climate						
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Annual Goal 3:	The All Student group will increase by 3% or higher on the On Track Level of the Health and Wellness (Social Emotional) Domain by June 2022.						
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Objective 1:	All Student group will increase by 3 % or higher on the On Track Level of the Health and Wellness (Social Emotional) on the TPEIR State Accountability report by June 2022.						
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Strategy 1	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 campus leaders on research-based social emotional program Frogstreet - Conscious Discipline	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Training Instructional Coach	District Curriculum- Frog Street-Conscious Discipline The Literacy Architects Conscious Discipline Books English/Spanish Virtual Training Puppets, Read Aloud – Conscious Discipline Story Felt Boards Staff Development BOY, MOY Social Emotional Checklist Early Childhood Conference	BOY-October 2021 MOY February 2022 EOY- April 2022	District TPEIR /Campus Data Reviews CLI Engage Reports –Social Emotional Checklist Lesson Plans – Conscious Discipline Strategies Data Wall Walkthroughs Staff Development Sign Ins - BOY Social Emotional Checklist	Increase percentage of On-Track students (CLI) Increase of Student Growth on Social Emotional Checklist	Circle Progress Monitoring Assessment Social Emotional Checklist	2. Reform Strategies a,b,c 3. Instruction by Highly Qualified Teachers--c 4. High Quality and Ongoing Professional Development a,b
Action Steps							

- 1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes on the Health and Wellness Domain and include in detailed Lesson plan.
- 2) Implement learning walks during Circle Time small group instruction to identify effective modeling of Health Wellness skills (Conscious Discipline) in differentiated instructional formats.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will align the Pre-K Guidelines Outcomes in the Health and Wellness Domain to the Circle Assessment and the Conscious Discipline Strategies.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Teacher Student Services Department – SEL Component, Surveys	District Curriculum- Frog Street-Conscious Discipline The Literacy Architects Conscious Discipline Books English/Spanish Virtual Training-Dr. Bailey Conscious Discipline Staff Development BOY, MOY Social Emotional Checklist SEL – Surveys Family, Staff, Student	BOY-October 2021 MOY February 2022 EOY- April 2022	District TPEIR/Campus Data Reviews CLI Engage Reports – Social Emotional Checklist Lesson Plans – Conscious Discipline Calming Strategies, Safe Place, Unite, Connect, Disengage Commitments Ritual Focus Wall Data Wall Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on the Social Emotional Domain of the Assessment	Rapid Letter Name/Sound Fluency, Vocabulary, Story Comprehension Assessment at every marking period Circle Progress Monitoring Assessment	3. Instruction by Highly Qualified Teachers--c 4. High Quality and Ongoing Professional Development a,. High Quality and Ongoing Professional development a,b
Action Steps							Re

- 1) Provide job embedded professional learning opportunities to analyze performance data on the Health and Wellness Domain from the Circle Assessment.
- 2.)Create action plans after each administration of progress monitoring assessment on Social Emotional Checklist and provide interventions.

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

Annual Goal 3: Monitor 100 percent of the school attendance initiatives to ensure student academic success by June 2022.

Objective 2: Monitor 100 percent of the school attendance initiatives to ensure student academic success by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A consistent enrollment plan will be promoted to ensure student engagement and quality data by collaborating with student data department to improve online registration.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal PEIMS Clerk Parent Educators Nurse Secretary Child Care Directors Heads Start Center Managers Child Care Licensing Specialist	Pre-Registration Campaign Flyers-Promotional Print Materials Facebook Live Expo District Expo Count Down to Zero District Dashboard Campus One Drive File for Tracking Enrollment List of New Entries from ChildCares and HeadStarts Parent Educator Home Visits Scanners for Documents Laptops	Pre-K Roundup February 2022 EOY- April 2022 July-October	District Dashboard PEIMS Leaver Codes Daily Enrollment Reports Home Visit Logs –Travel	Increase of Enrollment of 3 and 4 year olds	Attendance Verification Reports every six weeks Yearly Enrollment Reports	7. Transition from Pre-School a,b,,c
Action Steps							

1) Use the District Dashboard, E-School Reports to monitor incoming applications for registration.

2) Train all staff to assist parents with online registration processes.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance and Non- Attendance Guidelines and Truancy prevention measures will be implemented with all Collaborating Partners.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal PEIMS Clerk Parent Educators Nurse Secretary Child Care Directors Heads Start Center Managers Child Care Licensing Specialist Pupil Accounting PR Department Data Services Dept	Campus Intervention Dashboard Parent Notice –Friendly Letter on Truancy Prevention Measures Offer end of Marking Period Incentives for Attendance MOU ADA Pass Through Funding Childcare Student Sign in Sheets Attendance Verification Reports by 6 weeks Campus One Drive File for Tracking Enrollment – Attendance Forms List of New Entries from ChildCares and HeadStarts Parent Educator Home Visits Scanners for Documents Laptops	Pre-K Roundup February 2022 EOY- April 2022 July-October	District Dashboard PEIMS Leaver Codes Dashboard	Increase daily attendance Per student	Daily Attendance Reports District Goal	6. Strategies to Increase Parental Involvement a,

Goal Area: 4 Increase staff quality, recruitment and retention

Annual Goal 4: The number of Effective Teachers based on the TTESS Evaluation will increase from 37% to 42% by June of 2022.

Objective 1: The number of Effective Teachers based on the TTESS Evaluation will increase from 37% to 42% by June 2022..

Strategy 1	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 for all teachers based on TTESS Effectiveness rating.	Teachers	TTESS Rubric	Follow TTESS Timeline	TEEMS Dashboard	Increase in the percent of teachers with Highly effective rating on TTESS teacher Evaluation System	Pre- Post 1st observation 2nd Observation Summative Observation	3.Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c
	Collaborative Learning Leader	TTESS Staff Development Student Learning Objectives	Pre-Conference	Classroom Environmental Checklist Classroom Observation Tool			
	Grade Level Chairs	Self – Assessment	Mid-Year Conference	Walkthroughs			
	Principal	PD Goals	Summative Conference	Lesson Plan Guide			
	Assistant Principal	Pre-Conference/ Post Conference					
	ACT RGV Supervisor	Summative					
	Instructional Coach	Teacher Incentive					
	HR Dept	Allotment					
	TXCEE Support	Lesson Plan Guide					
Action Steps							

- 1) Use coaching strategies to support teachers with best practices to improve effectiveness rating.
- 2) Provide time for coaches and teachers to debrief after coaching visit to classroom.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development for new teachers is provided at the beginning of the school year and continue as needed.	Teachers	TTESS Rubric	Follow the TTESS Timeline	TEEMS Dashboard	Increase in the percent of teachers with Highly effective rating on TTESS teacher Evaluation System	1st observation 2nd Observation Summative Observation	6. Strategies to Increase Parental Involvement a,
	Collaborative Learning Leader	TTESS Staff Development Student Learning Objectives	Pre-Conference	Classroom Environmental Checklist Classroom Observation Tool			
	Grade Level Chairs	Self – Assessment	Mid-Year Conference				
	Principal	PD Goals	Summative Conference				
	Assistant Principal	Pre-Conference/ Post Conference					
	ACT RGV Supervisor	The Summative					
	Instructional Coach						
	HR Dept						
	TXCEE Support						
Action Steps							Re

- 1) Assign mentor for each new teacher through collaboration with New Teacher Mentor Program and ACT/RGV.
- 2) Provide coaching and support through collaborative learning leader and instructional coach via learning walks.

Goal Area: 4	Increase staff quality, recruitment and retention						
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Annual Goal 4:	The number of highly quality professional development trainings will increase by 3 or more by June of 2022.						
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Objective 2:	The number of high quality professional development trainings will increase by 3 or more by June of 2022.						
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Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide all teachers with Social Emotional Training on Conscious Discipline Program.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Instructional Coach	Frog Street Curriculum- Conscious Discipline Conscious Discipline Platform Early Childhood Conference Holdsworth CPG Trainings- Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction	BOY Staff Dev. AS scheduled in District Timeline	Lesson Plans Walk-thrus Sign in Sheets	Increase in the Social Emotional Checklist /Circle	Circle Assessment – Health and Wellness Domain	3.Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c
Action Steps							

- 1 Train all teachers virtually with Conscious Discipline – Dr Bailey Program.
- 2) Provide training for parents on Conscious Discipline for home –school connection.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide teachers with job embedded professional development using Hoonuit platform.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Instructional Coach Campus Instructional Technologist	Hoonuit Platform Technology Self Assessment Professional Development system Google Suite District Technology Specialist Laptops Newline Tru-Touch Panel Board Webcams Ipads Teacher Document Readers HDMI Cables Chargers for Ipads Charging Towers and Stations	August – December – Virtual/Hybrid Instruction January – May 2022	Hoonuit Certificates Professional Development System Walk throughs Lesson Plans	Increase on teacher technology level of understanding.	1st observation 2nd Observation Summative Observation	3. Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c
Action Steps							

- 1) Allow modules related to teaching virtually on Hoonuit to teachers based on their technology level self- assessment.
- 2)Provide support for virtual platforms and tools through Campus Instructional Technologist trainings.

10 Components of a Title I, Part A Schoolwide

1. Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

2. Reform strategies

- a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research
- b. Best practice: Identify how each activity strengthens the core academic program
- c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

3. Instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. 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

- c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5. Strategies to Attract Highly Qualified Teachers

- a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

6. Strategies to Increase Parental Involvement

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

7. Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDER ESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

- a. Required: Provide transition assistance for students coming from preschool
- b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
- c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
- d. Best practice: Arrange guided site visits to high school for middle school students

ADDENDUM

1

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Date	Session	Audience	Lead Person	Location	Session Number	Time	CIP Goal Alignment
Monday, August 16, 2021	Campus Welcome/Procedures	All Staff	Principal/ AP	Campus	199402	8:00 – 11:30	Goal Area 3, Strategy 2
	PK3 -PK4 Curriculum Rollout	All PK Teachers	Maricela Cortez	Virtual	<u>PK4 - Curriculum Rollout Session 192814</u>	1:00 – 4:00	Goal Area 1, Strategy 1,2 Goal 4, Strategy 1,2
Tuesday, August 17, 2021	2021 PSJAISD We Connect Virtual Technology Conference	All Staff	District Principal/ AP	Virtual	https://apps.esc1.net/ProfessionalDevelopment/psja/Registration/Workshop/193132	8:00 – 12:00	Goal Area 1, Strategy 1,2 Goal Area 4, Strategy 2
	District Convocation Instructional Technology	All Staff	District	Bert Ogden Arena	www.psjaisd.us/welcome	1:30 – 4:00	Goal Area 1, Strategy 1, 2 Goal 4, Strategy 1, 2
Wednesday, August 18, 2021	PK3 -PK4 Curriculum Rollout	All PK Teachers	Maricela Cortez	Virtual	<u>PK4 - Curriculum Frog Street Vendor Rollout 192805</u>	8:00 – 4:00	Goal Area 1, Strategy 1, 2 Goal Area 4, Strategy 1, 2
Thursday, August 19, 2021	T-TESS	All Teachers	Principal/ AP	Campus	Campus Based TBA	8:00 – 4:00	Goal Area 3
Friday, August 20, 2021	Staff Workday						