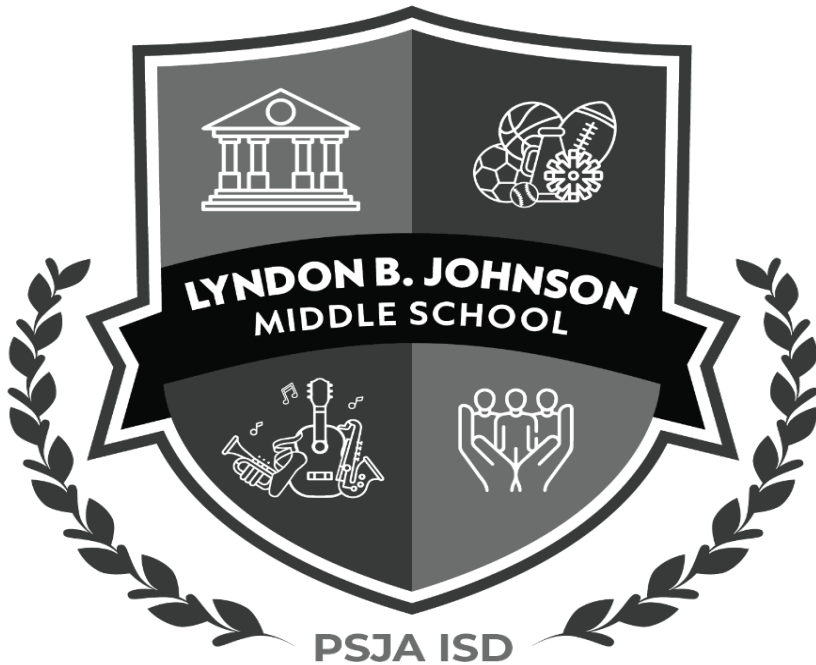




PHARR-SAN JUAN-ALAMO
Independent School District



Lyndon B. Johnson

Middle School

Pharr-San Juan-Alamo Independent School District
Lyndon B. Johnson Middle School

2024-2025 Campus Improvement Plan

District Vision

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

District 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 ISD School Board of Trustees

Campus Vision

Uniting our community to prepare adaptable, emotionally intelligent leaders for a competitive global society.

Campus Mission

School administrators, parents, and members of our community will provide support to the school personnel and the students of LBJ Middle School in order to promote an exceptional instructional program. As a result, students will exemplify respect, self-discipline and academic success. LBJ Middle School students will also gain the skills, knowledge, and values necessary for continuous productive learning.

CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2024-2025

Luciano Lopez - Principal

Jorge Castilleja - Dean of Instruction

Erica Rodriguez - Assistant Principal

Taryn Palacios - Assistant Principal

Dr. Jose Montelongo - Assistant Principal

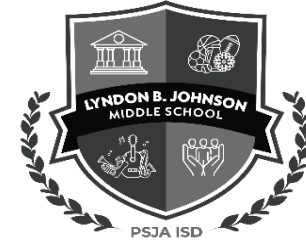
Teachers		Non-Teaching Professionals	
Sonya Contreras	RLA	Belinda Lizcano	Counselor
Diego Ituarte	Math	Diamantina Garcia	Librarian
Melynda Escobedo	SS	Briana Garza	Liaison
Amanda Alejandre	Science	Maria Mariscal	District Coordinator
Cristobal Benitez	SPED	Lisa Barberena	Secretary
Paloma Gallegos	SRLA	Adrian Alvarado	CIT
Yadira Peña	Electives	Ellena Duran	CLL
		Parent	
Students		Erika Cantu	
Viviana Gutierrez	6th		
Dominie Gonzalez	7th	Community/Business Member	
Luke Gamez	8th	Ismael Resendez	



Executive Summary

Campus Improvement Plan: School Year 2024 - 2025

Campus Name: Lyndon B. Johnson Middle School



It is our philosophy that education is a combined effort of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby all students...

- will walk out of each classroom with their ***self-esteem and dignity intact.***
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a ***strong desire to learn.***
- will use their natural talents and gifts on a daily basis for personal success in ***academics, athletics, and the performing arts.***
- demonstrate the attributes of ***strong moral character*** through honesty, respect, integrity, compassion, loyalty, trust and caring.
- will be provided with a ***safe environment*** that promotes health and well-being.
- will find his/her ***voice*** and become a leader in their generation.
- will be ***College Ready and College Connected*** by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

Demographic Summary:

The current enrollment of Lyndon B. Johnson Middle School as of August 2024 is 1,008 students. The student population consists of 99% Hispanics, 0.6% White, 0.3% Black, 0% Asian and 0% Am Indian/Alaskan. Our students represent low socio-economic status of approximately 82.6% with 0.6% migrant students and a negligible percentage of mobility. Approximately 15% of our student population receive special education services, while 5.65% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 13.8% of our student population. The emergent bilingual population is approximately 41% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 91-94%. Most of our students live in North Pharr area and the neighborhoods which encircle our campus. We currently have approximately 50 students who transfer into LBJ from various zones out of our school district.

Comprehensive Needs Assessment Summary:

Lyndon B. Johnson Middle School received an overall grade of 87 out of 100 "B" based on performance in three different areas, or domains on the 2024 Accountability System (preliminarily; pending official reports from TEA). In the Student Achievement domain our campus earned a 76, which shows how much students know and can do at the end of the school year. The School Progress domain, 88 for LBJ MS, shows how students perform over time and how that growth compares to similar schools. LBJ MS scored an 83 in Closing the Gap, the domain shows how well different student groups within a school are performing.

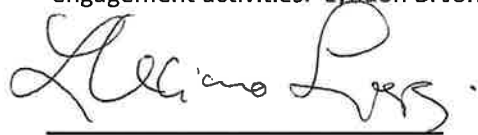
Curriculum / Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

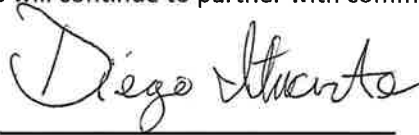
- Curriculum and instruction are aligned and state standards that include college - and career-readiness.
 - Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
 - Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling).
 - Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
 - Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.
-
- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other, provide feedback, and increase knowledge retention. Instructional programs such as iStation, Summit k-12, Study Sync, Mathia and others will be used as additional support. Virtual learning platforms such as Google Classroom will be used as our LMS.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 3-7% points in all subject areas and subgroups. Each grade level will show a 3-7% points increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 3-7% points increase in Domain I, II, and 3-7% points in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 3-7% points. Close the achievement gap by 3-7% points between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Lyndon B. Johnson MS will continue to partner with community stakeholders to ensure student/campus success.



Luciano Lopez, Principal



Diego Ituarte, Teacher Leader



Erika Cantu, Parent

Comprehensive Needs Assessment

Data Sources Examined
2023 & 2024 STAAR Results 2023 & 2024 TELPAS Results (Composite Ratings & Domains) 2024 Accountability Summary Reports 2024 PEIMS Data Reports(attendance records, discipline records, grades) District Mini and Summative Assessment Data 2024 AP Spanish Exam Results and Performance Reports Observational Data and Surveys 2024 Campus Improvement Plan

Prioritized Needs	
Needs	Data Source
To increase performance of ALL STUDENTS in every core area to attain a 47% of students at Meets level	2024 Accountability Summary Reports and Results, PEIMS Data, Benchmark District Assessments, District Mini and Summative Assessments
To reach the interim target number of students showing growth in the MATH STAAR for all student groups	2024 STAAR Results, 2024 Accountability Summary Reports
To increase the number of students reaching a 3 or higher on the AP Spanish Language and Cultures exam	2024 AP Spanish Language and Cultures Exam Results and Performance Reports
To reach the interim target number of students showing growth in the Composite Rating in the TELPAS	2023 & 2024 TELPAS Results (Composite Ratings & Domains)
To increase student attendance to reach the district attendance goal for middle schools	PEIMS Data Reports
To improve school climate and culture	Observational Data and Surveys

[illegible]

Goal Area 1:	Student Achievement: Social Studies						
Annual Goal:	Students achieving at meets level in the Grade 8 social studies will increase from 23% to 26% as measured by the 2025 STAAR Assessment.						
Objective 1:	The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 3% to reach campus goal of 47%.						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of an intervention plan that will personalize action plans and guidance for each student. This intervention plan will link students to the skills that will help them build on their Texas Essential Knowledge and Skills (TEKS) and remediate gaps in understanding.	- Teachers (All grade levels and inclusion) - CLL - Campus Administration	- District Curriculum - Lead4ward Field Guide - Progress Learning - IXL program - Individualized progress monitoring sheet - Goal setting form - Student incentives - 8th grade social studies STAAR	September 2024 August 2025	- Lesson Plans - Walkthroughs - Individualized progress monitoring profiles - Tutoring plan - Meeting minutes - Classroom environmental print	- Formal/Informal Assessments - Students informed of personal and campus goals	- Entry &Exit Tickets - Assessments by Era - Benchmarks - STAAR Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
• Personalize intervention action plans for students according to learning gaps found in former and current assessment data. • Utilize these intervention action plans for homework, during instruction, tutoring, and/or enrichment classes. • Progress monitoring of intervention action plan per student per reporting period. • Attend professional development in the implementation of intervention action in plans for students. • Guide students to create their goals for assessments using interactive action plans.							

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Goal Area 1:	Student Achievement: Science						
Annual Goal:	By the end of the 2024-2025 academic year, our Grade 8 Science students will aim to increase the percentage of students scoring "Meets" or higher on the STAAR Science Assessment from 45% to 50%.						
Objective 2:	By the conclusion of the year 2025, the proportion of students demonstrating proficiency in middle school science concepts on the state assessment at the "Meets" level will exhibit a discernible increase of 5 percentage points.						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will stay updated on best practices in Science education and assessment. Attend workshops, conferences, and professional development sessions to enhance teaching skills and strategies.	Principal Dean of Instruction CLL All science teachers	- District Curriculum - STAAR Release Assessments Items - Science Professional Development Conferences and Trainings	September 2024 - August 2025	- Teacher survey results - Attendance Certificates to Science Conferences and Trainings - Lesson Plans that included learned content	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	- Weekly Assessments - BM I & II - STAAR/EOC	- Comprehensive Needs Assessment- a,b,c, -Reeform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c - Effective & Timely - Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
● Collaborative Sharing: - o Regularly collaborate with colleagues within your school or district to share insights from various professional development opportunities. - o Discuss takeaways and brainstorm ways to integrate new strategies into the curriculum. ● Attend Workshops and Conferences: - o Identify local, regional (RGVSA/CAST), or national workshops and conferences focused on science education and assessment. - o Participate in sessions led by experts, attend hands-on workshops, and engage in networking. ● District or School-Based Training: - o Collaborate with your school or district to organize training sessions focused on science education and assessment. - o Invite specialists to provide targeted guidance to educators. ● Collaborative Lesson Design: - o Collaborate with fellow educators to design lessons that incorporate newly acquired knowledge and strategies. - o Share lesson plans and resources that align with best practices.							

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Goal Area 1:	Academic Growth: Math						
Annual Goal:	We will meet the interim target percentage points in all student groups in Domain III in the 2024 Accountability System.						
Objective 4:	The percentage of points attained will be 75% reaching 3/4 points in the student groups.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Restructure teaching assignments to match the needs of the grade level and content expertise.	- Principal - Dean of Instruction - CLL	-Carnegie Learning Curriculum -DMAC - Master Schedule	September 2024 August 2025	- Master schedule - CLL coaching assignments	-Walkthroughs - Assessments - PLC documents and observations	- Weekly Assessments - Benchmarks - STAAR/EOC tests	-Comprehensive Needs Assessment a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
• Reassign teachers to grade levels based on needs. • Hire an accelerated learning teacher to focus on accelerated learners. • Provide time for teacher feedback sessions.							

Goal Area 1:	Student Achievement: RLA						
Annual Goal:	All students will achieve a 53% proficiency rate at the "Meets" proficiency level across all grade levels (6th: 53%) (7th: 53%) (8th: 50%) in Reading Language Arts, as assessed by the May 2025 STAAR Reading assessment. Emergent Bilingual students will achieve a 42% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts (6th: 40%) (7th: 46%) (8th: 40%), as assessed by the May 2025 STAAR Reading assessment. Special Education students will achieve a 24% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts (6th: 20%) (7th: 25%) (8th: 28%), as assessed by the May 2025 STAAR Reading assessment.						
Objective 5:	Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Studysync, Quill, BeanStack, Nearpod, Summit K12, NoRedInk, and TeacherMade.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
We will utilize the blended learning model and CIF strategies (listening and speaking) to provide interventions and support in the 6-8 RLA Classrooms.	- RLA Teachers - Accelerated Literacy Teacher - Librarian - Administrators - All content teachers support - Inclusion teachers	- Jane Schaffer Method/Resources 'Goal1_Obj3&4 (Math MeetsGrowth)!'IC5 -Library Books -Classroom Libraries/Novels - BeanStack -MackinVIA -Implementation of CIF protocols -IReady -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -Technology equipment -Student Chromebook -HP Color LaserJet Pro MFP -HP OEM USB Power Adapter -Newline Document Camera -Cyber Acoustic USB Headset w/ mic -Instructional supplies: binders	September 2024 August 2025	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports -Fluency Comprehension Reports -Completed Graphic Organizers/ Thinking Maps -T-Tess Artifacts	-% Increase in Results -Screeners -Walk-Through Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -Assessments -TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses - Utilize diagnostics such as Writing Portfolios, STAAR results to identify areas of weakness and make adjustments - Meet and plan during PLC on Monday, Tuesday, and Thursday to make adjustments to curriculum as a result of formal and informal data - Utilize platforms such as Quill to provide individualized instruction and intervention							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
RLA Teachers will continue to implement research based professional development on the Staar ECR/SCR Rubric Calibration and Feedback	-RLA Teachers -Accelerated Literacy Teacher -Librarian -Administrators -Instructional Coach support -Inclusion teachers	- Jane Schaffer Writing Program - DMAC/Cambium Data - RLA Writing Portfolios Linewiz Classwise CW ASIS D9	September 2024 August 2025	- Writing Portfolios - Weekly Assessments - Benchmarks I & II - Lesson Plans - Walk-throughs - Virtual Online Book (StudySync) - Completed Graphic Organizers/ Thinking Maps - T-Tess Artifacts - Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	- Weekly Essays - Informal Quizzes/Tests - SGM's - District Benchmarks Assessments - TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model Analyze the STAAR writing samples and rubric Analyze writing portfolios and student progress during PLC							

Goal Area 1:	Academic Growth: RLA						
Annual Goal:	All students will achieve a 70% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2025 STAAR Reading assessment. Emergent Bilingual students will achieve a 65% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2025 STAAR Reading assessment.						
Objective 6:	Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Studysync, Quill, BeanStack, Nearpod, Summit K12, NoRedInk, and TeacherMade.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
We will utilize the blended learning model and CIF strategies (focus on listening and speaking) to provide interventions and support in the 6-8 RLA Classrooms.	- RLA Teachers - Accelerated Literacy Teacher - Librarian - Administrators - All content teachers support - Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Implementation of CIF protocols -MackinVia- Online books -iReady -BeanStack -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -Gimkit -Dictionaries	September 2024 August 2025	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports -Fluency Comprehension Reports -Completed Graphic Organizers/ Thinking Maps -T-Tess Artifacts	-% Increase in Results - Beanstack reports -Walk-Through Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -Assessments -TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses - Utilize diagnostics such as STAR, Writing Portfolios, STAAR results to identify areas of weakness and make adjustments - Meet and plan during PLC on Monday, Tuesday, and Thursday to make adjustments to curriculum as a result of formal and informal data - Utilize platforms such as Quill to provide individualized instruction and intervention							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
RLA Teachers will continue to implement research based professional development on the Staar ECR/SCR Rubric Calibration and Feedback with the SCR enabling a true vertical, horizontal and cross curricular initiative	-RLA Teachers -Accelerated Literacy Teacher -Librarian -Administrators -Instructional Coach -Inclusion teachers	- Jane Schaffer Writing Program - DMAC/Cambium Data - RLA Writing Portfolios	September 2024 August 2025	- Writing Portfolios - Weekly Assessments - Benchmarks I & II - Lesson Plans - Walk-throughs - Virtual Online Book (StudySync) - Completed Graphic Organizers/ Thinking Maps - T-Tess Artifacts - Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	- Weekly Essays - Informal Quizzes/Tests - SGM's - District Benchmarks Assessments - TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model Analyze the STAAR writing samples and rubric Continue to implement and refine JSWP Analyze writing portfolios and student progress during PLC							

[illegible]

Goal Area 2:	Student Support: Emergent Bilinguals - TELPAS Composite Score						
Annual Goal:	Reach the interim target score in the TELPAS component of the 2024 Accountability System by June 2025.						
Objective 1:	The students will show growth in the composite scores to show language improvement specifically in the writing and speaking domains.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify, collect, and analyze trend data to monitor student progress.	- Administration - All Teachers - CLL	- DMAC Reports - TELPAS Results - Lead4ward connect feature - Individualized plans	September 2024 August 2025	- Individualized student portfolios - Data Analysis - PLC meeting minutes	- Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	-T-TESS -SGM's -Walkthroughs	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a,
Action Steps							
• Provide professional development time for teachers to gather individual student data from DMAC. • Create individual progress monitoring plans for students. • Check plans every grading period to monitor the teacher implementation							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate speaking and writing strategies and tasks in ALL classes with multiple opportunities in the lesson.	-Teachers -CLL -Administration	- SIOP Strategies - S3 strategies - CIF Protocols - District Curriculum - Summit K12	September 2024 August 2025	- Lesson plans - Walkthroughs - Formal Observations and artifacts - PLC minutes and agenda	- Increased writing performance in benchmarks - Summit k12 reports	- TELPAS - Summit k 12 reports - District Benchmarks	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a,
Action Steps							
• Meet with electives team to share TELPAS Data • Coach teachers on creating opportunities for students to speak and write • Review lesson plans biweekly to ensure implementation of strategies • Provide PD sessions as needed throughout the year							

[illegible]

[illegible]

Goal Area 3:	Family and Community Empowerment: Attendance						
Annual Goal:	Reach the middle school campus goal of 94% monthly and at the end of the school year						
Objective 1:	Increase student attendance to have students receive instruction from a highly qualified teacher, bring them closer to school resources, and minimize truant students.						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Notify parents of attendance issues via letter or home visits and schedule conference with campus administrators	- Administration - Community Liaison	- TDPS - Office phones with long distance - Excel - eSchool	Weekly	- Attendance Liaison notes - Documentation of letters	-Decrease of student student absences - Minimizing errors in attendance taking - Improved family perception in surveys	- TDPS reports - Daily attendance reports	
Action Steps							
• Community Liaison will follow district and state policies to communicate chronic absenteeism with families. • Schedule conferences or home visits with dean of instruction or principal							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Plan and Implement attendance incentives to encourage regular attendance.	Campus Attendance Committee	- Student activity funds - Title I funding - Approved vendor supplies, services, and products	Every grading period and by semester	• Participant list • Flyers • Social Media posts • Newsletters	-Decrease of student student absences - Minimizing errors in attendance taking - Improved family perception in surveys	- TDPS reports - Daily attendance reports	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							
• Attendance committee will monitor reports for participants • Incentive plan will be created • Quotes will be submitted • Fundraising will happen to fund incentives							

Goal Area 3:	Family and Community Empowerment: Student Voice and Programs						
Annual Goal:	Develop a stewardship program to empower tier 2 and 3 students and involve students in campus decision-making.						
Objective 2:	Empower students to take ownership of their campus and improve the school culture and climate.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Select students to participate in the select committees that directly impact the student experience.	- Administrators - Committee Chairs	- Student rosters - Polls/survey software	By the end of September	- Committee Membership forms - Meeting minutes and agendas	- Improved school climate - Positive feedback/reviews from families	- Surveys	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							
• Form committees with student slots available for every grade level. • Schedule meetings at times when students are available. • Invite students to the meetings and provide topics of discussion with the invitations.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Launch a student stewardship program with tier 2 and tier 3 students in the MTSS.	- Administration - Counselors - Community Liaison - Lead Teachers - Security and Police Officers	- TDPS - eSchool - Incentives (shirts, vests, certificates, awards, ceremony decorations, etc) for student participants - Supplies for beautification of the campus - Food items for celebrations	September 2024 to end of the school year.	- List of stewards - Project timelines and products - Event flyers - Meeting agendas and minutes - Criteria for membership document	-Decrease of student student absences and tardies - Decrease in disciplinary issues - Increased sense of belonging - Improved campus climate and culture - Improved student experience - Beautification of the campus	- Student surveys - CNA analysis	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							
• Develop a document with criteria for target student audience and bylaws of the organization. • Meet with selected stewards to inform of the purpose of the organization and process for sustaining membership. • Host an induction ceremony for stewards selected and their families. • Develop projects with project timelines and product showcasing. • Meet with individual students as needed to retain efficacy of the program.							

Goal Area 3:	Family and Community Empowerment: Student Voice and Programs						
Annual Goal:	Develop a stewardship program to empower tier 2 and 3 students and involve students in campus decision-making.						
Objective 2:	Empower students to take ownership of their campus and improve the school culture and climate.						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Survey students regularly to check the pulse of the systems and initiatives in place.	- Administration	- Poll/survey software	September, February, and June	- Survey reports - Posts/communication to teachers with links to polls/surveys	- Catered services for the student population - Addressing student needs - Improved student experience	- Survey reports and analysis	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							
• Create a comprehensive survey that encompasses the entire student experience • Release surveys for completion in September, February, and June through classroom teachers • Analyze the results of surveys to guide decision making by the committtees							

Goal Area 4:	Building Capacity						
Annual Goal:	Leverage multiple opportunities in every staff member to take control of their learning, seek feedback, and practice social-emotional learning skills.						
Objective 1:	We will build staff leaders in every campus department to enhance the experience of every member of our school community.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Adopt and embed CASEL Standards into every classroom and office to equip all staff with socio-emotional skills.	- CLL - Administration - Counselors	- CASEL Framework - Lesson Plans - Counseling Curriculum - Weekly Newsletter - Posters - Laminating Machine	Daily	- Posters in every classroom - CASEL Standards reference in all principal communication - TCLC presentations and Minutes - Weekly schedule of CASEL Focus	- Adaptable teachers and students - Improved campus climate and culture - Positive survey responses	- Surveys - Walkthroughs	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
• Internalize the CASEL Framework with the leadership team. • Create a timeline of standards of focus for the school year. • Embed skills and standards in TCLC presentations. • Provide professional learning for teachers through our sustainability team. • Send staff surveys to monitor impact. Then analyze results as a leadership team.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Share a weekly newsletter and calendar of events with the entire staff.	- Principal - Dean of Instruction	- Excel - Canva - Outlook	Weekly	- Emails with flyers - Live link for events calendar - Timeline	- Improved focus of work - Improved planning of work hours - Enhance community relationship building	- Surveys	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							
• Adopt a calendar of events and newsletter format • Send out weekly communication embedding CASEL Standards • Provide links to information relevant to the posts • Survey teachers regarding campus climate and culture							

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 2024	Campus Based - All departments District Based - All departments	Campus Goal Setting T-TESS Evaluation System District Mandates Accountability System Review Individual Student Profiles District Curriculum Roll Out	Mobile Mind Accountability Reports T-TESS Presentation Lead4ward Presentation District Content Coordinators DMAC - Student Portfolio	Goal 1
September 2024	Campus Based - TCLC	Goal-Setting and PD Plan Lesson Internalization (Math) SGM's Development	TEEMS T-TESS Resources	Goal 1
October 2024	Campus Based - TCLC	TELPAS Literacy Strategies Socio-Emotional Skills Focus	TELPAS Action Plan SIOP and CIF Protocols CASEL Framework	Goal 4
November 2024	Campus Based - 1/2 day Core Department	Data Disaggregation Individualized Intervention Plans Developed	DMAC Student Portfolios District Assesment Results	Goal 1
January 2025	Campus Based - TCLC	Differentiated Instruction	CIF Protocols DMAC Reports Fundamental 5	Goal 1 & 2
February 2025	Campus Based - 1/2 day Core Department	Data Disaggregation Individualized Intervention Plans Developed	DMAC Student Portfolios District Assesment Results	Goal 1
March 2025	Campus Based - TCLC	Campus-wide Interventions TELPAS Literacy Strategies	District Assesment Results TELPAS Action Plan SIOP and CIF Protocols	Goal 1 & 2