District Improvement Plan
2024-2025

Submitted for Board Approval on November 14, 2024

Board Approved Date: *December 9, 2024*

Vision

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

Mission

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

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

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

Texas Accountability System
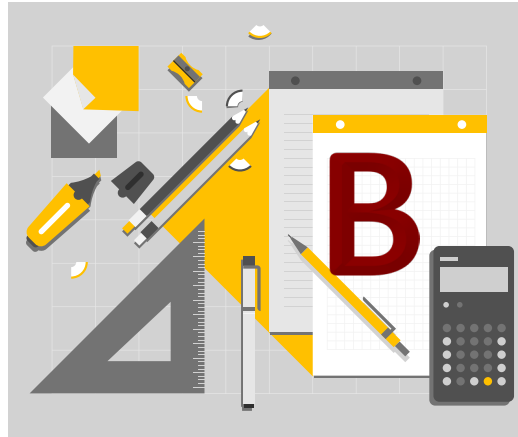
Preliminary Data

The issuance of 2024 A–F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: 2024 Accountability System | Texas Education Agency

Strategic Direction

PSJA School Board
Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet
Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology

Senior Staff
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Rafael Gonzalez, Administrator for Operations
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig	ECD	GT	At Risk
Count	15,377	14,560	3,514	13,640	493	28,492	2016	23,032
Percent	51%	49%	11.7%	45.6%	1.6%	95.3%	6.7%	77%

With the district's proximity to Mexico, 45.60% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Pharr-San Juan-Alamo has been rated an **"B"** District by the state of Texas on the 2024 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 46, College Career and Military Readiness (87), PSJA ISD earned a grade of 79.

In Domain II, School Progress (77), Academic Growth (77) and Relative Performance (85) with an Eco Dis at a 93.8%, PSJA ISD earned a scale score of 85. Domain III, Closing the Gaps Domain, PSJA scale score was an 84.

The overall 2024 Accountability Rating for Pharr-San Juan-Alamo ISD was a score of 85. In grades 3-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 41,464 tests which translates to over 98% participation for the 2023-2024 school year.

Executive Summary Continued

Student Performance:

For the 2024-2025 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025
- The percentage of graduates who earn an industry certification will increase by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.
The district is:
1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

District Educational Improvement Committee Members

Effective Teaching and Learning	
Dr. Iris Guajardo	Executive Officer For Secondary Schools
Dr. Linda Uribe-Trevino	Executive Officer For College Readines
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools
Adriana Garcia	Career and Technical Education
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained
Jeannette Lozano	PSJA North ECHS, Teacher-Science
Dr. Sandra Garza	PSJA T. Jefferson T-Stem ECHS, Principal
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art
Roxxana Serna	Dr. William Long Elementary, Teacher-Second
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk
Michael Murray	Adv. Academic Services Program Director
Viviana Villarreal	Psja Early Start, Teacher-Pre K
Raymundo Monrreal	Jaime Escalante MS, Principal
Haissam Mayasi	Data Services Director
Alicia Alejandro	High School Social Studies Coordinator
Debbie Dawang	High School Math Coordinator
Sandra Serna	Data Support Coordinator
Karla Rodriguez	Elementary Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science
Eduardo Guzman	Language Development Specialist
Stephanie Cavazos	Aida Escobar Elem, Teacher
Carlos Rivera	Murphy Middle School, Science Teacher
Dr. Judy Marmolejo	Kennedy Middle School, Teacher
Rene Hernandez	Guerra Elementary, Teacher
Erika Carpio	Alamo Middle School Counselor
Melissa Rodriguez	Parent Representative
Thomas Moncivais	Business Representative

Student Support	
Dr. Claudia Gonzalez	Executive Officer For Elementary Schools
Dr. Susana Arredondo	Executive Officer For Elementary Schools
Dr. Yolanda Gomez	Executive Officer For Learning Acceleration
Yvonne Martinez	Migrant Strategist
Amy Marquez	Library Innovations Strategist
Jessica Zuniga	John Mckeever Elem, Principal
Veronica Quintana	Special Education Department Director
Oliva Martinez	English Language Development & Biliteracy Director
Denise Garcia	High School Science Coordinator
Ruben Salinas	PSJA High School, Teacher-Math
Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Arnold Serna Nieto	Austin Middle School, Sped Teacher
Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Mariciana Hernandez	Allen & William Arnold Elem., CLL
Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Liza Diaz	PSJA North ECHS, Principal
Roel Luna	Carmen Anaya Elem, Counselor
Christian Gonzalez	Kennedy Middle School, Asst. Principal
Cynthia Rivera	High School Reading Language Arts Coordinator
Sherry Vargas	Bilingual Strategist
Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Erica Estreda	Cesar Chavez Elem, Teacher
Janie Baldazo	Murphy Middle School, Teacher
Cynthia Perales	Guerra Elementary, Teacher
Ilsa Gonzalez	Garza-Pena Elementary, Teacher
Laura Torres	Carmen Anaya Elem, Assistant Principal
Sandra Delgado	Parent Representative
Maria Rodriguez	Parent Representative

District Educational Improvement Committee Members

Leadership Growth	
Dr. Rebecca Garza	**Asst. Supt. For Human Resources**
Alfredo Carrillo	**Executive Officer For Human Resources**
Dr. Nora Cantu	**Executive Officer For Academics**
Maria Varela	New Teacher and Insts. Coaching Coord.
Priscilla Salinas	ACTRGV Director
Gloria Garza	Elementary Science Coordinator
Adrian Karr	HR Manager
Hector Rodriguez	MIS Department Director
Stella Sanchez	Professional Development Director
Gina Saenz	LBJ Middle School Dean Of Instruction
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit
David Frias	Kelly-Pharr Elementary, Teacher-Kinder
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher
Romeo Romero	Aida Escobar Elem, Teacher-PE
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal
Jessica Moore	Middle School, Science Coordinator
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek
Yulissa Rangel	Austin Middle School, Math Teacher
Perla Oervides	Collegiate High School, Teacher-SS
Lezlie Neely	Ramirez Elementary, Teacher-Fifth
Jessica Garcia	Carman Elementary, Reading Coach
David Granadoz	Liberty Middle School, Teacher Math
Miguel Torres	Middle School Social Studies Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher
Laura Ramos Moreno	Sorenson Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher
Myra Perez	Parent Representative
Norma Villegas	Parent Representative
Daniela Zuniga	Business Representative

Family and Community Empowerment	
Dr. Orlando Noyola	**Asst. Supt. For Student Services**
Dr. Virna Bazan	**Executive Officer For Elementary Schools**
Dr. Lauro Davalos	**Asst. Supt. of Technology**
Virgina Saenz	Counseling and Guidance Director
Claudia Lemus Campos	Communications & Marketing Director
Ruben Garcia	Parental Engagement Director
Laura Campos	Pupil Accounting Dept. Director
Erica Munguia	Migrant Strategist
Nora Galvan	Adult Literacy Coordinator
Rolando Garcia	Chief Of Police
Ruby Lopez	Cesar Chavez Elementary, CLL
Lizette Sosa	Farias Elementary, Teacher-Fourth
Osvaldo Gonzalez	Trevino Elementary, CLL
Vivian Salazar	John McKeever Elementary School, Techer Second
Azeneth Razo	Palmer Elementary, Teacher-Second
Maria Briseno	Vida N. Clover Elem., Teacher-Music
Juan Carlos Reyes	Henry Ford Elementary, Teacher
San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Melissa Sanchez	PSJA High School, Counselor
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Kimberly Ortega	Middle School Reading Language Arts Coordinator
Analynn Gundran	Collegiate High School, CLL
Susana Barbosa	Dr. William Long Elementary, Teacher
Felix Salinas	LBJ Middle School, Teacher
Melissa Ontivieros	Longoria Elementary, PK Teacher
Leticia Garcia	Parent Representative
Gloria Castillo	Parent Representative

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2023-2024 STAAR

OVERALL RATING
PSJA ISD – ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	**21104**		**79**	**77**	**85**	**85**	**85**	**59.8**	**84**	**25.3**	**85**	**B**	**86**	-1
PSJA ECHS	2360	11.2%	86	84	90	90	90	63	92	27.6	91	A	90	1
PSJA Memorial ECHS	1946	9.2%	83	75	84	84	84	58.8	85	25.5	84	B	89	-5
PSJA North ECHS	2229	10.6%	86	80	90	90	90	63	85	25.5	89	B	86	3
PSJA Southwest ECHS	1597	7.6%	83	72	86	86	86	60.2	90	27.0	87	B	87	1
PSJA T-STEM ECHS	524	2.5%	96	87	96	96	96	67.2	100	30.0	97	A	96	2
PSJA Collegiate	306	1.4%	94	95	95	95	95	66.5	98	29.4	96	A	90	6
PSJA Elvis Ballew	136	0.6%	93	91		91	93	65.1	91	27.3	92	A	95	-2

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	**21104**		**79**	**77**	**85**	**85**	**85**	**59.8**	**84**	**25.3**	**85**	**B**	**86**	-1
Vela Middle School	678	3.2%	73	78	85	85	85	59.5	83	24.9	84	B	77	7
Murphy Middle School	757	3.6%	75	75	88	88	88	61.6	88	26.4	88	B	89	-1
Austin Middle School	871	4.1%	77	78	89	89	89	62.3	92	27.6	90	A	87	3
Escalante Middle School	535	2.5%	75	69	87	87	87	60.9	76	22.8	84	B	82	2
Kennedy Middle School	576	2.7%	76	75	89	89	89	62.3	82	24.6	87	B	90	-3
Liberty Middle School	795	3.8%	74	67	86	86	86	60.2	65	19.5	80	B	82	-3
LBJ Middle School	971	4.6%	76	75	88	88	88	61.6	84	25.2	87	B	83	4
Yzaguirre Middle School	782	3.7%	70	65	81	81	81	56.7	74	22.2	79	C	71	8

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2023-2024 STAAR
OVERALL RATING
PSJA ISD - ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	**21104**		**79**	**77**	**85**	**85**	**85**	**59.8**	**84**	**25.3**	**85**	**B**	**86**	-1
Anaya Elementary	164	0.8%	82	80	90	90	90	63	83	24.9	88	B	92	-4
Arnold Elementary	278	1.3%	76	70	84	84	84	58.8	78	23.4	82	B	89	-7
Cantu Elementary	246	1.2%	73	74	82	82	82	57.4	76	22.8	80	B	91	-11
Carman Elementary	273	1.3%	74	79	82	82	82	57.4	91	27.3	85	B	79	6
Chavez Elementary	183	0.9%	75	89	85	89	89	62.3	88	26.4	89	B	93	-4
Clover Elementary	196	0.9%	67	75	75	75	75	52.5	72	21.6	74	C	73	1
Doedyns Elementary	179	0.8%	69	71	75	75	75	52.5	75	22.5	75	C	85	-10
Dr Long Elementary	366	1.7%	74	75	83	83	83	58.1	76	22.8	81	B	92	-11
Escobar Elementary	291	1.4%	86	83	91	91	91	63.7	90	27.0	91	A	92	-1
Farias Elementary	235	1.1%	65	79	73	79	79	55.3	83	24.9	80	B	65	15
Ford Elementary	311	1.5%	72	81	80	81	81	56.7	86	25.8	83	B	82	1
Garcia Elementary	160	0.8%	79	87	89	89	89	62.3	92	27.6	90	A	92	-2
Garza Elementary	247	1.2%	70	74	79	79	79	55.3	76	22.8	78	C	81	-3
Garza-Pena Elementary	228	1.1%	75	87	84	87	87	60.9	90	27.0	88	B	87	1
Guerra Elementary	281	1.3%	74	79	83	83	83	58.1	79	23.7	82	B	86	-5
Kelly-Pharr Elementary	294	1.4%	72	79	80	80	80	56	86	25.8	82	B	83	-2
Livas Elementary	229	1.1%	71	59	79	79	79	55.3	74	22.2	78	C	84	-7
Longoria Elementary	226	1.1%	64	66	72	72	72	50.4	72	21.6	72	C	72	0
McKeever Elementary	317	1.5%	70	62	77	77	77	53.9	72	21.6	76	C	80	-4
Palacios Elementary	196	0.9%	78	83	88	88	88	61.6	88	26.4	88	B	85	3
Palmer Elementary	270	1.3%	74	83	83	83	83	58.1	88	26.4	85	B	87	-2
Ramirez Elementary	201	1.0%	67	83	75	83	83	58.1	76	22.8	81	B	78	3
Reed-Mock Elementary	220	1.0%	75	71	84	84	84	58.8	78	23.4	82	B	87	-5
Sorensen Elementary	298	1.4%	74	78	82	82	82	57.4	72	21.6	79	C	83	-4
Trevino Elementary	152	0.7%	73	75	82	82	82	57.4	81	24.3	82	B	88	-6

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2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2 Grade/Subject	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
GRADE 3 MATH	67%	36%	10%	71%	41%	15%	65%	37%	16%
STATE OF TEXAS	68%	41%	15%	72%	44%	18%	70%	42%	20%
REGION ONE	68%	38%	12%	73%	43%	16%	69%	40%	18%
GRADE 3 READING	70%	44%	18%	70%	43%	18%	69%	41%	21%
STATE OF TEXAS	72%	47%	20%	75%	49%	19%	76%	50%	29%
REGION ONE	73%	48%	21%	74%	49%	21%	75%	48%	25%
GRADE 4 MATH	73%	50%	20%	73%	50%	23%	65%	39%	20%
STATE OF TEXAS	67%	44%	20%	69%	47%	21%	69%	42%	21%
REGION ONE	71%	47%	20%	72%	48%	21%	68%	42%	22%
GRADE 4 READING	79%	48%	22%	74%	45%	19%	69%	43%	19%
STATE OF TEXAS	79%	50%	22%	76%	47%	21%	76%	51%	25%
REGION ONE	80%	53%	25%	76%	47%	21%	76%	53%	28%
GRADE 5 MATH	79%	47%	15%	79%	50%	18%	72%	43%	20%
STATE OF TEXAS	75%	49%	19%	79%	50%	21%	76%	47%	24%
REGION ONE	79%	50%	17%	82%	53%	19%	78%	48%	23%
GRADE 5 READING	78%	50%	24%	79%	54%	28%	76%	49%	26%
STATE OF TEXAS	78%	53%	28%	80%	56%	28%	80%	57%	36%
REGION ONE	78%	54%	28%	80%	56%	29%	80%	56%	34%
GRADE 5 SCIENCE	59%	26%	10%	66%	35%	15%	61%	33%	13%
STATE OF TEXAS	56%	27%	11%	64%	35%	15%	65%	37%	17%
REGION ONE	59%	28%	10%	66%	36%	15%	67%	38%	17%

2022 – 2024 STAAR/STAAR ALT 2 District Results
SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2 Grade/Subject	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
GRADE 3 MATH	67%	36%	10%	71%	41%	15%	65%	37%	16%
SPED	51%	27%	9%	56%	34%	13%	42%	29%	12%
GRADE 3 READING	70%	44%	18%	70%	43%	18%	69%	41%	21%
SPED	46%	28%	8%	50%	31%	10%	45%	29%	7%
GRADE 4 MATH	73%	50%	20%	73%	50%	23%	65%	39%	20%
SPED	54%	33%	11%	49%	33%	10%	42%	24%	8%
GRADE 4 READING	79%	48%	22%	74%	45%	19%	69%	43%	19%
SPED	54%	25%	10%	48%	25%	10%	45%	25%	6%
GRADE 5 MATH	79%	47%	15%	79%	50%	18%	72%	43%	20%
SPED	65%	35%	11%	67%	31%	11%	51%	27%	10%
GRADE 5 READING	78%	50%	24%	79%	54%	28%	76%	49%	26%
SPED	50%	27%	10%	50%	25%	11%	48%	27%	9%
GRADE 5 SCIENCE	59%	26%	10%	66%	35%	15%	61%	33%	13%
SPED	38%	22%	7%	42%	24%	9%	36%	22%	8%

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2022 – 2024 STAAR/STAAR ALT 2 District Results
Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2 Grade/Subject	2024			2023			2022		
	App %	Meet %	Master %	App %	Meet %	Master %	App %	Meet %	Master %
GRADE 3 MATH	67%	36%	10%	71%	41%	15%	65%	37%	16%
EMERGENT BILINGUAL	63%	31%	9%	68%	37%	13%	59%	32%	13%
GRADE 3 READING	70%	44%	18%	70%	43%	18%	69%	41%	21%
EMERGENT BILINGUAL	64%	37%	14%	63%	35%	16%	62%	32%	16%
GRADE 4 MATH	73%	50%	20%	73%	50%	23%	65%	39%	20%
EMERGENT BILINGUAL	70%	45%	18%	69%	44%	17%	62%	36%	18%
GRADE 4 READING	79%	48%	22%	74%	45%	19%	69%	43%	19%
EMERGENT BILINGUAL	74%	43%	18%	67%	38%	14%	62%	37%	16%
GRADE 5 MATH	79%	47%	15%	79%	50%	18%	72%	43%	20%
EMERGENT BILINGUAL	76%	42%	11%	78%	49%	17%	71%	40%	18%
GRADE 5 READING	78%	50%	24%	79%	54%	28%	76%	49%	26%
EMERGENT BILINGUAL	73%	43%	18%	76%	50%	23%	73%	44%	22%
GRADE 5 SCIENCE	59%	26%	10%	66%	35%	15%	61%	33%	13%
EMERGENT BILINGUAL	52%	21%	7%	60%	30%	13%	56%	27%	10%

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2 Grade/Subject	2024 App %	2024 Meet %	2024 Master %	2023 App %	2023 Meet %	2023 Master %	2022 App %	2022 Meet %	2022 Master %
GRADE 6 MATH	64%	31%	9%	66%	28%	9%	62%	26%	9%
STATE OF TEXAS	70%	38%	13%	74%	38%	15%	72%	38%	16%
REGION ONE	69%	35%	10%	72%	34%	12%	68%	32%	12%
GRADE 6 READING	68%	48%	19%	66%	38%	13%	62%	32%	16%
STATE OF TEXAS	75%	55%	25%	75%	51%	22%	69%	42%	23%
REGION ONE	73%	53%	23%	74%	49%	20%	67%	39%	20%
GRADE 7 MATH	55%	33%	8%	54%	29%	7%	57%	26%	10%
STATE OF TEXAS	54%	33%	11%	61%	36%	11%	60%	30%	13%
REGION ONE	57%	34%	11%	60%	35%	11%	60%	30%	13%
GRADE 7 READING	66%	43%	20%	71%	45%	20%	73%	46%	28%
STATE OF TEXAS	72%	53%	28%	77%	53%	26%	79%	55%	36%
REGION ONE	72%	52%	26%	77%	53%	26%	78%	52%	33%
GRADE 8 MATH	78%	51%	18%	76%	46%	18%	70%	40%	17%
STATE OF TEXAS	70%	41%	15%	74%	45%	17%	70%	39%	14%
REGION ONE	77%	48%	16%	77%	46%	15%	71%	40%	15%
GRADE 8 READING	76%	51%	25%	80%	52%	22%	79%	50%	31%
STATE OF TEXAS	79%	55%	28%	82%	56%	27%	82%	57%	37%
REGION ONE	78%	52%	25%	83%	56%	24%	82%	56%	35%
GRADE 8 SCIENCE	65%	39%	14%	70%	45%	17%	72%	43%	22%
STATE OF TEXAS	68%	42%	16%	73%	46%	16%	73%	44%	23%
REGION ONE	66%	39%	13%	71%	43%	13%	73%	43%	21%
GRADE 8 SOCIAL STUDIES	52%	25%	12%	50%	22%	10%	47%	18%	9%
STATE OF TEXAS	58%	31%	16%	60%	32%	16%	59%	30%	17%
REGION ONE	56%	29%	14%	60%	30%	14%	58%	26%	14%

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SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App	Meet	Master	App	Meet	Master	App	Meet	Master
Grade/Subject	%	%	%	%	%	%	%	%	%
GRADE 6 MATH	64%	31%	9%	66%	28%	9%	62%	26%	9%
SPED	41%	19%	10%	50%	26%	14%	45%	22%	14%
GRADE 6 READING	68%	48%	19%	66%	38%	13%	62%	32%	16%
SPED	35%	21%	10%	41%	25%	9%	34%	21%	14%
GRADE 7 MATH	55%	33%	8%	54%	29%	7%	57%	26%	10%
SPED	40%	26%	14%	40%	24%	10%	36%	23%	16%
GRADE 7 READING	66%	43%	20%	71%	45%	20%	73%	46%	28%
SPED	33%	22%	10%	40%	23%	6%	45%	23%	14%
GRADE 8 MATH	78%	51%	18%	76%	46%	18%	70%	40%	17%
SPED	62%	33%	15%	55%	27%	12%	41%	23%	12%
GRADE 8 READING	76%	51%	25%	80%	52%	22%	79%	50%	31%
SPED	48%	24%	11%	49%	25%	8%	43%	23%	13%
GRADE 8 SCIENCE	65%	39%	14%	70%	45%	17%	72%	43%	22%
SPED	37%	25%	10%	41%	26%	8%	41%	20%	13%
GRADE 8 SOCIAL STUDIES	52%	25%	12%	50%	22%	10%	47%	18%	9%
SPED	32%	24%	10%	31%	20%	8%	25%	14%	10%

2022 – 2024 STAAR/STAAR ALT 2 District Results
Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App	Meet	Master	App	Meet	Master	App	Meet	Master
Grade/Subject	%	%	%	%	%	%	%	%	%
GRADE 6 MATH	64%	31%	9%	66%	28%	9%	62%	26%	9%
EMERGENT BILINGUAL	60%	26%	8%	62%	23%	8%	57%	22%	7%
GRADE 6 READING	68%	48%	19%	66%	38%	13%	62%	32%	16%
EMERGENT BILINGUAL	61%	40%	13%	61%	31%	9%	55%	25%	12%
GRADE 7 MATH	55%	33%	8%	54%	29%	7%	57%	26%	10%
EMERGENT BILINGUAL	48%	26%	6%	47%	23%	5%	52%	23%	8%
GRADE 7 READING	66%	43%	20%	71%	45%	20%	73%	46%	28%
EMERGENT BILINGUAL	59%	35%	14%	65%	37%	15%	65%	35%	19%
GRADE 8 MATH	78%	51%	18%	76%	46%	18%	70%	40%	17%
EMERGENT BILINGUAL	75%	45%	14%	70%	38%	12%	61%	28%	10%
GRADE 8 READING	76%	51%	25%	80%	52%	22%	79%	50%	31%
EMERGENT BILINGUAL	69%	42%	17%	73%	40%	15%	68%	35%	19%
GRADE 8 SCIENCE	65%	39%	14%	70%	45%	17%	72%	43%	22%
EMERGENT BILINGUAL	57%	32%	9%	63%	37%	11%	62%	32%	14%
GRADE 8 SOCIAL STUDIES	52%	25%	12%	50%	22%	10%	47%	18%	9%
EMERGENT BILINGUAL	42%	19%	8%	39%	15%	7%	30%	8%	3%

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2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2	2024			2023			2022		
	App	Meet	Master	App	Meet	Master	App	Meet	Master
Grade/Subject	%	%	%	%	%	%	%	%	%
ENG I	58%	42%	12%	56%	37%	7%	58%	41%	9%
STATE OF TEXAS	58%	43%	13%	57%	41%	10%	53%	38%	8%
REGION ONE	55%	40%	11%	55%	38%	8%	50%	34%	7%
ENG II	64%	49%	6%	59%	41%	4%	65%	49%	6%
STATE OF TEXAS	65%	50%	7%	62%	45%	7%	61%	47%	7%
REGION ONE	62%	47%	6%	58%	41%	6%	57%	42%	6%
ALGEBRA I	84%	57%	37%	82%	54%	32%	78%	46%	27%
STATE OF TEXAS	71%	37%	20%	68%	37%	19%	65%	37%	23%
REGION ONE	76%	40%	21%	73%	39%	19%	67%	37%	22%
BIOLOGY	84%	40%	9%	74%	37%	10%	70%	39%	9%
STATE OF TEXAS	87%	52%	17%	79%	49%	18%	75%	49%	19%
REGION ONE	85%	45%	11%	76%	43%	13%	71%	41%	13%
US HISTORY	93%	59%	23%	90%	59%	26%	84%	58%	26%
STATE OF TEXAS	94%	67%	35%	89%	66%	36%	85%	64%	39%
REGION ONE	93%	61%	27%	88%	60%	28%	82%	57%	31%

2022 – 2024 STAAR/STAAR ALT 2 District Results
SPED and Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR ALT 2 Grade/Subject	2024 App %	2024 Meet %	2024 Master %	2023 App %	2023 Meet %	2023 Master %	2022 App %	2022 Meet %	2022 Master %
ENG I	58%	42%	12%	56%	37%	7%	58%	41%	9%
SPED	38%	26%	11%	34%	18%	3%	25%	18%	8%
EMERGENT BILINGUAL	46%	28%	6%	42%	22%	2%	35%	17%	1%
ENG II	64%	49%	6%	59%	41%	4%	65%	49%	6%
SPED	41%	27%	7%	30%	19%	5%	31%	20%	6%
EMERGENT BILINGUAL	47%	31%	2%	39%	19%	1%	39%	20%	1%
ALGEBRA I	84%	57%	37%	82%	54%	32%	78%	46%	27%
SPED	70%	38%	22%	75%	34%	15%	57%	26%	13%
EMERGENT BILINGUAL	80%	49%	30%	78%	47%	26%	72%	37%	20%
BIOLOGY	84%	40%	9%	74%	37%	10%	70%	39%	9%
SPED	69%	23%	6%	57%	22%	6%	43%	20%	7%
EMERGENT BILINGUAL	78%	29%	5%	64%	23%	3%	53%	17%	2%
US HISTORY	93%	59%	23%	90%	59%	26%	84%	58%	26%
SPED	77%	27%	12%	83%	38%	17%	60%	33%	15%
EMERGENT BILINGUAL	89%	41%	11%	80%	38%	10%	68%	32%	9%

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Comprehensive Needs Assessment

AREA LEADS: Dr. I. Guajardo, Dr. I. L. Uribe, and Dr. N. Rivas

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by
the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

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

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.

> **Objective 1:** The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.
>
> **Strategy 1:** Curriculum writing initiatives with in-person learning for Reading Language Arts, R/LA and Math based on needs assessment using data and trends will be executed.
> **Timeline:** June 2024- Aug. 2025
> **Title I School Components: T**itle I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
> **Persons Responsible:** Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

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Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.
Timeline: September 2024 - May 2025
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready	•Walkthrough documents	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the RLA and Math curriculum through CLCs.
Timeline: September 2024 - May 2025
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Power Up •I-Ready	•Training Agenda •Collaborative Learning Community Meetings	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •I-Ready

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.

Objective 2: The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/EOC will increase through data-driven instruction.

Strategy 1: Testing calendar will be created to provide district- wide alignment of assessments.
Timeline: Sept. 2024- Aug. 2025
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Assessment calendar •Instructional timelines •Assessed curriculum •I-Ready	•Completed testing calendars and timelines •Agendas and sign in sheets	•Student achievement gains on the STAAR •Domain III •TELPAS •Results Driven Accountability Report	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I-Ready

Strategy 2: Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.
Timeline: Sept. 2024- Aug. 2025
Title I School Components: Title I, Title II, Title III, State Compensatory, Special Ed. & Bilingual Funds, Migrant Funds and Local Funds.
Persons Responsible: Executive Officers, Campus Leadership, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR and DMAC data reports •Action Plans and timelines •Tutorial Curriculum and •Tutorial Student lists •I-Ready *Math IA •Plan for Each Student group	•Student Progress Profiles •DMAC/ Tango Reports •Campus Data Reports •Campus Performance Reviews [CPRs]	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and •Masters levels on STAAR/EOC •Increase in student progress made	•Formative assessments •Benchmarks •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI) •TPRI/TEJAS LEE •I-Ready

Strategy 3: District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern to plan next steps.
Timeline: October 2024 – March 2025
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, and State Compensatory Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District and Campus •Benchmark Data Reports •Plan for Interventions •Lexia Core 5 •Power Up •I-Ready	•Agendas and sign in sheets •Data Analysis documents •Campus Review [CPRs] documents	•BM1 and BM2 scores •Student achievement gains •Student growth •Increased performance of students at Meets & Masters performance levels	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI) •Results Driven Accountability •I-Ready

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.

<u>**Objective 3:**</u> The percentage of students performing at meets grade level or above on STAAR Reading/Math 3-8/EOC will increase through job-embedded instructional practices.

Strategy 1: Training will be provided for teachers, administrators, and program related staff throughout the school year on the assessed curriculum and the state accountability system.
Timeline: August 2024- May 2025
Title I School Components: Title I, Title II, Title III, and Title IV
Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lad4ward •Region 1 •DMAC •State and federal accountability reports •I-Ready	•Agendas and sign in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC Increase in student progress	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •I-Ready

Strategy 2: Ongoing professional development curriculum training will be provided for teachers, administrators, and program related staff on blended learning instructional strategies (e.g., Common Instructional Framework) and data analysis.
Timeline: Oct. 2024- April 2025
Title I School Components: Title I, Title II, Title III, and Title IV.
Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •AVID Program •State/federal accountability reports •TEKS Resource System •I-Ready •Math IA	•Agenda •Sign-in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC Increase in student progress	•Formative assessments •Benchmarks •STAAR •TELPAS

Strategy 3: RLA teachers will receive training on TEKS analysis to determine the depth and complexity of each student's expectations taught.
Timeline: August 2024 – March 2025
Title I School Components: Title I, Title II, Title III
Persons Responsible: District RLA Coordinators/Specialists, Instructional Coaches, Teachers, and Campus Administration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title I •Title II •Local Funds •DOK Chart •TEKS Document •Lead4Ward •DMAC	•Agendas and sign in sheets	•BM1 and BM2 scores •Student achievement gains •Student growth •Increased performance of students at Meets & Masters performance levels	•Benchmarks •STAAR/TELPAS

Annual Goal 2: The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase by two percentage points by June 2025

Objective 1: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Curriculum writing initiatives with and in-person learning for mathematics based on needs assessment using data and trends will be executed.
Timeline: June 2024 – August 2025
Title I School Components: Title I, Title II, Title III, Special Ed Funds, Bilingual Funds, and Migrant Funds
Persons Responsible: Assistant Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •Imagine Math •State and local student data	•Curriculum documents •Lesson plans •Life Coach agendas •Walkthrough documents	•Student Achievement gains on the STAAR •Teacher retention •Results Driven Accountability Report	•Formative assessments •Benchmarks [BMs] STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test

Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.
Timeline: Sept 2024 – May 2025
Title I School Components: Title I, Title II, Title III, Title IV, State Bilingual Funds and State Compensatory.
Persons Responsible: Principals, Assistant principals, Executive Officers, Directors, Coordinators, and Strategists

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Director Feedback Forms •Lesson Plans	•Walk-through documentation	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks •STAAR •ACT and SAT •Texas Success Initiative (TSI)

Strategy 3: Ongoing support for the implementation of the mathematics curriculum through CLCs.
Timeline: September 2024 – August 2025
Title I School Components: Title I, Title II, Title III, Title IV, State Bilingual Funds and State Compensatory.
Persons Responsible: Assistant Supt. For Academics, Executive Officers, Directors for Assessment, Dual Language, and Special Education, 504/Dyslexia Coordinator, Coaches, Strategists

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material •Training Agenda •District Curriculum •Pacing guide •Year- at- a- Glance •Weekly Lessons •State and Local Data	•Agendas and sign in sheets •Collaborative Learning Communities Meetings	•BM1 and BM2 scores show increases in student achievement gains and growth •Increased performance of students at Meets & Masters performance levels	•Formative Assessments •Benchmarks •STAAR/EOC/TELPAS •ACT and SAT •Texas Success Initiative (TSI)

Annual Goal 2: The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2025.

Objective 2: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through data-driven instruction.

Strategy 1: A testing calendar will be created to provide district-wide alignment of assessments.
Timeline: September 2024 – August 2025
Title I School Components: Title I, Title II, Title III, Special Ed Funds, Bilingual Funds, and Migrant Funds
Persons Responsible: Assistant Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Assessment calendar •Instructional timelines •Assessed curriculum	•Completed testing calendars and timelines •Agendas and sign in sheets	•Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test

Strategy 2: Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level Benchmark.
Timeline: October 2024 – March 2025
Title I School Components: Title I, Title II, Title III, Title IV, State Bilingual Funds and State Compensatory.
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STAAR and DMAC data reports •Action Plans and timelines •Tutorial Curriculum and •Tutorial Student lists •Plan for each student group	•Student Progress •Profiles, DMAC •Reports, Campus Data •Reports, Campus •Performance Reviews [CPRs]	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Masters performance levels on STAAR/EOC •Increase in student progress	•Formative assessments •Benchmarks •STAAR •ACT and SAT •Texas Success Initiative (TSI) •TELPAS •TPRI/TEJAS LEE

Strategy 3: District Review Sessions (DRSs) will be held to review Benchmark data with campus administrators and program related staff to identify areas of concern to plan next steps.
Timeline: October 2024 – March 2025
Title I School Components: Title I, Title II, Title III, Title IV, State Bilingual Funds and State Compensatory.
Persons Responsible: Assistant Supt. For Academics, Executive Officers, Program Directors, Coordinators, and Curriculum writers for all levels

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material •Training Agenda •District Curriculum •Pacing guide •Year- at- a- Glance •Weekly Lessons •State and Local Data	•Agendas and sign in sheets •Collaborative Learning Communities Meetings	•BM1 and BM2 scores show increases in student achievement gains and growth •Increased performance of students at Meets & Masters performance levels	•Formative Assessments •Benchmarks •STAAR/EOC/TELPAS •ACT and SAT •Texas Success Initiative (TSI) •

Annual Goal 2: The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2024.

Objective 3: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through job-embedded instructional practices.

Strategy 1: Training will be provided for teachers, administrators, and program related staff throughout the school year on the assessed curriculum and the state accountability system.
Timeline: October 2024 – April 2025
Title I School Components: Title I, Title II, Title III, Special Ed Funds, Bilingual Funds, and Migrant Funds
Persons Responsible: Principals, Assistant principals, Campus leadership team, CLL, Grade Level/Department chairs, and Campus teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •State and federal accountability reports	•Agenda •Sign-in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percentage of students at the Meets and Masters levels on STAAR/EOC •Increase in student progress made	•Formative assessments •Benchmarks •STAAR •

Strategy 2: Ongoing professional development curriculum training will be provided for teachers, administrators, and program related lessons/instructional strategies (e.g., CIF) and data analysis.
Timeline: August 2024 – May 2025
Title I School Components: Title I, Title II, Title III, and Title IV.
Persons Responsible: Principals, Assistant principals, Campus leadership team, LIFE Coaches, Grade Level/Department chairs, and Campus teachers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward •Region 1 •DMAC •State and federal accountability reports	•Agenda •Sign-in sheets •Data reports •PowerPoints	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and •Masters levels on STAAR/EOC •Increase in student progress made	•Formative assessments •Benchmarks •STAAR

Strategy 3: The percentage of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase through job-embedded instructional practices.
Timeline: August 2024 – March 2025
Title I School Components: Title I, Title II, Title III, Title IV, State Bilingual Funds and State Compensatory.
Persons Responsible: Executive Officers, District Coordinators, CLLs, Teachers and Campus Leaders

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•DOK Chart •TEKS Document •Lead4Ward •DMAC	•Agendas and sign in sheets	•Increased student progress for all students to include sub populations as measured on BMs, STAAR	•Benchmarks •STAAR/EOC

Annual Goal 3: The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.

Objective 1: The percentage of graduates who earn an industry certification will increase by June 2025.

Strategy 1: Curriculum will be aligned to embed the knowledge and skills necessary for students to successfully earn an industry-based certification in their chosen career pathway.
Timeline: June 2024 – July 2025
Title I School Components: #2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research
Persons Responsible: Executive Officer for College Readiness, Executive Officer for Secondary, Principals, Early College Director, AP in charge of CTE, CTE Teachers, Counselors, CTE Advisor, CTE Director, and CTE Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS •Components of Industry Certification •Computers •Specialized Software and Equipment	•Agenda •Sign-in sheets •Curriculum developed in SharePoint	•Certification results	•Teacher created Benchmarks •Certification Exam

Strategy 2: Ongoing Professional Development training will be provided for teachers and administrators to ensure all certifications are coded correctly and in a timely matter for PEIMS submissions
Timeline: August 2024 and January 2025
Title I School Components: Title I, Title II, Title III, and Title IV.
Persons Responsible: AP in charge of CTE, PEIMS clerk, Campus Registrar, CTE Director and CTE Coordinators/Advisors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Certifying entity •PEIMS submission deadlines	•Agenda •Sign-in sheets	•Certifying entity •Fall and Spring Coding Monitoring Timeline	•Monitor and review District CCMR Dashboard

Annual Goal 3: The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.

<u>**Objective 2:**</u> The percentage of graduates who earn 3 hours of dual credit (RLA/Mathematics) or 9 hours in any subject will increase by June 2025.

Strategy 1: High Schools: TSIA tutorial sessions are available weekly, and TSIA will be embedded in curriculum to provide TSIA access to prepare students for the TSIA test.
Timeline: September 2024 – May 2025
Title I School Components: #2c Reform Strategies. Best practice: Identify scientifically based research programs that increase the amount and quality of learning time
Persons Responsible: College Readiness Dept., High School Administration, ELA and Math Content, CTE Dept., ELA & Math Coordinators, Assigned TSI Teachers, Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Curriculum •Pre-AP Curriculum •Imagine Math TSI •IXL •McVIA •Edgenuity •TSIA	•TSIA Testing Calendar •Cohort Tutorials •Cohort Attendance •Curriculum Usage •TSIA Reports •Math & ELA Content Curriculum	•An increase in the number of students who pass the TSI assessment •An increase in dual enrollment	•TSI Reading, Writing, and Math Assessment Reports

Strategy 2: Dual Credit student recruitment, orientation, and registration sessions will provide equitable access for college enrollment and success
Timeline: August 2024 and January 2025
Title I School Components: #2c Best practice: Identify Scientifically based research programs that increase the amount and quality of learning time
Persons Responsible: Executive Officer for College Readiness, College Readiness Staff, CTE Director/Coordinators/Advisors/Teachers, Principal/ Early College Director and High School Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Degree Plan •PSJA District Dashboard •Career Pathway Videos •Enrollment Data Reports	•Sign-in sheets •STC Enrollment Reports •CCMR Reports •Orientation Schedules •Sign-in district portal	•Dual Credit enrollment increase •Increase student enrollment in PSJA Academies •Increase interest in non-traditional program concentration •Increase number of completed college certificates	•Quarterly data reviews on number of students enrolled in dual credit programs •Degree audits (Fall, Spring, Summer)

AREA LEADS: Dr. C. Gonzalez, Dr. S. Arredondo, and Dr. Y. Gomez

Goal Area 2: Student Supports

Strengths
- There is a 5% increase in achievement in the at the Meets GL Standard or above on the 2024 STAAR Reading/Language Arts (RLA) for the identified Migrant Students and Highly Mobile (34%) in the academic achievement (Closing the Gap Domain).
- There is a 3% and 2%, respectively, increase in achievement in the at the Meets GL Standard or above on the 2024 STAAR Mathematics for the identified Migrant Students and Highly Mobile (34%) in the academic achievement (Closing the Gap Domain).
- At the Elementary level, 23 out of the 25 campuses met the English Language Proficiency Target of 49%; at the Middle school level, 6 out of the 8 campuses met the ELP target of 44%; at the high school level, 4 out of the 7 campuses met the ELP target of 34%. As a district, our Progress on TELPAS was at 50%, a 1% increase from last year.
- Five percent of Special Ed students graduated with an Advanced Degree Plan
- Special Education student group performance on Reading Language Arts (RLA) made 3% gains at the Approaches GL Standard on the 2024 STAAR.
- Special Education student group performance on Mathematics made 10% gains at the Approaches GL Standard and 5% gains at the Meets GL Standard on the 2023 STAAR.

Challenges
- There is a 16% achievement gap in the at the Meets GL Standard or above on the 2024 STAAR Reading/Language Arts (RLA) between the identified Migrant Students and Highly Mobile (34%) compared to the All students (50%) in the academic achievement (Closing the Gap Domain).
- There is a 13% and 15% achievement gap, respectively, at the Meets GL Standard or above on the 2024 STAAR Mathematics between the identified Migrant Students (32%) and Highly Mobile (30%) compared to the All students (45%) in the academic achievement (Closing the Gap Domain).
- There is a 6% achievement gap at the Meets GL Standard or above on 2024 STAAR Grade 3-8 between identified Current Emergent Bilingual Students and the All-Student group in Reading.
- There is a 12% achievement gap at the Meets GL Standard or above on 2024 EOC Grades 9-12 between identified Current Emergent Bilingual Students and the All-Student group in English Language Arts.
- The special education students in ELA/Reading on the
- 2024 STAAR/EOC performed at 40% at Approaches GL Standard or Above. Twenty-four at Meets GL Standard or Above and 18% at Masters GL or Above.
- The Current Special Education Student Group in Mathematics on
- The 2024 STAAR/EOC performed at 46% at Approaches GL Standard or Above. Twenty-five percent at Meets GL Standard or Above and 12% at Masters GL or Above.

Goal Area 2: Student Supports

Annual Goal 1: The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.

> **Objective 1:** The All-student group will meet the expected criteria Accelerated Learning. Students that did not meet standard at the Approaches or above level on the STAAR assessment for RLA and/or mathematics will receive the 15 or 30 hours of accelerated instruction in reading and mathematics by June 2025.
>
> **Strategy 1:** Use formative assessment and summative assessments (benchmark)results to prioritize academic needs and monitor student progress
> **Timeline:** Aug. 2024 – Oct. 2024, Nov. 2024 – Jan. 2025, March 2025 – April 2025 and June 2025
> **Title I School Components:** Title I , II,III, State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds,
> **Persons Responsible:** Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Curriculum •i-Ready •STAAR Release Assessments (BM I & II) •IXL •Lexia Core 5, & Power up •Unique Learning Systems •ELPS •Study Sync •Footsteps to Brilliance •Summit K12 •SIOP •Mackin Via	•Student Progress Profiles •DMAC Reports •Data Reports •Performance Reviews (PR) •Weekly assessments •CLCs Agendas •Lesson Plans •District Professional Dev. Plan	•Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Master levels on STAAR/EOC •Master IEP Goals	•Formative assessments •Benchmarks •STAAR/EOC •TELPAS •TPRI/TEJAS LEE •Program Assessments •TXKEA •Lion •TFAR •TSI •STAR Renaissance

Objective 2: 100% of campus administrators will provide on-going instructional feedback to all teachers.

Strategy 1: Campus administrators will conduct daily walkthroughs and provide teachers with actionable feedback to support effective delivery of instruction
Timeline: Aug. 2024 – May 2025
Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments-ABC, Effective & Timely -Assistance to students experiencing difficulty- ABC, and Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk through district app •Walkthrough Form •Emails •Calendar •TTESS Evaluation Rubric •Administrator notes	•Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Rotation of Classroom Walkthroughs •CLC agendas •Teacher Conference Documentation	•Improve of student engagement •Improve academic achievement •Improve teacher effectiveness •Improve campus climate and culture	•Weekly Assessments •Unit Assessment •Student Growth Measures •TPRI/Tejas Lee/BOY/MOY/EOY •TXKEA •Lion •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data

Strategy 2: Provide targeted professional development
Timeline: Aug. 2024 – May 2025
Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely - Assistance to students experiencing difficulty-ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lead4ward field guide •Observation Tool •Professional Dev. Calendar •State Curriculum •Effective Schools Framework •Fundamental 5 •CIF •SIOP	•Peer Observation Schedule •Rotation of Classroom Walkthroughs •Conducting effective conferences •Learning Walks	•Increased teacher performance on TTESS rating •Increased Teacher Retention •Improved Culture and Climate •Improved Teacher Attendance	•Walkthroughs •TTESS rating •BM, STAAR/EOC assessment results

Objective 3: 100% of special education teachers will ensure that students' IEP plans outline their specific accommodations, and modifications for use during daily instruction and on state assessments.

Strategy 1: IEP teams will review each student's IEP prior to the state assessment, no later than March 2025, to ensure student, general ed teacher and special ed teacher understand how to implement the accommodations and modifications.
Timeline: Aug. 2024 – May 2025
Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments-ABC, Effective & Timely -Assistance to students experiencing difficulty- ABC, and Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•SucccessEd state assessment report •Schedule of Services (IEP) •Student Present Levels of Academic Achievement and Functional Performance (PLAAFPS) statements •Lexia Core5/Powerup Data •DMAC Local Assessment Reports •Test Hound Verification reports	•Student Annual, amendment, reviews IEPs are updated. •CLC meetings/agendas •Individual Student Growth Plans (sped specific) •Progress on IEP goal mastery	•Daily Assignments •District Benchmarks •Weekly Assessments •Increased Academic Performance on Lexia Core5/Powerup •Progress on IEP goal mastery •Individual Student Growth Plans (sped specific)	•Daily Assignments •District Benchmarks •Weekly Assessments •Progress on IEP goal mastery •Unit Assessments •Student Growth Measures •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data

Annual Goal 2: By June 2025, 100% of the district dual language teachers will effectively implement dual language education in grades PK to 12th

Objective 1: All administrators will support and guide dual-language teachers in the implementation of dual-language education.

Strategy 1: Professional development training will target research based instructional strategies and practices for the dual language model implemented at the elementary and secondary levels.
Timeline: August 2024-August 2025
Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: English Language Development & Biliteracy Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•DLTI •District Curriculum •Chapter 89 •ELPS/SL PS/TEKS •District Grading Policy •TXEDLIF •Summit K12 •Footsteps to Brilliance	•Sign in Sheets •Agendas •PowerPoint Presentations •District Curriculum •Dual Language Department Walkthroughs	•Student achievement gains •Closing achievement gaps •Increase in the percent of students graduating with the Seal of Biliteracy •Increase number of EBs who are reclassified •Increase of Bilingually certified teachers	•Unit Assessments •Weekly Assessments • •STAAR/EOC •TELPAS •Student Growth Measures •TPRI/Tejas Lee •TXKEA •CLI •Biliteracy Checks

Strategy 2: Conduct parent training/meetings on the dual language models at each level.
Timeline: August 2024-August 2025
Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely -Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: English Language Development & Biliteracy Director and Parental Engagement Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Elementary and Secondary DL Models •PowerPoints •Chapter 89 •Grading Policy •Texas Education Agency Website	•Flyers, Agendas, and Sign-In Sheets •Informational videos •Parent Surveys	•Student achievement gains •Closing achievement gaps •Increase percentage of students participating •Increase in parental involvement •Increase number of EBs who are reclassified	•BOY, Weekly Assessments, CBA I, •STAAR/EOC/TELPAS •Student Growth Measures •TPRI/Tejas Lee •TXKEA •CLI •Biliteracy Checks

Annual Goal 3: By June 2025, 33 out of the 39 campuses (85%) will meet their English Language Proficiency Target to show progress at the TELPAS Composite level.

Objective 1: All staff serving/mentoring Emergent Bilinguals will understand how to guide EBs to develop a plan to meet their TELPAS goals to impact progress at the composite level.

Strategy 1: Provide professional development to TELPAS CTCs and teachers on how to analyze TELPAS data to determine progress at the composite level in TELPAS.
Timeline: August 2024-August 2025
Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•English Language Proficiency Standards (ELPS) •District Curriculum •Proficiency Level Descriptors •Composite Rating Template •TELPAS Educator Guide •L & S, R&W Practice Sets •EB Strategic Plan •Linguistic Instructional Alignment Guide •EB Instructional and Assessment Accommodations Checklist •TELPAS Online Samples of Question Types •Summit K12 •Footsteps2Brilliance	•Emergent Bilingual Strategic Plans completed •Emergent Bilingual Accommodations Checklist completed •Agendas, Sign in Sheets •Language Objectives posted and aligned to instruction •Dual Language Walk-through feedback •Lesson Plans	•Closing the achievement gap among student groups •Increase linguistic performance of Beg/Int students •Increase in student progress by domain •Increase in the percent of progress on Composite in TELPAS	•TELPAS Practice and Released Tests •Student Artifacts •Summit K12 Benchmarks •Biliteracy tests

Objective 2: All staff serving Emergent Bilinguals will receive support/coaching/guidance on how to plan for and implement speaking and writing practices in daily instruction.

Strategy 2: Provide TELPAS practice and Benchmarks for Reading, Writing, Listening and Speaking domains.
Timeline: August 2024-August 2025
Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•ELPS/PLDS •District Curriculum •TELPAS Educator Guide •EB Strategic Plan •Linguistic Instructional Alignment Guide •EB Accommodations Rubric •Data Reports •R & W, L & S Practice Sets •Speaking/Writing Scoring Guides •TELPAS Online Practice and Released Tests •TELPAS Academies •Summit K12	•Summit K12 Student Rosters •Summit K12 Usage Reports •Growth in proficiency levels based on Summit K12 benchmark scores and previous TELPAS scores •TELPAS Campus Plan of Action •TELPAS Instructional Calendar	•Student achievement gains •Closing achievement gaps Increase in the percent of progress in TELPAS Composite •Increase in student progress by domain	•Summit K12 Pre-Test/Interim/Summative •Summit K12 activities

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Strategy 3: Embed ELPS across all content curriculums.
Timeline: August 2024-August 2025
Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC
Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•English Language Proficiency Standards •District Curriculum •ELPS Flip Book •TELPAS Educator Guide •PLDs Summit K12 SIOP	•ELPS embedded in curriculum •ELPS included in Lesson plans •Language Objective posted and aligned to content objective •Lesson Plans	•Student achievement gains •Closing achievement gaps Increase in the percent of progress in TELPAS Composite •Composite Level progression in individual Domains	•Curriculum Audit •TELPAS Program •Quizzes •TELPAS Benchmark/Assessment •Classroom Observations/ Walkthroughs

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AREA LEADS: Dr. R. Garza, Alfredo Carrillo, and Dr. N. Cantu

Goal Area 3: Leadership Growth

Strengths

- PSJA retains 95% or more of teachers hired
- Loyalty Stipend was provided for all teachers and staff for the 2024-2025 school year
- District is seen as an employer of choice
- District employed degreed instructional paraprofessionals are supported to get them certified so that teacher may be employed as a teacher
- District owned alternative certification program, ACTRGV, creates a pipeline of quality trained teachers from the non-traditional education program.
- The Spirit of PSJA selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.
- Electronic Instructional Focus walk-through form to provide the teacher feedback on the effectiveness of instructional delivery and student learning engagement focused on teacher growth.
- The Evaluation tool for non-teaching staff
- Strong commitment and financial support to professional development and
- professional growth opportunities for staff
- District support for all teachers to be fully certified for assigned teaching assignments.
- All staff trained on the TTESS & TPESS Evaluation System
- District support with earning the National Board Certification. A district cohort sponsorship with external expert guidance. Increasing the opportunity to be recognized and receive financial reward from Teacher Incentive Allotment.
- District has been awarded Teacher Incentive Allotment full designation.

Challenges

- EA's new rules require all Core and special education teachers to be bilingual or ESL certified.
- Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and positive school culture.
- Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating.
- Calibrating evaluations and creating a system to effectively measure performance
- Continue to provide all district teachers and staff a loyalty stipend
- Support and funding master's programs so that teachers can teach dual credit classes.
- Funding for teacher stipends and professional development
- Updating evaluations to align job descriptions and provide an annual training staff on the tool and SMART goal development.

Goal Area 3: Leadership Growth

Annual Goal 1: 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2024-2025 School Year.

> **Objective 1:** The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2024.

> **Strategy 1:** Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.
> **Timeline:** August 2024-August 2025
> **Title I School Components:** Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
> **Persons Responsible:** Principals, Teachers, Campus Leadership, and Executive Officers, and Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Form •T-TESS	•Edit the Instructional Walk-through focus tool. •Collect and review data.	•Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment.	•Review walk-through focus tool mid-year and end of year

> **Strategy 2:** Update the Instructional Focus Walk-Through Form
> **Timeline:** August 2024-August 2025
> **Title I School Components:** Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
> **Persons Responsible:** Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form •T-TESS Evaluation tool	•Development of revised Instructional Walk-through focus tool. Collect and review data.	•Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment.	•Review walk- through focus tool mid-year and end of year.

Objective 2: Campus administrators will conduct weekly reviews of walk-through data to support teacher effectiveness.

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form.
Timeline: August 2024-August 2025
Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Tool	•Campus walk-through schedule •Walk-through data weekly reviews •Student-centered classroom •Bell to bell instruction	•Professional growth and high-quality teaching	•Weekly walk-through data

Strategy 2: All teachers will be provided with weekly instructional feedback by campus administrators.
Timeline: August 2024 – May 2025
Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form	•CLC agendas •Admin/teacher conferences	•Professional growth and high-quality teaching	•Weekly walk-through data

Objective 3: Campus administrators will provide feedback and/or professional learning support within 1-3 days or as soon as possible to staff based on identified need

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form.
Timeline: August 2024-August 2025
Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Dashboard •Instructional walk- through focus tool •T-TESS observations •SGM data •Professional Learning Communities.	•Walk-Through Data •Walk-Through schedule •CLC agenda and sign in sheets •Admin/teacher conferences	•Increased quality instructional time •Implementation of best practices	•Weekly walk-through data

Strategy 2: Campus administrators will identify areas of growth by teachers using the T-TESS Goal Setting and Professional Development.
Timeline: August 2024-May 2025
Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Dashboard •Instructional walk-through focus tool •T-TESS observations GSPD •SGMs data •Professional Learning Communities.	•Walk-Through Data •Walk-Through schedule •CLC agenda and sign in sheets •Admin/teacher conferences	•Increased quality instructional time •Implementation of best practices	•Weekly walk-through data reviews

Annual Goal 2: 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2024-2025 School Year.

<u>**Objective 1:**</u> The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2024.

Strategy 1: Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.
Timeline: August 2024-August 2025
Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Form •T-TESS	•Edit the Instructional Walk-through focus tool. •Collect and review data.	•Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment.	•Review walk-through focus tool mid-year and end of year

Strategy 2: Update the Instructional Focus Walk-Through Form
Timeline: August 2024-August 2025
Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds
Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form •T-TESS Evaluation tool	•Development of revised Instructional Walk-through focus tool. Collect and review data.	•Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment.	•Review walk- through focus tool mid-year and end of year.

AREA LEADS: Dr. O. Noyola, Dr. V. Bazan, and Dr. L. Davalos

Goal Area 4: Family and Community Empowerment Summary

Strengths

- There is a high rate of participation at campus events, meetings, and District Parent Literacy Centers.
- Parent and student resources, materials and communications are provided in both English and Spanish.
- The district social media sites, emails, telephone text/calls inform parents of district events.
- Parent educators' professional development is based on local, state and national standards for parental involvement.
- Post secondary education opportunities for parents through partnership with STC at PSJA Ballew Learning Center (industry certification in Phlebotomy, welding, electrical, CDL, and community health workers).
- Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents.
- District and community partners provide adult literacy opportunities and entrepreneur classes for parents' district wide.
- Administrators communicate expectations and apply discipline protocols consistently throughout the district, resulting in a steady decrease in disciplinary referrals.
- All staff is trained in creating a safe school culture and climate which includes a strong focus on customer service.
- District offers a comprehensive and effective PreK- 12 Counseling and Guidance Curriculum that supports our students with academic and Social Emotional Development
- Counseling and Guidance Department offers structured timelines for the entire district
- Middle School and High School campuses have embedded an Advisory Period within the school day to provide topics that are related to students' academic and social emotional needs
- Safety Measures are taken at all campuses that ensure the safety of all the students and staff.
- District Police officers, guardians, and security guards are stationed at all elementary, middle school and high school campuses.
- Safety and Active Shooter Training are conducted by the district Police force and/or campus administration for all teachers and staff.
- All campuses have established counseling protocols
- District has hired LPCs, LSSPs, WRSs, and LCDC to support students experiencing trauma, anxiety, depression, death, substance abuse, etc.
- Police officers or guardians need to be hired in 100% of the campuses
- Guardian rovers are available as needed
- Additional counselors need to be hired at all elementary and middle schools; counselors whose sole job is to provide one-to-one counseling and group counseling for students.
- Speakers for students at least once a semester on SEL
- Districtwide attendance awareness through Liaisons from elementary to high schools.
- District Attendance Matters
- Countdown to Zero
- Enrichment Days opportunities for all students at all campuses

Challenges

- Parents will benefit by having a simple understanding of the state accountability system and its impact on their children's academic achievement and academic growth.
- Consistent Parent Academic Conferences [PAC] to share student progress needs to be a priority.
- Customer service training should be provided on the importance of fostering positive parent/teacher relationships
- Train parents on Literacy strategies and assessment resources
- Training of all staff on assessment strategies
- Provide parents with webinar training and phone links to help them better understand the STARR student reports.
- Integrate the police and security departments into all emergency situations.
- District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.
- Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning or Restorative Practices
- Give teachers an opportunity to be trained on identifying emotional needs of students
- Purchase and train teachers on a research-based SEL platform (Panorama) to identify students' SEL skills and campus climate

Goal Area 4: Family and Community Empowerment

Annual Goal 1: By June 2025, district student attendance will increase from 95.089% to 95.50%.

> **Objective 1:** By June 2025, 90% of parents will be informed about attendance state laws, district guidelines, and district goals
>
> **Strategy 1:** Parents will be informed about attendance state laws and district attendance guidelines and goals.
> **Timeline: A**ugust 2024- June 2025
> **Title I School Components:** Title I-#2, #4
> **Persons Responsible:** Campus Principal and Attendance Committee Lead

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEA student attendance handbook •District attendance handbook Attendance letters and flyers TDPS app	•Meeting with parents •Agendas •Power Points •Attendance notices •Blackboard cellphone calls and text messages	•Parent awareness •Student improved attendance •Student school engagement	•Attendance Reports •Attendance TSDS submission •District attendance goals met •Academic performance data •Student Attendance records •Increase Parent Involvement

> **Strategy 2:** Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities.
> **Timeline:** August 2024- June 2025
> **Title I School Components:** Title I-#2, #9, #10
> **Persons Responsible:** Campus Principal, Teacher, District Leadership, Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Training and Materials •Research Based Best Practices •Structured and Intentional Timelines •Survey Feedback	•Walk-through/observation Reports •Lessons Plans •Completed Surveys •Posters in School Halls, Cafeteria, Classrooms, etc. •All School Employees Speaking the Same Language	•SEL Skills Screeners •Increase student engagement in classrooms •Increase student achievement	•District Internal SEL Climate Survey •Participation and Performance •District Internal SEL Skills Screener

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Annual Goal 2: By June 2025, the district's positive culture and climate will increase from 86% to 91% based on students' perception of staff-student relationships.

Objective 1: By June 2025, student social and emotional learning knowledge and skills will increase by 5%.

Strategy 1: All students will be provided guidance lessons that build on the social emotional development of the student.
Timeline: August 2024-August 2025
Title I School Components: Title I: #2, #9, #10
Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Region One and State Conference Training and materials •Research Based Best Practices •District PreK-12 Counseling and Guidance Curriculum •Structured and intentional timelines Feedback surveys	•Attendance Reports •Walk through/observation reports •Timelines •PowerPoint presentations •Student guidance lessons •Completed Surveys	•Culture and Climate Yearly Survey •Increase in student participation •Increase in student achievement	•District's Internal SEL Surveys and Needs Assessment •SEL Skills Universal Screener •Participation •Performance •District SEL Learning Walks

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities
Timeline: August 2024-May 2025
Title I School Components: Title I: #2, #9, #10
Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District Training and Materials •Research Based Best Practices •Structured and intentional Timelines •Survey Feedback	•Walk Through/Observation Reports •Lesson Plans •Completed Surveys •Posters in school halls, cafeteria, classrooms, etc. •All school employees are speaking the same language	•SEL Skills Screener •Increase in student classroom participation •Increase in Student Achievement	•District's Internal SEL Climate Survey •Participation and Performance •District's Internal SEL Skills Screener

Annual Goal 3: By June 2025, the district's positive culture and climate will increase from 61% to 71% based on teachers' perception of professional learning of Social Emotional Learning.

<u>**Objective 1:**</u> By June 2025, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1: All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships
Timeline: August 2024-Junr 2025
Title I School Components: Title I: #4, #10
Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•PowerPoint Presentations •Timelines •Tools and resources to monitor its effectiveness •101 Ways to Create Real Family Engagement •Counselor's Café for teachers	•Agendas •Sign in Sheets •ERO Staff Development Registration Report	•Increase in student participation and performance •Culture and Climate •Yearly Survey •Increase in Student Participation •Increase in Student Achievement	•Side by side data analysis (District's internal survey results)

Strategy 2: Teachers will implement and integrate social emotional learning activities with their students
Timeline: August 2024-June 2025
Title I School Components: Title I: #4, #10
Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Lessons on SEL interventions •Curriculum timeline •Tools and resources to monitor its effectiveness •Kindness Certified School District •Kindness Week/Month—February and May	•Walk through/observation reports •Completed Teacher Surveys •Lessons Plans	•Increase in student participation and performance	•Side by side data analysis (District's Internal survey results)

Annual Goal 4: By June 2025, the students' perception for their physical and psychological school safety will improve from 70% to 80%

Objective 1: By June 2025, 100% of the district will implement safety and violence prevention protocols that will increase school safety.

Strategy 1: Provide staff development for campus administrators, security guards, guardians, and school district police officers on safety procedures to increase school safety.
Timeline: August 2024-June 2025
Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Persons Responsible: District Leadership, Director or Health Services, Director of Security, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training equipment •Power Point Presentations •Security cameras •Security/Safety audits •Campus School Safety Training •Texas Commission on Law Enforcement (TCOLE) •Night Locks •Halo Devices •Evolv Weapons Detection System •Shatter Resistance Films (All entry way to buildings) •Guardians at each Elementary Campus	• Agendas •Sign-in sheets •Daily Security/Safety audit reports •Weekly Campus Exterior Door Sweep Forms •School lockdown documentation •Safety Audit Tools •Completed Campus Drills App	• No active threat situations •Improved security/safety audits •Improve student attendance •Texas School Safety Center (TSSC) "No Findings" on Campus Intruder Detection Audit Form	•Daily security/safety audits

Strategy 2: Provide staff development for campus administrators, security guards, guardians, and school district police officers on violence prevention procedures to increase school safety
Timeline: August 2024-June 2025
Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Persons Responsible: Director of Student Services, Chief of Police, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training materials •Power Point Presentations •STOPit App •PSJA Student Survey Results •TSSC Behavioral Threat Assessment Training •Mobile Mind—Trainings on Child Abuse, Sexual Abuse, Trafficking, etc. •Bullying and Cyberbullying Policies and Procedures •Counselors train teachers on these topics too	• Agendas •Sign-in sheets •PEIMS Discipline Data •Student Survey Data •TSSC Behavioral Threat Assessment Training Certificates •Mass Notifications	•Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) •Decrease of Special Education in school suspensions and out of school suspensions •Students' perception of school safety has improved •Improve attendance •Decrease bullying and cyberbullying incidents	• BOY and EOY District Internal Survey Results •Six Weeks Behavior Intervention Reports

Annual Goal 5: By June 2025, family engagement and their interaction with their child's school will increase from 71% to 81%.

Objective 1: By June 2025, 75% of parents will participate in informational and training sessions.

Strategy 1: Host in-person meetings on a variation of topics scheduled on different days and times.
Timeline: August 2024-June 2025
Title I School Components: Title I: #2, #4
Persons Responsible: Parental Engagement Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Region 16 and State Conference •Parent Materials •Research Based Best Practices •District Policy Handbook •Texas Education Agency Material •Family Friendly Research •School Health Advisory Council (SHAC) •Safety and Security •Region One •South Texas College •Copier Lease	•Meeting Invites •Agendas, Minutes & Sign-In Sheets •Power Points •Photos of Meetings •Title I Documents Summary Pages •District Social Media •PSJA District Master Schedule •Region One and STC attendance rosters •Monthly number of copies used	•Parent Surveys •Campus Meetings •Number of Parents at Meetings •STC/Region Classes •Monthly Counselor's Café Meetings •School Health Advisory Council (SHAC) Meetings	•Assessment Results •Participation Numbers •District's Internal Survey Results •GED completion rates

Strategy 2: Facilitate parental sessions for parents through a collaboration between Counseling Department, Health Services, Pupil Accounting, and PSJA Police Department
Timeline: September 2024-August 2025
Title I School Components: Title I-#2, #4
Persons Responsible: Parental Engagement Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District social media •Weekly Calendar •Parent Surveys •Parent Feedback •District Parental Webpage	•Sign-in Sheets/Agendas/Mins •Invites/Brochures •Power-Point •Calendars: Planning/Counselor's Café /In-person meetings	•Parent Surveys •Parent Feedback •Accountability Reports	• State/Local Assessments (STAAR, TELPAS, etc.) •Participation •Performance •District and Campus Assessment Reports

Professional Development

August 2024 - 2025 District Professional Development Calendar

Professional Learning Opportunities:

Common Instructional Framework (CIF) Coaching Training (TOT): Date: Wednesday August 7, 2024: Collaborate Learning Leaders (CLLs) Location: Napper Old Cafeteria

Leadership Residency Dates: August 6, 7, and 8, 2024 Location: TSTEM

Virtual Technology Conference Date: Friday, August 9, 2024. All instructional district staff.

District Convocation Date: Tuesday Aug. 20, 2024. All district staff. Location: Bert Ogden Arena, Edinburg.

High School Secondary Best Practices Conference: Date: Wednesday, August 21, 2024: High school teachers, administration staff, instructional aides, librarians. Location: PSJA Early College High School

Middle School Secondary Best Practices Conference: Date: Wednesday, August 21, 2024: Middle school teachers, administration staff, instructional aides, librarians Location: Austin Middle School

Customer Service Training – CARE Standards: Campus based.

Date	Session	Audience	Lead Person	Location	Session Number	Time
Thursday June 6 -7, 2024	**AVID Emerge Virtual Training**	High school ESL teacher: North, PSJA HS, SWECHS, Memorial	AVID Center & Stella Sanchez	Virtual	329496	10:30 am – 5:00 pm
Tuesday July 16 -18, 2024	**AVID Summer Institute**	Middle Schools & Southwest ECHS Site Team Only	Stella Sanchez Olivia Martinez	San Antonio	327925	8:00 am – 4:00 pm
Wednesday August 7-9, 2024	**AVID Ignite Virtual Training**	Middle school AVID campuses	Stella Sanchez	Virtual	329438	8:30 am – 3:30 pm
Wednesday August 7, 2024	**Common Instructional Framework Training**	CLLs	Tracey Hurst Stella Sanchez	Napper Old Cafeteria	329291	8:00 am – 4:00 pm
August 6, 7, 8, 2024	**Leadership Residency**	Elementary & Secondary Principals, APs, Deans, Academic Directors	Executive Officers	TBD		8:00 am – 4:00 pm
Friday August 9, 2024	*Virtual* **Technology Conference – We Amplify Innovation**	District Instructional Staff	Senyda Elizondo Melissa Marvin	Virtual	320409	8:30 am – 3:00 pm
Monday August 12, 2024	**New PSJA Staff Welcome Breakfast**	All new PSJA family members	Alfredo Carrillo	T-STEM Cafeteria		8:30 – 10:00 am

Tuesday, August 13, 2024	**New Teacher Support (NTS)** Know Thy Impact: Teacher's impact on student achievement Optimal Learning Environment Establish supportive classrooms that promote student engagement and success Literacy Framework Guiding principles for students to achieve literacy proficiency	2024-2025 New Teachers (0-2 Years experience) • 2022-2023 New Teachers who were hired after August 15, 2022	New Teacher & Instructional Coaching Department	Napper Training Facility	314774	8:00 am – 4:00 pm
Wednesday August 14, 2024	**New Teacher Support (NTS) Content /** Language Objectives Framing your lesson to set the purpose of learning Lesson Plan Design Backwards design that gradually releases the learning to students Differentiated Instruction Designing instruction to meet individual student needs.	2024-2025 New Teachers (0-2 Years experience) 2022-2023 New Teachers who were hired after August 15, 2022	New Teacher & Instructional Coaching Department	Napper Training Facility	314776	8:00 am – 4:00 pm
Wednesday August 15, 2024	**New Teacher Support (NTS) Content /** Language Objectives Framing your lesson to set the purpose of learning Lesson Plan Design	2024-2025 New Teachers (0-2 Years experience) 2022-2023 New Teachers who were hired after August 15, 2022	New Teacher & Instructional Coaching Department	Napper Training Facility	314863	8:00 am – 4:00 pm

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	Backwards design that gradually releases the learning to students Differentiated Instruction Designing instruction to meet individual student needs.					
Tuesday August 20, 2024	**District Convocation**	All District Staff	Dr. Elias, District Superintendent/ District Staff	Bert Ogden Arena Edinburg, Texas		8:00 am – 12:00 pm
Wednesday August 21, 2024	**Secondary Best Practice Conference**	Secondary Staff	District Staff	PSJA Early College High School & Austin MS	331149 & TBD	8:00 am - 4:00 pm
Monday August 21, 2023	Elementary & Secondary Campus-Based Data, Campus Goals & Initiatives, Campus Plan Note: Continuing Education and Training Clearinghouse	Campus PD Mandates: • T-TESS • CIF • Customer Service • Improper Relationships • Bullying & Cyberbullying • Sexual Harassment/Retaliation • Social media & Bullying	District, Principal/AP	Campus	TBD	8:00 am – 4:00 pm
	Elementary District Based Professional Development – see elementary schedule below	District Professional Development	District, Principal/AP	See Elementary Schedule below	See Elementary Schedule below	8:00 am – 4:00 pm

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Elementary District Based Professional Development: Curriculum Rollout - see Elementary schedule below	District Professional Development	District, Principal/AP	See Elementary schedule below	See Elementary schedule below	1:00 pm – 4:00 pm
Secondary Campus Based Professional Development: Curriculum Rollout - see Secondary schedule below	District Professional Development	District, Principal/AP	See MS. & HS schedule below	See MS. & HS schedule below	1:00 pm – 4:00 pm
Elementary & Secondary District Curriculum Rollout	District PD	District, Principal/AP	See Elementary, MS. & HS Schedule below	See Elementary, MS & HS Schedule below	8:00 am – 4:00 pm
Friday August 16, 2024	**Staff Workday**				

2024 Elementary August
Professional Development Plan

August 12, 2024	August 13, 2024	August 14, 2024	August 15, 2024	August 16	August 17, 2024
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
		Grades 3rd – 5th **Group A – Math** (8:30 – 3:30) **Group B – Science** (8:30 – 3:30)	**Grades 3rd – 5th** **Group A – Science** (8:30 – 3:30) **Group B – Math** (8:30 – 3:30)	**Workday**	**Grades Kinder-2nd** **Group A – Math** (8:30 – 3:30) **Group B – Science** (8:30 – 3:30)

August 19, 2024	August 20, 2024	August 21, 2024	August 22, 2024	August 23	August 24, 2024
Monday **ALL Day** – CAMPUS Based	**Tuesday**	**Wednesday**	**Thursday** **ALL Day – CAMPUS Based**	**Friday**	**Saturday**

1st Day Procedures & Mandates
(8:00 – 4:00)
AUDIENCE: ALL Staff
 	
1. Welcome Back
2. Review the 2023-2024 Campus Performance – Rating
  a. Identify Focus Areas
  b. Review STAAR
  c. Review TELPAS
3. Review status of 2023-2024 Targeted Improvement Plan
  • Problem Statements
  • Goals
  • Identify interventions that were successful and
	Convocation
	(9:00 – 12:00)
	AUDIENCE: ALL Staff
	
	Data Desegregation TELPAS
	(12:00 – 4:00)
	AUDIENCE: ALL PreK3 - 5th Grade Teachers
	1. 2024 Accountability System
	2. Review 2023-2024 Campus Data
	3. All Teachers take the TELPAS assessment.
	4. Set Annual Goals for 24-25
		Lesson Internalization (click for details)
		
		• PreK3&4 @ BBA all day
		• Kinder
		  ○ **AM** – Social Studies @ Lecture Hall
		  ○ **PM** – RLA
		
		• 1st Grade
		  ○ **AM** – Social Studies @ Lecture Hall
		  ○ **PM** – RLA
		• 2nd Grade
		  ○ **AM** – RLA
		  ○ **PM** – Social Studies @ Lecture Hall
		• 3rd – 5th Grade
		  ○ **AM** – RLA
			i-Ready Professional Learning (click for schedule)
			(2 hours)
			AUDIENCE: ALL PreK3 - 5th Grade Teachers
			Getting Good Data: Teachers learn how the *i-Ready Diagnostic* works and create a plan to get good data to include:
			1. preparing students for the diagnostic.
			2. active proctoring; and
			3. tracking completion and looking for rush flags.
			
			Data Desegregation STAAR
			(5 hours)
			AUDIENCE: ALL PreK3 - 5th Grade Teachers
			1. All Teacher take the STAAR assessment.
			2. Set Annual Goals for 2024-2025, work on Intervention Plans, and differentiated Instruction:
			PreK – 2nd
			• CIRCLE, TX-KEA, TPRI, Tejas Lee & EOY Exams
			3rd – 5th
			• Identify students that will help improve on Domains I, II, & III
			• Subjects, grades, teachers
			• Students by grade level
				Workday	**Grades Kinder– 2nd**
					Group A – Science
					(8:30 – 3:30)
					
					Group B – Math
					(8:30 – 3:30)

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those that need to be refined			• Subgroups – ECD, HF, EBs, SPED • HB1416 students • TELPAS AUDIENCE: ECSE & Life Skills Teachers N2Y (Unique) @ Bowie Elementary		
		o **PM** – Campus Based: Data Review			
Updated: June 24, 2024			**MEET THE TEACHER NIGHT** (4:30 – 6:30)		

The following trainings, please make sure they are covered during the first week of school:

1. Improper Relationships
2. Bullying
3. Cyberbullying (David's Law)
4. Student and Adult Sexual Harassment
5. Social Media
6. Texas School Safety Center Audit Requirements
7. Targeted Campus Safety Audit
8. Copyright

August 2024 Middle School Professional Development at-a-Glance

DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Friday August 16, 2024	WORKDAY					
Monday, August 19, 2024	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	All Campus Staff	Principal/Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 20, 2024	**District Convocation**	**All District Staff**	**Dr. Elias, District Superintendent/District Staff**	**Bert Ogden Arena Edinburg, TX**	-	**8:00 – 11:30**
	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	All Campus Staff	Principal/Leadership Team	Campus	TBD	1:00 – 4:00
Wednesday, August 21, 2024	**Secondary Best Practice Conference (Middle School)**	**Middle School Staff**	**Content Coordinators/ Specialists, Curriculum Writers, and District Staff**	**Austin Middle School**	Content AM - 330881 Fine Arts AM - 330036 AVID AM - 334347 BPC PM - 330878	8:00 – 4:00
Thursday, August 22, 2024	Campus-Based: Analysis of data documents, campus goals, initiatives, and Campus Improvement Plan	All Campus Staff	Principal/Leadership Team	Campus	TBD	8:00 – 4:00
	Fine Arts Effective Instructional Strategies	Secondary Fine Arts Teachers	Jon Taylor	PSJA Memorial ECHS	330031	1:00 – 4:00
	PE Sustainable Development Goals PBL	Middle School PE Teachers	Mario Bracamontes	Kennedy Middle School	337749	1:00 – 4:00
Friday August 23, 2024	WORKDAY					

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August 2024 High School PD At-a-Glance

Date ●	Session	Audience	Lead Person	Location	Session Number	Time
Friday, August 16, 2024	*Staff Workday*					
Monday, August 19, 2024	Campus-Based Data Analysis, Identification of Root Causes, Campus Goals & Initiatives, Campus Plan	Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 20, 2024	*District Convocation*	*All District Staff*	*Dr. Elias, Superintendent & District Staff*	*Bert Ogden Arena Edinburg, Texas*	*275635*	*8:00 – 12:00*
	McGraw-Hill Training	Secondary Science Teachers	Gloria Garza, High School Science Coordinator, McGraw-Hill Representative	Pending		1:00 – 4:00
Wednesday, August 21, 2024	*High School Best Practice Conference*	*Secondary Staff*	*Secondary Office of Curriculum & Instruction and District Staff Dev. Dept.*	*PSJA ECHS*	-	*8:00 – 4:00*
Thursday, August 22, 2024	Campus-Based Data Analysis, Identification of Root Causes, Campus Goals & Initiatives, Campus Plan	Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
	CTE Professional Development Session	CTE Staff (Middle School & High School)	Adriana Garcia CTE Director	PSJA Collegiate ECHS School of Health Professions Cafeteria	329634	8:00 – 4:00
	JROTC Professional Development	JROTC Instructors	Michael Murray Carreon, Director	PSJA Memorial ECHS JROTC Classroom	329646	8:00 – 12:00
	PSJA Counselors Academy	PSJA Counselors	Gina R. Saenz, Director	Pepe Salinas Center Pharr, Texas	329627	8:00 – 12:00

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August 2024 High School PD At-a-Glance

	College Transition Professional Development	College Transition Department	Carlos Garcia, Director	Dr. King College & University Center (J-114)	32930	1:00 – 4:00
	High School Physical Education Professional Development	Physical Education Department	Mr. Arturo De Hoyos, Coordinator	Pending	Pending	8:00 – 4:00
	Fine Arts Professional Development, PSJA, TEA, & UIL Policy and Procedures/Effective Instructional Strategies	Fine Arts Department	Mr. Jon Taylor, Director	PSJA Memorial Theater	330041/ 330031	8:00 – 12:00 1:00 – 4:00
Friday, August 23, 2023	*Staff Workday*					

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Title I Part C
Migrant Education Program
Priority for Service Action Plan

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2024 – 2025

As part of the "Every Student Succeeds Act (ESSA)", the "Priority for Service (PFS)" Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria		
Grades 3-12, Ungraded (UG) or Out of School (OS)	**AND**	• Who have made a qualifying move within the previous 1-year period. • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	**AND**	• Who have made a qualifying move within the previous 1-year period. • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; or • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2024 – 2025

School District: Pharr San Juan Alamo ISD	Filled Out By: Maria Q. Garcia
Region: ONE (1)	Date: July 22, 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

Goal(s):	Objective(s):
1) Analyze migrant student data as a guide to help drive the selection of services provided to ensure PFS students achieve academic growth and/or perform at the meets grade level standard. 2) Provide instructional, academic, and social support services opportunities to Priority for Service (PFS) students to ensure student success for the whole child. 3) Monitor all PFS migrant student progress via the PSJA ISD's electronic intervention system. PFS migrant students will be monitored on a bi-monthly basis to ensure support services are aligned to the student need(s).	• To provide PFS students equitable access to supplemental instructional opportunities and social emotional learning support as necessary. • 90% of PFS students will be on time to graduate by the end of each year. • 90% of PFS students will meet the state academic achievement standards on the STAAR/EOC or show sustainable growth. • 90% of PFS students will secure post-secondary access to a two/four-year college, access to scholarships, technology prep schools, armed forces, or other workforce-oriented options.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Run TX-NGS Priority for Service (PFS) Reports **monthly,** to identify migratory children and youth who require priority access to MEP services.	15th of every month	TX-NGS data entry clerks and/or program strategists	PFS monthly district and campus reports
Before the first day of school, develop a PFS Action Plan to better assist PFS students. The plan clearly articulates the criteria defining student success, including timelines for achieving stated goals and objectives.	Before August 21, 2024	MEP Coordinator and/or staff	Completed district PFS action plan
Additional Activities			

Texas Education Agency, Federal Program Compliance Division, 2023-2024

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PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2024 – 2025

Monitor student progress via the electronic Priority for Service system.	September 2024 – June 2025	Program Strategists, teachers of PFS students, and campus administrator(s).	Electronic Priority for Service intervention form Reports
Email teachers who have • NOT completed the electronic PFS intervention plan or • NOT submitted an outcome for the intervention(s) provided on the e-PFS system.	October 2024 – June 2025	MEP Program Strategists and/or MEP Director, designated campus administrator(s).	Emails and e-PFS system logs.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator and/or MEP staff will provide campus principals and campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	September 2024 – May 2025	MEP Program Coordinator and/or MEP Strategists and designated campus administrator(s).	Agenda, sign-in sheets, email, campus PFS reports, training PPT on how to utilize the PFS Reports and the electronic PFS monitoring system.
During the academic calendar, the Title I, Part C Migrant Coordinator and/or MEP Program Strategists will provide parents of PFS students information on the Priority for Service criteria.	September 2024 – May 2025	MEP Program Coordinator and/or MEP Strategists and designated campus administrator(s).	Agenda, sign-in sheets, email, PFS criteria letter to parents, PFS report, PFS report sign-in sheets.
During the academic calendar, the district's Title I, Part C Migrant Coordinator and/or MEP staff will make individualized virtual, _home and /or community outreach visits_ to update parents on the academic progress of their children.	September 2024 – May 2025	MEP Program Coordinator and/or MEP Strategists and designated campus administrator(s).	Agenda, PPT, parent meeting sign-in sheet(s), brochures, PFS criteria flyer, sample of student PFS needs and individualized PFS student report to the students' parent(s).
Additional Activities			
Title I, Part C Migrant Education Program and/or campus staff will conduct _parent meetings_, make home visits, mailout letter(s) and/or via telecommunication to update parents of PFS students on the academic progress of their children.	September 2024 – May 2025	MEP Program Coordinator and/or MEP Strategists and designated campus administrator(s).	Parent meeting sign-in sheet(s), brochures, PFS criteria flyer, sample of student PFS needs and individualized PFS student report to the students' parent(s).

PSJA ISD Priority for Service (PFS) Action Plan
For Migrant Students School Year: 2024 – 2025

Train teachers and assistant principals on how to utilize the electronic Priority for Service system to communicate and monitor the progress of PFS students.	August 2024 – May 2025	MEP program strategists and/or MEP Coordinator, designated campus administrator(s).	Agenda, sign-in sheets, email, PFS PowerPoint presentation, PowerPoint presentation on how to utilize the electronic Priority for Service System.
Provide services to PFS migrant students.			
The district's Title I, Part C MEP Coordinator, MEP program strategists and/or campus staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August 2024 – May 2025	MEP coordinator and program strategists, designated campus administrators, and counselors and teachers.	Schedules, tutor logs, intervention plans, PFS student progress review, report cards, progress reports, state assessments, and benchmarks.
The district's Title I, Part C MEP will ensure that PFS students receive priority access to instructional services as well as school/community social services/agencies to address the needs of the whole child.	August 2024 – June 2025	MEP coordinator and program strategists, designated campus administrators, and counselors and teachers	Intervention plans, PFS student progress review, tutor logs, report cards, progress reports, benchmarks, state assessments
The district's Title I, Part C MEP will collaborate with other federal, state, or local programs to determine which supplemental support will best serve the PFS students.	August 2024 – June 2025	MEP coordinator and program strategists, designated campus administrators, and counselors and teachers	Sign-in sheets, expenditures, PFS reports, emails, and agendas
Additional Activities			
Tutoring in the areas of reading and mathematics, counseling support, leadership programs.	August 2024 – June 2025	MEP coordinator and program strategists, designated campus administrators, and counselors and teachers	Agenda, sign-in sheets, email, informational brochures, campus tutoring rosters, and/or call logs

_____   _____
Maria G. Garcia   **August 2024**
LEA Signature   **Date Completed**

_____   _____
M. Hinojosa   **08/21/2024**
ESC Signature   **Date Received**

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