

# Daniel Ramirez Elementary

2024-2025 Campus Improvement Plan

Yadira Galvan Principal August 2024



# OPPORTUNITIES FOR ALL



# **OUR VISION**

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

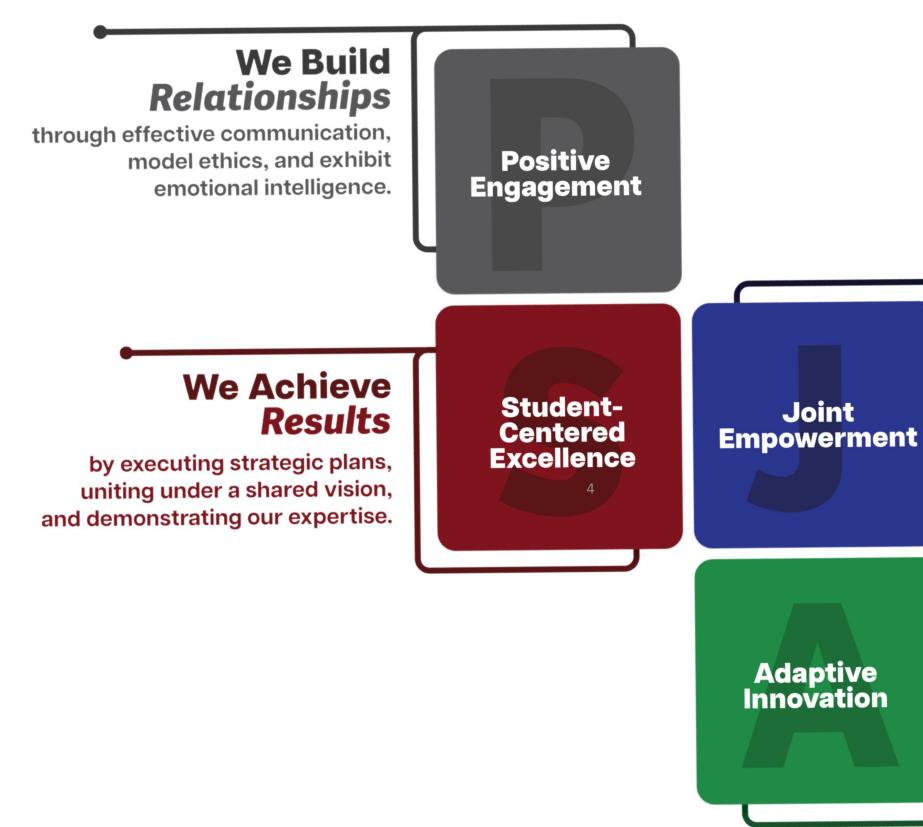
# **OUR MISSION**

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 careers.

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.



# PSJA ISD OPPORTUNITIES FOR ALL LEADERSHIP VALUES



#### We Foster Collaboration

inspire action, build capacity, and cultivate leaders.

#### We Manage Change

by scanning the environment, acknowledging outcomes, and championing solutions.

# **OPPORTUNITIES FOR ALL!**

#### **PSJA ISD At-A-Glance**

Pharr-San Juan-Alamo Independent School District (PSJA ISD) has emerged as a leading force in providing diverse academic opportunities for students, earning recognition at both state and national levels. Serving a student population of over 30,000 across three cities and spanning from pre-kindergarten to 12th grade, PSJA ISD is committed to graduating students who are ready to succeed in today's global landscape.

Renowned for its effective dropout prevention strategies and commitment to college readiness, PSJA ISD boasts an impressive high school completion rate exceeding 97 percent. With all high schools designated as Early College, PSJA ISD has the only wall-to-wall Early College Program in the state and nation.

With an equity-focused approach, the Early College Program's success is rooted in a holistic approach, offering rigorous academics alongside unwavering support from dedicated teachers, counselors, and mentors. Each semester, over 3,000 high school students are enrolled in college-level courses through dual and concurrent enrollment initiatives through partnerships with South Texas College and other higher education institutions.

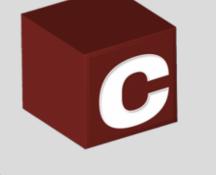
PSJA ISD's success stories include innovative programs like the **Dual Language Enrichment Program, Early College, Early Childhood, and Dropout Recovery Program**, all of which have significantly narrowed the pathway to post-secondary education for students. At PSJA ISD, students can earn college credits, become bilingual and biliterate graduates, participate in top-notch athletic programs, and engage in renowned fine arts programs, ensuring a well-rounded and enriched educational experience.



### EXCELLENT SERVICE FIRST. FAMILY ALWAYS.

#### **CUSTOMER** CARE CUSTOM SERVICE STANDARDS

All PSJA ISD employees must abide by the following standards in order to help us provide excellent customer service to ALL those we serve.



# Courteous

- Be kind and greet everyone with a smile
- Treat everyone with respect and dignity
- · Listen to understand and help



# Attentive

- Communicate in a timely manner
- Stay positive and calm during all conversations
- Treat all concerns and inquiries with professionalism and confidentiality



- Be available when customers need you
- Respond to all customer inquiries with a sense of urgency
- Follow up with concerns to ensure customer satisfaction





#### Exceptional

- Be sympathetic to customers' needs
- Follow the Golden Rule Treat others as you would like to be treated
- Go above and beyond your call of duty to provide exceptional customer service

# **INSPIRING GLOBAL THINKERS**



#### **PHARR-SAN JUAN-ALAMO ISD** SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments have systemically adopted the Sustainable Development Goals (SDGs.

As part of these efforts, PSJA ISD integrated the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

PSJA ISD aims to emphasize sustainability at every level through a<sub>7</sub> systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.



# www.psjaisd.us/sustainability



# **Daniel Ramirez Elementary Vision & Mission Statement**

# **OUR VISION**

Every **Daniel Ramirez Elementary** student is prepared and empowered to be an innovative leader, lifelong learner and a self-sufficient individual who sets and attains personal and academic goals.

# **OUR MISSION**

As educational leaders, the Ramirez team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

Ramirez family will meet the needs of all our students by challenging them to achieve the highest level of success through studentcentered, technology driven, 21<sup>st</sup> century instruction. Students<sub>8</sub>will benefit from a dual language foundation to excel in a multicultural global society and from learning

We will promote career and college readiness and maintain a strong partnership with our parents and community to achieve the highest levels of success.



**PHARR-SAN JUAN-ALAMO ISD** SUSTAINABLE DEVELOPMENT GOALS

#### **Optional Text Here**



#### **PSJA District Leadership Team**

#### **PSJA ISD School Board of Trustees**

Carlos G. Villegas, Jr.



Diana Serna

Jesus A. "Jesse'

Zambrano

Yolanda Castillo

Jorge Zambrano







#### **District Leadership Team**

Dr. Alejandro Elias, Superintendent of Schools

#### **Superintendent's Cabinet**

Ranulfo Marquez, Assistant Superintendent for Academics Rebecca Gonzales, Assistant Superintendent for Finance Dr. Rebeca Garza, Assistant Superintendent for Human Resources Dr. Orlando Noyola, Assistant Superintendent for Student Services Dr. Lauro Davalos, Assistant Superintendent for Technology Dr. Nora Cantu, Executive Officer for Academics

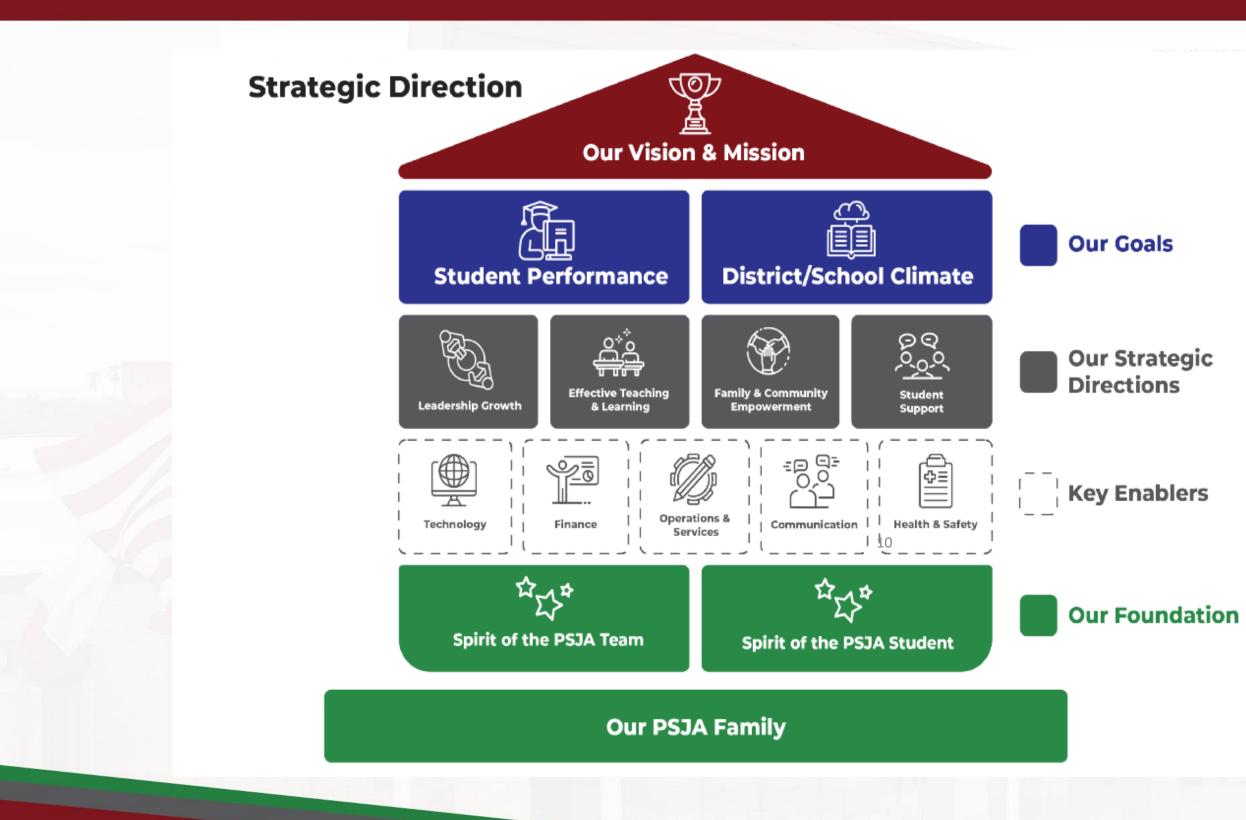
#### Senior Staff

Dr. Linda Uribe-Treviño, Executive Officer for College & Career Readiness

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



#### **PSJA ISD 2024-2025 Strategic Direction**



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**COLLEGE**<sup>3</sup> READY.CONNECTED.COMPLETE 74



## 2024-2025 District Instructional Focus Road Map

11

pending



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## 2024-2025 Site Based Decision Making Committee

| Name               | Title                   |
|--------------------|-------------------------|
| Yadira Galvan      | Principal               |
| Monica Reyna       | Assistant Principal     |
|                    | Counselor               |
| Denisse Garcia     | CLL                     |
| Ruth Luera         | Reading Coach           |
| Gracie Tapia       | Teacher                 |
| Lizbeth Solis      | Teacher                 |
| Veronica Fernandez | Teacher                 |
| Celina Livingston  | Resource Teacher        |
| Lisa Ybarra        | Librarian               |
| Leslie Rojas       | Coach                   |
|                    | Parent                  |
|                    | Business Representative |





## **Daniel Ramirez Elementary Demographics 2024-2025**

#### **School Profile:**

**Daniel Ramirez Elementary** 

Daniel Ramirez Elementary is located in Pharr, Texas. The campus participates in a Title One Program. The student enrollment is at 511. The student demographics are as follows: EB 60.4%, Economic Disadvantage 95.5%. The 2023-2024 rating for the school is *"C"*. Source: Data PEIMS 2022-2024

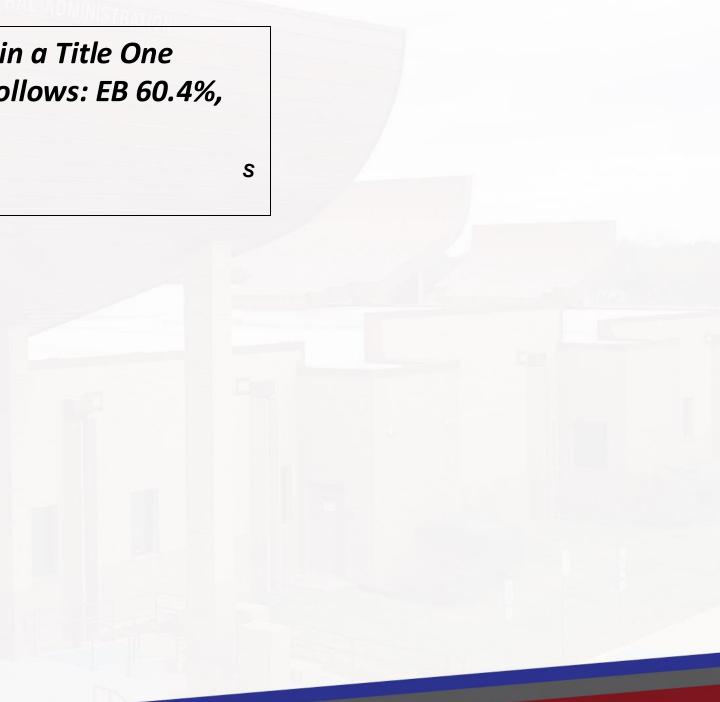
#### **SBDM Quarterly Meetings:**

| Quarter                 | Date           |
|-------------------------|----------------|
| 1 <sup>st</sup> Quarter | September 2024 |
| 2 <sup>nd</sup> Quarter | December 2024  |
| 3 <sup>rd</sup> Quarter | March 2025     |
| 4 <sup>th</sup> Quarter | June 2025      |









## **Executive Summary**

**Executive Summary** 

Campus Improvement Plan: School Year 2024-2025 Campus Name: Daniel Ramirez Elementary

**Mission**: As educational leaders, the Ramirez Team is committed to fostering a safe and nurturing environment, inspiring academic excellence, and supporting social and emotional growth.

**Demographics Summary:** The current enrollment at Daniel Ramirez Elementary as of June 2024 is 511 in PK 3 through 5<sup>th</sup> grade, projected to be at 530 for the 2024-2025 school year. The student population at Daniel Ramirez Elementary consists of 99.81% of Hispanics. Our students represent a low socioeconomic status of approximately 95.5% Economically Disadvantage. Approximately, 9.86% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 2.4% of our students. The Emergent Bilingual population is approximately 60.4%.

**Comprehensive Needs Assessment:** Daniel Ramirez Elementary attained an all-student group performance in Mathematics of: Approaches: 69%, Meets 35% and Masters: 11%; Reading: Approaches: 64%, Meets 33% and Masters: 12%; Science: Approaches: 53%, Meets: 26% and Masters 9%.

**Curriculum and Instruction and Assessment:** Daniel Ramirez Elementary offers a rigorous curriculum that is aligned with the TEKS. The curriculum is implemented by highly qualified staff of bilingual certified teachers. Daniel Ramirez is a dual language campus. All students are exposed to the district's Dual Language Enrichment Program. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support and accelerated instruction are offered afterschool and during Saturday Academies.

**Summary of Goals:** Daniel Ramirez Elementary will 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 Reading (3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades) and by increasing at least 10% in all subject areas and subgroups. We will close the achievement gap by reaching 80% of the EB populations meeting the approaches level in Reading and Math. 100% of parents will have the opportunity to participate in school events and engagement activities. Daniel Ramirez will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.

#### **Optional Text Here**



# 2023-2024 Accountability Summary- Ramirez Elementary

|           | Domain I<br>Student<br>Achievement | Domain II<br>School<br>Progress<br>Part A | Domain II<br>School<br>Progress<br>Part B | Domain III<br>Closing<br>the Gaps | Overall<br>Rating | Letter<br>Grade |
|-----------|------------------------------------|---|---|-----------------------------------|-------------------|-----------------|
| 2022-2023 | 62 (D)                             |   |   |                                   |                   | С               |
| 2023-2024 | 68 (D)                             | 77  | 74  | 76                                | 77                | С               |





### **2023-2024 STAAR Performance Data**

|         |        | Did Not MeetDid Not MeetLowHigh |   |        | ApproachesApproacheLowHigh |        | Meets |        | Masters |            |        |     |
|---------|--------|---------------------------------|---|--------|----------------------------|--------|-------|--------|---------|------------|--------|-----|
|         | Tested | Number                          | % | Number | %                          | Number | %     | Number | Number  | %          | Number | %   |
| Reading | 192    |                                 |   |        |                            |        |       |        | 50      | <b>39%</b> | 27     | 14% |
| Math    | 200    |                                 |   |        |                            |        |       |        | 54      | 37%        | 17     | 9%  |
| Science | 62     |                                 |   |        |                            |        |       |        | 6       | 13%        | 2      | 3%  |





## **2023-2024 STAAR Performance Data by Grade Level**

# Pending- will update after Day 2 with Irma Duran 8/9/24

| 3rd Grade | Total<br>Tests |              |             | DID NOT Meet<br>HIGH |               | APPROACHES<br>LOW |             |       | APPROACHES<br>HIGH |       | MEETS       |       | MASTERS      |  |
|-----------|----------------|--------------|-------------|----------------------|---------------|-------------------|-------------|-------|--------------------|-------|-------------|-------|--------------|--|
|           |                | Count        | %           | Count                | %             | Count             | %           | Count | %                  | Count | %           | Count | %            |  |
| Reading   | 113            | 21           | <b>19%</b>  | 14                   | 12%           | 78                | <b>69%</b>  | 64    | <b>57%</b>         | 48    | <b>42%</b>  | 24    | 21%          |  |
| Math      | 113            | 12           | 11%         | 27                   | 24%           | 74                | 65%         | 61    | 54%                | 47    | <b>42</b> % | 18    | 16%          |  |
| 4th Grade | Total<br>Tests | DID NO<br>LC | T Meet      |                      | )T Meet<br>GH |                   | ACHES       |       | ACHES<br>GH        | ME    | ETS         | MAS   | TERS         |  |
|           |                | Count        | %           | Count                | %             | Count             | %           | Count | %                  | Count | %           | Count | %            |  |
| Reading   | 86             | 6            | 7%          | 3                    | 3%            | 77                | 90%         | 62    | 72%                | 53    | 62%         | 27    | 31%          |  |
| Math      | 86             | 12           | 14%         | 9                    | 10%           | 65                | <b>76</b> % | 59    | <b>69</b> %        | 51    | <b>59%</b>  | 22    | <b>26</b> %  |  |
|           |                |              |             |                      | 17            |                   |             |       |                    |       |             |       |              |  |
| 5th Grade | Total<br>Tests | DID NO<br>LC | T Meet<br>W |                      | )T Meet<br>GH | APPROACHES<br>LOW |             |       | APPROACHES<br>HIGH |       | MEETS       |       | MASTERS      |  |
|           |                | Count        | %           | Count                | %             | Count             | %           | Count | %                  | Count | %           | Count | %            |  |
| Reading   | 86             | 19           | 22%         | 3                    | 3%            | 64                | 74%         | 53    | <b>62%</b>         | 41    | <b>48</b> % | 25    | 29%          |  |
| Math      | 86             | 15           | 17%         | 6                    | <b>7</b> %    | 65                | <b>76%</b>  | 52    | <b>60%</b>         | 33    | <b>38</b> % | 14    | 1 <b>6</b> % |  |
| Science   | 86             | 17           | 20%         | 24                   | 28%           | 45                | <b>52%</b>  | 32    | 37%                | 19    | 22%         | 7     | <b>8</b> %   |  |



## 2024-2025 STAAR Reading Goals

| 3 <sup>rd</sup> Grade Reading   |                                    |                                    | 4 <sup>th</sup> Grade Reading |                                 |                                    | 5 <sup>th</sup> Grade Reading      |       |                                 |                                    |                                    |       |
|---------------------------------|------------------------------------|------------------------------------|-------------------------------|---------------------------------|------------------------------------|------------------------------------|-------|---------------------------------|------------------------------------|------------------------------------|-------|
|                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Goals                         |                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Goals |                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Goals |
| 73                              | 2023                               | 2024                               | 2025                          |                                 | 2023                               | 2024                               | 2025  |                                 | 2023                               | 2024                               | 2025  |
| Approaches<br><i>Target: 90</i> | 64%                                | 65%                                |                               | Approaches<br><i>Target: 90</i> | 51%                                | 71%                                |       | Approaches<br><i>Target: 90</i> | 77%                                | 69%                                |       |
| Meets<br><i>Target: 60</i>      | 33%                                | 38%                                |                               | Meets<br><i>Target: 60</i>      | 18%                                | 39%                                |       | Meets<br><i>Target: 60</i>      | 51%                                | 39%                                |       |
| Masters<br><i>Target: 30</i>    | 10%                                | 11%                                |                               | Masters<br><i>Target: 30</i>    | 3%                                 | 14%                                |       | Masters<br><i>Target: 30</i>    | 25%                                | 16%                                |       |





# 2024-2025 STAAR Math Goals

| 3 <sup>rd</sup> Grade Math      |                                    |                                    | 4 <sup>th</sup> Grade Math |                                 |                                    | 5 <sup>th</sup> Grade Math         |       |                                 |                                    |                                    |       |
|---------------------------------|------------------------------------|------------------------------------|----------------------------|---------------------------------|------------------------------------|------------------------------------|-------|---------------------------------|------------------------------------|------------------------------------|-------|
|                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Goals                      |                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Goals |                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Goals |
| 14                              | 2023                               | 2024                               | 2025                       |                                 | 2023                               | 2024                               | 2025  |                                 | 2023                               | 2024                               | 2025  |
| Approaches<br><i>Target: 90</i> | 57%                                | 69%                                |                            | Approaches<br><i>Target: 90</i> | 70%                                | 67%                                |       | Approaches<br><i>Target: 90</i> | 81%                                | 89%                                |       |
| Meets<br><i>Target: 60</i>      | 27%                                | 31%                                |                            | Meets<br><i>Target: 60</i>      | 36%                                | 42%                                |       | Meets<br><i>Target: 60</i>      | 45%                                | 39%                                |       |
| Masters<br><i>Target: 30</i>    | 10%                                | 41%                                |                            | Masters<br><i>Target: 30</i>    | 8%                                 | 17%                                |       | Masters<br><i>Target: 30</i>    | 15%                                | 5%                                 |       |





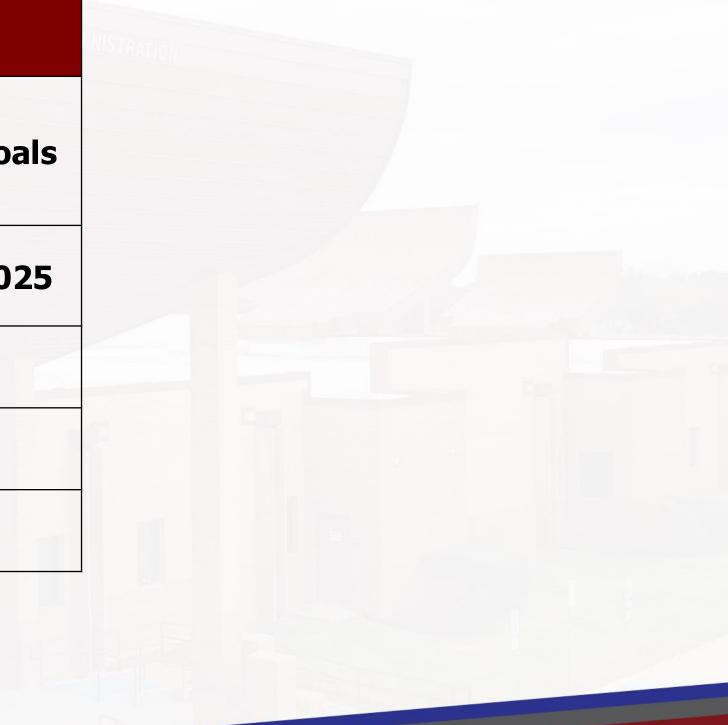
### 2024-2025 STAAR Science Goals

### **5<sup>th</sup> Grade Science**

|                                 | % of<br><b>Students</b><br>Passing | % of<br><b>Students</b><br>Passing | Go |
|---------------------------------|------------------------------------|------------------------------------|----|
|                                 | 2023                               | 2024                               | 20 |
| Approaches<br><i>Target: 90</i> | 55%                                | 44%                                |    |
| Meets<br><i>Target: 60</i>      | 27%                                | 13%                                |    |
| Masters<br><i>Target: 30</i>    | 10%                                | 3%                                 |    |







# Circle Test, TX-KEA, TPRI, and Tejas Lee

|  |                            |        |               |     | Strategies Needed                                 |  |  |  |  |
|--|----------------------------|--------|---------------|-----|---|--|--|--|--|
| Criteria Reviewed                      |                            |        | Findings      |     | Staff Development Resources                       | In Class Interventions                   |  |  |  |
|  | M                          | I-Clas | ss Assessment |     | P. C. 111   |  |  |  |  |
| Pre-Kinder                             |                            |        | EOY           |     | DL One Way Model                                  |  |  |  |  |
| -Circle Assessment<br>(2023-2024 Data) | Rapid Letter Nami          | ing    | 939           | %   | Frogstreet<br>Sing, Spell, Read, Write            | Small Group Interventions                |  |  |  |
|  | Phonological<br>Awareness  |        | 93%           |     | Estrellitas                                       |  |  |  |  |
|  |                            |        | TXKEA         |     |   |  |  |  |  |
| Kinderserten                           | Letter Names               |        | 939           | %   | DL One Way Model                                  |  |  |  |  |
| Kindergarten<br>-TXKEA                 | Decoding                   |        | 439           | %   | Sing, Spell, Read, Write                          | Small Group Interventions                |  |  |  |
| -Tejas Lee<br>(2023-2024 Data)         | Letter Sounds<br>Receptive |        | 889           | %   | Estrellitas<br>Practical Life/Hands-On Activities | RTI<br>Small group pull outs             |  |  |  |
| (2025-2024 Data)                       | Letter Sounds              |        |               |     | Pearlized Math                                    |  |  |  |  |
|  | Expressive                 | 140    | <u> </u>      |     | -   |  |  |  |  |
| 1st Grade                              | Blending Receptiv          | IVE    | Tejas Lee     |     | DL One Way Model<br>Word Walls                    |  |  |  |  |
| -TPRI                                  |                            | Scre   | ening Status  |     | Pearlized Math                                    | RTI                                      |  |  |  |
| -Tejas Lee                             |                            | 37%    | Frust./List   | 30% | – Diana Ramirez                                   | Differentiated Instruction               |  |  |  |
| (2023-2024 Data)                       | Instructional 1            | 10%    | Instructional | 44% | Sing, Spell, Read, Write                          | Pull-Out Tutoring                        |  |  |  |
|  | Independent 5              | 54%    | Independent   | 26% | Lunita  |  |  |  |  |
| 2nd Grade                              | TPRI                       |        | Tejas         | Lee |   | Tutoring                                 |  |  |  |
| -TPRI                                  | Frust./List 3              | 32%    | Frust./List   | 48% | Sing, Spell, Read, Write                          | RTI, Differentiated Instruction          |  |  |  |
| -Tejas Lee                             | Instructional 2            | 21%    | Instructional | 30% | Escaleras, Estrellitas                            | Small Group Intervention                 |  |  |  |
| 10,40 200                              | Independent 4              | 47%    | Independent   | 30% | Forde Ferrier, Boost                              | District support-pull outs               |  |  |  |
|  | TPRI                       |        | Tejas         | Lee |   |  |  |  |  |
| 2rd Crada                              |                            |        | ening Status  |     | Sing, Spell, Read, Write                          | Think Up, STAAR Ready                    |  |  |  |
| 3rd Grade                              |                            | 18%    | Frust./List   | 40% | Escaleras   | Tutoring, RTI, Differentiated Instructio |  |  |  |
| -TPRI                                  | Instructional 2            | 27%    | Instructional | 40% | Estrellitas                                       | Small Group Intervention                 |  |  |  |
| -Tejas Lee                             |                            |        |               |     | Forde Ferrier                                     | District support-pull outs               |  |  |  |
|  |                            |        |               |     | Boost   | Fluency- reading curriculum              |  |  |  |
|  | Independent 5              | 55%    | Independent   | 20% |   |  |  |  |  |



**COLLEGE**<sup>3</sup> READY.CONNECTED.COMPLETE

# TELPAS 2024

# Correct Data- Fix Tables

|                 | <mark>2024 Preli</mark> | <mark>minary Scc</mark> | o <mark>res</mark> |
|-----------------|-------------------------|-------------------------|--------------------|
|                 | Progress                | %                       |                    |
| 1 <sup>st</sup> | 4                       | <mark>27</mark>         | 15%                |
| 2 <sup>nd</sup> | 17                      | <mark>24</mark>         | 71%                |
| 3 <sup>rd</sup> | 20                      | <mark>38</mark>         | 53%                |
| 4 <sup>th</sup> | 17                      | <mark>38</mark>         | 45%                |
| 5 <sup>th</sup> | 20                      | <mark>44</mark>         | 45%                |
| Totals          | 78                      | <mark>171</mark>        | <mark>46%</mark>   |
|                 |                         | Targe                   | et 49%             |

| Ranked    | 2023 |
|-----------|------|
| Listening | 52%  |
| Reading   | 53%  |
| Speaking  | 26%  |
| Writing   | 31%  |



#### L AOMINISTRATION

| 2024 | Goal |
|------|------|
| 52%  |      |
| 48%  |      |
| 28%  |      |
| 20%  |      |

# **Comprehensive Needs Assessment**



23



DAL ADMINISTRATION

| Strategic Direction                   | Summary of Strengths   | Challenges   |
|---------------------------------------|--|--|
| Effective<br>Teaching and<br>Learning | The district curriculum is developed and adjusted after the district content- based assessments<br>and benchmark data are analyzed. The development and adjustment of the district curriculum is<br>led by the Curriculum & Instruction Department, and includes teachers, district content<br>coordinators, and district Executive Officers for each level. The district also provides teachers and<br>campus leaders access to assessments aligned to the standards and expected levels of rigor. A<br>data assessment platform to capture immediate assessment data by item and student is inclusive<br>as part of the curriculum practices and curriculum implementation. In addition:<br>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills<br>(TEKS) and included in a year-long scope and sequence. After each<br>assessment, campus and district staff conduct data review sessions and adjustments are<br>immediately made to the scope and sequence. After each<br>for all state assessed subjects and grade levels.<br>• Assessments that are aligned to state standards at the appropriate level of rigor are<br>administered strategially throughout the year to determine student<br>or greess. Corrective instruction is built into the curriculums and scope and<br>sequence.<br>• Instructional materials with key ideas, essential questions, and recommended materials<br>including content-rich texts, are used agross classrooms. The instructional materials<br>including content-rich texts, are used agross classrooms. The instructional materials<br>including content-rich texts, are used agross classrooms. The instructional staff on rigorous lessons<br>and effective instruction and being not throughout the year in response to classroom<br>observations, formative assessments and campus performance.<br>• Special education students acadhemic needs<br>• Certified Tutor to provide additional support to dyslexia students | The area of I<br>has been ac<br>allocate fur<br>Performance<br>• Continue<br>students<br>• Limited Si<br>additiona<br>• Cross curr<br>• Continues<br>content a<br>• The All-St<br>Approach<br>• The All-S<br>Approach<br>• The All-S<br>Approach<br>• Teacher p<br>will be pre<br>effectiven |

of literacy, specifically in reading comprehension and writing a challenge. We will continue to provide resources and unds to the areas of need. The 2023 STAAR nee results indicate academic gaps across content areas.

ue to support teachers and provide enrichment for ts so that students will be reading on level by third grade.

Spanish reading resources in the lower grades such as nal leveled reading books

irricular writing

e sending teachers to Professional development in all areas particularly in writing.

Student Group in Mathematics: Did Not Meet: 31%; aches: 69%; Meets: 35%; Masters: 11%

-Student Group in Reading: Did Not Meet: 36%; aches: 64%; Meets: 33%; Masters 12%

-Student Group in Science: Did Not Meet: 47%; ches: 53%, Meets: 26%; Masters: 9%

r planning and delivery of instruction, feedback, coaching provided with more consistency in order to monitor the eness.

| Strategic Direction   | Summary of Strengths  | Challenges   |  |
|---|---|--|--|
| Strategic Direction<br>Family & Community<br>Empowerment<br>Student Support | <ul> <li>Summary of Strengths</li> <li>There has been an increase in parent participation at campus events such festivals, grandparents day, parent / student/feacher conferences, Open House, Mothers Day and End of Year functions.</li> <li>Parent resources, materials and communications are provided in both English and Spanish.</li> <li>The c am p u s social media sites usage has increased, and we have more parents of campus events.</li> <li>Blackboard is currently used to send mass emails, telephone text/calls informs parents of campus events.</li> <li>House Parent Center</li> <li>Student resources, materials and communication are provided in both English and Spanish.</li> <li>Counselor follows the Counseling and Guidance Curriculum for student lessons</li> <li>Safety Measures are taken at all campuses that ensure the safety of all the students and staff.</li> <li>Police officers and or district security guards are stationed at the campus at all times.</li> <li>Safety and Active Shooter Training are conduct for all teachers and staff.</li> <li>Counselor is trained on referrals to LSSP to support students that are experiencing trauma, anxiety, depression or death.</li> </ul> | <ul> <li>Challenges</li> <li>Not all para and its im their child growth.</li> <li>Increase the Conference</li> <li>Continue on establis</li> <li>Teachers a expectation and fairly a steady of a stead</li></ul> |  |
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will be trained on creating a safe school culture ate which includes a strong focus on customer

of all staff on assessment strategies

Walk Through/Observation Report needs to be to include area for SEL practices and on in the classroom.

funding for Teacher/Staff Professional ment on Social Emotional Learning or ive Practices

achers on identifying emotion needs of

| Strategic Direction                   | Summary of Strengths   | Challenges   |
|---------------------------------------|--|--|
| Effective<br>Teaching and<br>Learning | The district curriculum is developed and adjusted after the district content- based assessments<br>and benchmark data are analyzed. The development and adjustment of the district curriculum is<br>led by the Curriculum & Instruction Department, and includes teachers, district content<br>coordinators, and district Executive Officers for each level. The district also provides teachers and<br>campus leaders access to assessments aligned to the standards and expected levels of rigor. A<br>data assessment platform to capture immediate assessment data by item and student is inclusive<br>as part of the curriculum practices and curriculum implementation. In addition:<br>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills<br>(TEKS) and included in a year-long scope and sequence. After each<br>assessment, campus and district staff conduct data review sessions and adjustments are<br>immediately made to the scope and sequence. After each<br>for all state assessed subjects and grade levels.<br>• Assessments that are aligned to state standards at the appropriate level of rigor are<br>administered strategically throughout the year to determine student<br>progress. Corrective instruction is built into the curriculums and scope and<br>sequence.<br>• Instructional materials with key ideas, essential questions, and recommended materials<br>including content-rich texts, are used agross classrooms. The instructional materials<br>include reformers, formative assessments and campus performance.<br>• Professional development is provided throughout the year in response to classroom<br>observations, formative assessments and campus performance.<br>• Special education students academic needs<br>• Certified Tutor to provide additional support to dyslexia students | The area of I<br>has been ac<br>allocate fur<br>Performance<br>• Continue<br>students<br>• Limited Sr<br>additiona<br>• Cross curr<br>• Continue<br>content a<br>• The All-St<br>Approach<br>• The All-S<br>Approach<br>• The All-S<br>Approach<br>• Teacher p<br>will be pro-<br>effectiven |

of literacy, specifically in reading comprehension and writing a challenge. We will continue to provide resources and unds to the areas of need. The 2023 STAAR nee results indicate academic gaps across content areas.

ue to support teachers and provide enrichment for ts so that students will be reading on level by third grade.

Spanish reading resources in the lower grades such as nal leveled reading books

irricular writing

e sending teachers to Professional development in all areas particularly in writing.

Student Group in Mathematics: Did Not Meet: 31%; aches: 69%; Meets: 35%; Masters: 11%

-Student Group in Reading: Did Not Meet: 36%; aches: 64%; Meets: 33%; Masters 12%

-Student Group in Science: Did Not Meet: 47%; ches: 53%, Meets: 26%; Masters: 9%

r planning and delivery of instruction, feedback, coaching provided with more consistency in order to monitor the eness.

| Strategic Direction                                  | Summary of Strengths  | Challenges   |  |
|--|---|--|--|
| Family & Community<br>Empowerment<br>Student Support | <ul> <li>There has been an increase in parent participation at garent/student/feacher conferences. Open House, Wohrers Day and End of Year functions.</li> <li>Parent resources, materials and communications are provided in both English and Spanish.</li> <li>The c am p u s social media sites usage has increased, and we have more parents and families follow our social media.</li> <li>Blackboard is currently used to send mass emails, telephone text/calls informs parents of campus events.</li> <li>House Parent Center</li> <li>Student resources, materials and communication are provided in both English and Spanish.</li> <li>Counselor follows the Counseling and Guidance Curriculum for student lessons</li> <li>Safety Measures are taken at all campuses that ensure the safety of all the students and staff.</li> <li>Police officers and or district security guards are stationed at the campus at all times.</li> <li>Safety and Active Shooter Training are conduct for all teachers and staff.</li> <li>Counselor is trained on referrals to LSSP to support students that are experiencing trauma, anxiety, depression or death.</li> </ul> | <ul> <li>Not all para and its im their chill growth.</li> <li>Increase the Conference</li> <li>Continue on establision on establision establision of the content of the con</li></ul> |  |

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of all staff on assessment strategies

Walk Through/Observation Report needs to be to include area for SEL practices and on in the classroom.

funding for Teacher/Staff Professional ment on Social Emotional Learning or ive Practices

achers on identifying emotion needs of

| Strategic Direction  | Summary of Strengths   | Challen   |
|----------------------|--|---|
| Leadership<br>Growth | <ul> <li>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.</li> <li>Electronic Instructional Focus Walk th roug h form</li> <li>The full development of the e lec trc n ic S pir it of PS JA Eva luation tool</li> <li>Strong commitment and financial support to professional development and professional growth opportunities for staff</li> <li>Support for all teachers by the CLL.</li> <li>Train all staff on the TTESS Evaluation System- tied and connected during our weekly CLCs.</li> </ul> | <ul> <li>Calibra effecti</li> <li>Challe</li> </ul> |
|                      | 28   |   |

#### enges

brating evaluations and creating a system to ectively measure performance pay to student achievement.

Illenge of working in a 2-way campus

#### **Board of Education Goals**

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

- Reading, Reading/Language Arts, and Literacy ٠
- Mathematics ٠
- Science ٠
- Instructional Technology ٠

#### **Goal Area 2: Student Support**

• Special Education Program, Emergent Bilinguals, Gifted & Talented Students, Migrant Students, Dyslexia Students, Response to Intervention

#### **Goal Area 3: Family & Community Empowerment**

- Attendance •
- Discipline Management ٠
- Campus Safety Plan •

#### Goal Area 4: Leadership Growth

- Analysis of T-TESS Evaluation
- Bilingual Certified Teachers ٠
- PD Trainings & PD Plan

# **Daniel Ramirez Elementary Comprehensive Needs Assessment 2023-2024**

| Criteria Reviewed             | Findings                    |                 |            |  | Strategies Needed  |  |  |
|-------------------------------|-----------------------------|-----------------|------------|--|--|--|--|
| PRE-KINDER                    | M-Class As                  | ssessment       |            |  | Staff Dev/Resources  |  |  |
| Circle Assessment             | <ul> <li>English</li> </ul> | 92%             | Frogstreet |  | <ul> <li>Small Group<br/>Interventions</li> </ul>                                    |  |  |
| (2022 Data)                   | <ul> <li>Spanish</li> </ul> | 94%             |            |  | <ul><li>Sing Spell Read Write</li><li>Estrellitas</li></ul>                          |  |  |
| KINDERGARTEN                  |                             | TPRI            | Tejas      |  | Staff Dev/Resources  | <ul> <li>Sing Spell Read Write</li> <li>Estrellitas</li> </ul> |  |
| • TPRI                        |                             | Screening       | Status     |  | <ul><li>DL Two Way Model</li><li>Sing Spell Read Write</li></ul>                     | <ul> <li>RTI</li> <li>Ramirez Hawk Buddies</li> </ul>          |  |
| Tejas LEE     (2022 Data)     | D                           | 78.1%           | 42.9%      |  | <ul> <li>Practical Life/Hands-on<br/>Activities</li> <li>Dearlined Math</li> </ul>   | <ul> <li>Ramifez Hawk Buddles</li> <li>Tutoring</li> </ul>     |  |
|                               | SD                          | 21.9%           | 57.1%      |  | <ul> <li>Pearlized Math</li> </ul>   |  |  |
| FIRST GRADE                   |                             | TPRI            | Tejas      |  | Staff Dev/Resources  | <ul> <li>Sing Spell Read Write</li> <li>Estrellitas</li> </ul> |  |
| • TPRI                        |                             | Screening       | Status     |  | <ul> <li>DL One/Two Way Model</li> <li>Word Walls</li> <li>Pearlized Math</li> </ul> | <ul> <li>RTI</li> <li>Differentiated</li> </ul>                |  |
| <ul> <li>Tejas LEE</li> </ul> | Frust./List                 | 91% G:10%       | 80%        |  | <ul><li>Pearlized Math</li><li>Diana Ramirez</li></ul>                               | Instruction <ul> <li>Ramirez Hawk Buddies</li> </ul>           |  |
|                               | Instructional               | 8.6% G:30%      | 0%         |  |  |  |  |
|                               | Independant                 | <b>3%</b> G:60% | 20%        |  |  |  |  |

# **Daniel Ramirez Elementary**

# **Comprehensive Needs Assessment 2023-2024**

| Criteria<br>Reviewed                  |               | Findings   |  |  | Strategies Needed   |   |  |
|---------------------------------------|---------------|--|--|--|---|---|--|
| SECOND                                | Subgroup      | TPRI   | Tejas Lee  |  | Staff Dev/  | <ul> <li>Tutoring</li> <li>Voyager</li> <li>RTI</li> <li>Differentiated Instruction</li> </ul>  |  |
| GRADE                                 |               | Screenir   | ng Status  |  | <ul><li>Resources</li><li>Sharon Wells Math</li></ul>   |   |  |
| • TPRI                                | Frust/List    | 46% Goal:10%   | 42%  |  | <ul> <li>Diana Ramirez</li> <li>Sing Spell Read</li> </ul>  | <ul> <li>Ramirez Hawk Buddies</li> <li>Intervention</li> </ul>  |  |
| <ul> <li>Tejas LEE</li> </ul>         | Instructional | 6% Goal: 40%   | 19%  |  | Write <ul> <li>Escaleras</li> </ul>   |   |  |
|                                       | Independent   | 48% Goal: 60%  | 39%  |  | <ul><li>Estrellitas</li><li>Forde Ferrier</li></ul>   |   |  |
| THIRD                                 | Subgroup      | TPRI   | Tejas Lee  |  | Staff Dev/  | Tutoring  |  |
| GRADE                                 |               | Screenir   | g Status   |  | <ul><li>Resources</li><li>Sing Spell Read</li></ul>   | <ul><li>Voyager</li><li>RTI</li></ul>   |  |
| • TPRI                                | Frust/List    | 42% Goal: 10%  | 64%  |  | <ul><li>Write</li><li>Sharon Wells Math</li></ul>   | <ul> <li>Differentiated Instruction</li> <li>Ramirez Hawk Buddies</li> </ul>  |  |
| <ul> <li>Tejas LEE</li> </ul>         | Instructional | 14% Goal: 40%  | 16%  |  | <ul> <li>Diana Ramirez</li> <li>CA – STAAR Ready</li> </ul>   | <ul> <li>Intervention</li> </ul>  |  |
|                                       | Independent   | 44% Goal:60%   | 20%  |  | <ul><li>Imagine Math</li><li>I Station</li></ul>  |   |  |
| THIRD                                 | Subgroup      | Reading  | Math   |  | Staff Dev/  | <ul><li>Tutoring</li><li>Intervention</li></ul>   |  |
| GRADE<br>STAAR<br>• Reading<br>• Math | All           | Did Not<br>Meet: 44%<br>Approaches: 56%<br>Meets: 25<br>%<br>Mastors: 8% | Did Not<br>Meet: 62%<br>Approaches: 38%<br>Meets: 16%<br>Masters: 5% |  | <ul> <li>Resources</li> <li>Sharon Wells Math</li> <li>Forde Ferrier</li> <li>Diana Ramirez</li> <li>STAAR Ready</li> <li>Think up</li> <li>RTI FF</li> </ul> | <ul> <li>Data Analysis</li> <li>Differentiated Instruction</li> <li>Ramirez Hawk Buddies</li> <li>Fluency – Reading<br/>Curriculum</li> </ul> |  |

#### **Comprehensive Needs Assessment**

# **Data Resources Reviewed**

1.2023-2024 STAAR Campus Summary Report 2.TPRI, Tejas Lee, TX-KEA 3.2023-2024 Attendance/Enrollment 4. Discipline Referrals **5.PEIMS** Demographics **6.**Parental Involvement Data 7. Professional Development Plan 8. Teacher Certifications 9.TELPAS Scores 32 **10.Technology Inventories 11.PBMAS 12.TEEMS (T-TESS)** 13.Software Reports: Summit K-12, Istation, Imagine Math, Footsteps to Brilliance, **Renaissance Learning** 



**PHARR-SAN JUAN-ALAMO ISD** 





#### 2024-2025 Goal Areas

Goal Area 1: Effective Teaching and Learning
Goal Area 2: Student Support
Goal Area 3: Family and Community Empowerment
Goal Area 4: Leadership Growth





## **Comprehensive Needs Assessment: Goal Area 1**

| Goal<br>Area | Area Reviewed                         | Summary of Strengths  | Challeng   |
|--------------|---------------------------------------|---|--|
|              | Effective<br>Teaching and<br>Learning | <ul> <li>Sorensen provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) 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 C &amp; I 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.</li> <li>In addition:</li> <li>Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence.</li> <li>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</li> <li>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.</li> <li>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.</li> <li>Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li> </ul> | <ul> <li>The area of reading correlating correlating correlating correlating correlating correlating correlating dedication and meed.</li> <li>Student meed.</li> <li>Student meed.</li> <li>Student meed.</li> <li>Student meed.</li> <li>Development and meed.</li> <li>Development at the second grass the discontent of the second grass the second grass the second grass the discontent of the second grass the second gras</li></ul> |

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of literacy, specifically in omprehension has been a district-wide and great and resources are dicated to this area of

t reading on level by grade is an area that we district continue to work monitor.

omental writing must be at all grade levels whether essed at the state level or

ional development for g writing must be d at all grade levels.

s schedules need to reflect ated time for writing ion at all campuses

tary Reading, Writing and natics curriculums must nitored each year nment and effectiveness.

achers on curriculum reness.



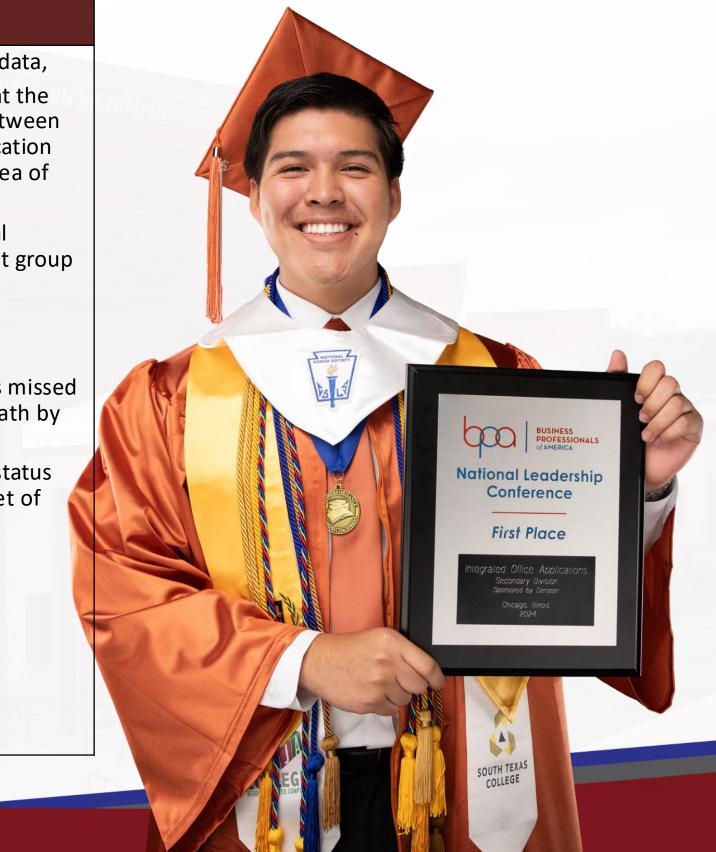
### **Comprehensive Needs Assessment: Goal Area 2**

| Goal<br>Area | Area<br>Reviewed   | Summary of Strengths  | Challenges   |
|--------------|--------------------|---|--|
| 2            | Student<br>Support | <ul> <li>Special Education students did not meet all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain.</li> <li>English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain.</li> <li>Economically disadvantaged student group met all targets in closing the gaps domain.</li> <li>Hispanic student group met all closing the gaps domain targets.</li> <li>In the area of participation, all student groups met all targets at 98% or higher.</li> <li>In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance.</li> <li>Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs</li> </ul> | <ul> <li>As per the 23-24 Preliminary STAAR date</li> <li>We have a 37% achievement gap at the Meets level on the 2024 STAAR betwoet students identified as Special Educate and the all student group in the area ELA/Reading.</li> <li>English Learners(LEP) with Parental Denials, are behind the All student go 23% in achievement.</li> <li>Within the Domain III report,</li> <li>Former Special Education students in the growth target in the area of mat 12% points.</li> <li>The English Language proficiency stawas 2% points away from the target 36%.</li> </ul> |

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**COLLEGE**<sup>3</sup> READY.CONNECTED.COMPLETE 74



### **Comprehensive Needs Assessment: Goal Area 3**

|          | Area<br>Reviewed                       | Summary of Strengths   | Challenges  |
|----------|--|--|---|
| <b>3</b> | Family and<br>Community<br>Empowerment | <ul> <li>Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope.</li> <li>Parent resources, materials and communications are provided in both English and Spanish.</li> <li>The district website and parental website informs parents of all events.</li> <li>Parent educators' professional development is based on local, state and national standards for parental involvement.</li> <li>Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents.</li> <li>Literacy centers are accessible and convenient for parents throughout the school district.</li> <li>Community partners provide practical classes for parents district-wide.</li> <li>Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals.</li> <li>All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service.</li> <li>Student resources, materials and communication are provided in both English and Spanish.</li> <li>District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines</li> <li>District Counselor Café for Teachers: PD Workshops</li> </ul> | <ul> <li>Parents meetings need to conschool year to explain the state and how it affects their childrer.</li> <li>Parent Academic Conferences scheduled each six weeks to see the provided on the importance of parent/teacher relationships.</li> <li>Staff needs training on how the assessment strategies with performing their children's progress.</li> <li>Provide parents webinar train to help them better understate reports.</li> <li>Videos on state accountabilite available for parents.</li> <li>Teaching staff needs training discipline protocols so that the them in their classrooms constant to be revisited to include are and integration in the classroom.</li> <li>District Walk Through/Observator be revisited to include are and integration in the classroom.</li> <li>Allocate funding for Teacher Development on SEL or Restor.</li> </ul> |

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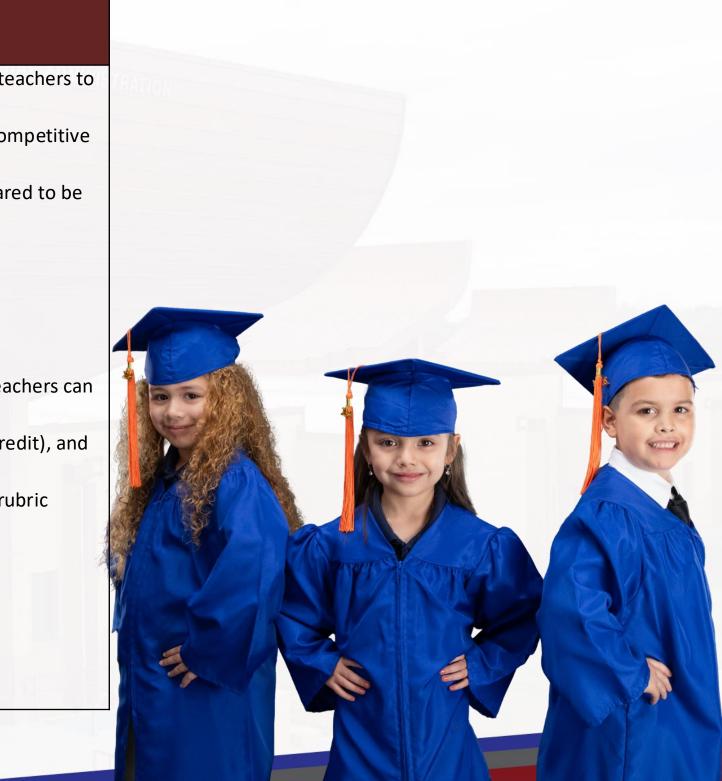
ervation Report needs rea for SEL practices room.

er Professional storative Practices

## **Comprehensive Needs Assessment: Goal Area 4**

| Goal | Area                 | Summary of Strengths  | Challenges   |  |  |
|------|----------------------|---|--|--|--|
| Area | Reviewed             |   |  |  |  |
| 4    | Leadership<br>Growth | <ul> <li>High employee retention, District is seen as an<br/>employer of choice</li> </ul>  | <ul> <li>TEA's new rules require all English Language Arts te<br/>be bilingually or ESL certified.</li> </ul>                            |  |  |
|      |                      | • District owned alternative certification program,<br>ACTRGV creates a pipeline of quality trained teachers  | <ul> <li>Keeping PSJA ISD as an employer of choice with con<br/>salaries, growth opportunities and school culture.</li> </ul>            |  |  |
|      |                      | <ul><li>from the non-traditional education program.</li><li>Teacher Incentive Allotment grant provides an</li></ul>   | <ul> <li>Ensuring interns that challenge an exam are prepare<br/>successful as it impacts ACTRGV's state rating.</li> </ul>              |  |  |
|      |                      | <ul> <li>opportunity for qualifying staff to earn performance<br/>pay for improvement in student growth measures<br/>and their TTESS evaluation.</li> <li>The Spirit of PSJA selection process for Collaborative<br/>Learning Leaders, Assistant principals, Principals, and<br/>other district leaders with the goal of selecting top<br/>quality employees for the leadership vacancies.</li> </ul> | <ul> <li>Seeking continuation of funding to support NTC<br/>with Meadows grant funds.</li> </ul>   |  |  |
|      | 8                    |   | <ul> <li>Calibrating evaluations and creating a system to<br/>effectively measure performance pay<br/>to student achievement.</li> </ul> |  |  |
|      |                      |   | <ul> <li>Support and funding master's programs so that t teach dual credit classes.</li> </ul>   |  |  |
|      |                      | <ul> <li>Continue to provide trainings on SGM's and TTESS<br/>during CLCs to promote leadership growth</li> </ul>   | <ul> <li>Funding for teacher stipends (hard to staff, Dual cre</li> </ul>  |  |  |
|      |                      | Electronic Instructional Focus Walkthrough form   | professional development   |  |  |
|      |                      | • The full development of the electronic Spirit of PSJA<br>Evaluation tool  | <ul> <li>Walkthrough form is not fully aligned with TTESS ru</li> </ul>  |  |  |
|      |                      | <ul> <li>Strong commitment and financial support to<br/>professional development and professional growth<br/>opportunities for staff</li> </ul>   |  |  |  |
|      |                      | • District support for all teachers to be fully certified for assigned teaching assignment.   |  |  |  |





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

**Annual Goal 1**: Percent of students who perform at meets grade level or above on STAAR MATH in Domain 1 will increase by ten percentage points by June 2025.

•Objective 1: In Domain 1, the percent of students performing at meets Math 3-5 will increase from 46% to 60% by having access to standards-aligned curriculum and small group instruction (14 points away from goal).

•Objective 2: The percent of English Learners who perform at <u>meets</u> Math 3-5 will increase from 35% to 45% by 20having access to standards-aligned curriculum and data driven instruction using ELPS.

38

•Objective 3: The percent of students at-Risk and SPED who perform at <u>meets</u> Math 3-5 will increase from 18% to 28% by having access to standards-aligned curriculum and individualized instruction

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## **Goal Area 1: Effective Teaching & Learning**

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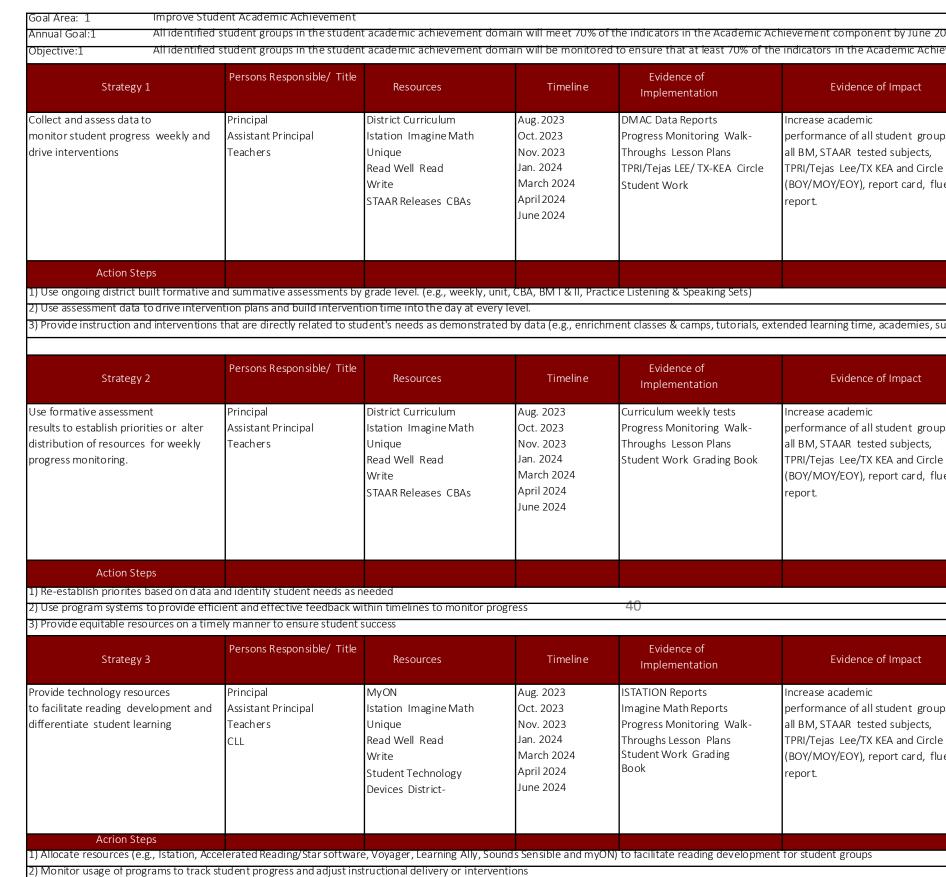


**PHARR-SAN JUAN-ALAMO ISD** SUSTAINABLE DEVELOPMENT GOALS



DAL ADMINISTRATION

### GOAL AREA 1: Effective Teaching & Learning



3) Ensure that campus schedules allow for instructional time for program implementation

| e 2024                            |  |   |
|-----------------------------------|--|---|
|                                   | ent componet are met   |   |
| lineverne                         | Formative/   |   |
|                                   | Summative<br>Assessment  | Title-I School-wide Component   |
| o ups in<br>s,<br>rcle<br>fluency | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>STAR Diagnostic<br>TPRI/Tejas LEE TX KEA<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), Teacher<br>decision-making regarding assessments (A,B,C)  |
|                                   |  |   |
| s, summe                          | er school)   |   |
|                                   | Formative/   |   |
|                                   | Summative<br>Assessment  | Title-I School-wide Component   |
| o ups in<br>5,<br>rcle<br>fluency | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>STAR Diagnostic<br>TPRI/Tejas LEE TX KEA<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), Teacher<br>decision-making regarding assessments (A,B,C), high<br>quality and ongoing professional development<br>(A,B,C) |
|                                   |  |   |
|                                   |  |   |
|                                   |  |   |
|                                   |  |   |
|                                   | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component   |
| oups in                           | Weekly Tests<br>CBA/BM STAAR   | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of  |

|                                | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component   |
|--------------------------------|--|---|
| oups in<br>,<br>cle<br>fluency | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>STAR Diagnostic<br>TPRI/Tejas LEE TX KEA<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), Teacher<br>decision-making regarding assessments (A,B,C), hig<br>quality and ongoing professional development<br>(A,B,C), effective and timely assistance to students<br>experiencing |
|                                |  |   |
|                                |  |   |

### GOAL AREA 1: Effective Teaching & Learning

| Goal Area 1:   | Improve Student Academic                            | Achievement   |   |  |  |  |  |
|--|---|---|---|--|--|--|--|
| Annual Goal 2:   | 4th and 5th grade will increa                       | ase meets and masters in the a  | rea of Reading by 109   | % by June 2024.  |  |  |  |
| Objective 2:   | Implement a curriculum tha                          | at will provide all students the c  | pportunity to success   | sfully increase meets and masters i  | n the area of Reading by 10% by June 20  | 024.   |  |
| Strategy 1   | Persons<br>Responsible/Title                        | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                    | Title-I School- wide Component   |
| Implement extended day<br>intervention and Saturday<br>intervention academies. | Principal<br>Assistant Principal<br>Teachers<br>CLL | MyON<br>Istation Imagine Math<br>Unique<br>Read Well Read<br>Write<br>Student Technology<br>Devices District- approved<br>platforms (GC, Class DOJO,<br>G | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | ISTATION Reports<br>Imagine Math Reports<br>Progress Monitoring Lesson<br>Plans<br>Student Rosters Grading<br>Book Time Sheets | Increase academic<br>performance of all student groups in<br>all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), Teacher<br>decision-making regarding assessments (A,B,C), hi<br>quality and ongoing professional development<br>(A,B,C), effective and timely assistance to student<br>experiencing difficulty (A,B,C) |
| Action Steps   |   |   |   |  |  |  |  |
| 1) Use teacher aides to reinforce instr  |   | ovide small group instruction.  |   |  |  |  |  |
| 2) Allocate funds to pay teachers/inte   |   |   |   |  |  |  |  |
|  | -   | · - ·   | -   | -  | er, Galaxy, Sciencesaurus, K12 Summit)   |  |  |
| 4) Provide instruction and interventio   | ns that are directly related to st                  | udents' needs as demonstrated   | d by data (e.g., enrich   | nment classes, tutorials, extended l   | earning time, enrichment camps, acader   | mies, summer school)                                     |  |
|  | Persons Responsible/ Title                          |   |   | Evidence of  |  | Formative/   |  |
| Strategy 2   |   | Resources   | Timeline  | Implementation   | Evidence of Impact   | Summative<br>Assessment                                  | Title-I School-wide Component  |
| Provide researched-based<br>professional development for<br>teachers.          | Principal<br>Assistant Principal CLL                | DMAC reports<br>TPRI/Tejas LEE TX KEA<br>Circle TELPAS<br>STAAR Release Data<br>Curriculum PD Hoonuit<br>Learning Pathways                                | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | McREL/Walkthroughs<br>Progress Monitoring Lesson<br>Plans Teacher/Administrator<br>Conferences                                 | Increase academic<br>performance of all student groups in<br>all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quali<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by high<br>qualified teachers (A,B,C)       |
| Action Steps<br>1) Provide professional development                            | through district approved consu                     | lltants.  |   |  |  |  |  |
| 2) Teachers will attend research-base  | d trainings and conferences at t                    | he local and state level  |   |  |  |  |  |
| 3) Provide coaching, modeling, learning  | 8   |   | 25.   |  |  |  |  |
| 4) Provide technology training for tea   | chers and instructional aides to                    | meet the needs of the student   | 5.  |  |  |  |  |
| Strategy 3   | Persons Responsible/ Title                          | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                    | Title-I School-wide Component  |
| Use classroom computers and  | Principal   | Desktops  | Aug. 2023   | McREL/Walkthroughs   | Increase academic  | Weekly Tests   | Comprehensive Needs Assessment   |
| electronic devices to enhance and  | Assistant Principal                                 | COWS  | Oct. 2023   | Progress Monitoring Lesson   | performance of all student groups in   | CBA/BM STAAR   | (A,B,C), Reform strategies (A,B,C), Integration of   |
| reinforce instruction.   | Teachers  | Student devices   | Nov. 2023   | Plans Teacher/Administrator  | all BM, STAAR tested subjects,   | TELPAS   | Federal, State, & Local Services (A,B,C), high qua   |
|  | CLL CIT   | WIFI/Hot Spots  | Jan. 2024   | Conferences ISTATION reports   | TPRI/Tejas Lee/TX KEA and Circle   | TPRI/Tejas LEE   | and ongoing professional development (A,B,C),  |
|  | 1   |   | March 2024  |  | (POV/MOV/EOV) report card  | 1  | offective and timely assistance to students  |

| Goal Area 1:   | Improve Student Academi                                 | Achievement   |   |  |  |  |  |
|--|---|---|---|--|--|--|--|
| Annual Goal 2:   | 4th and 5th grade will incre                            | ease meets and masters in the a   | rea of Reading by 10  | % by June 2024.  |  |  |  |
| Objective 2:   | Implement a curriculum th                               | at will provide all students the o  | pportunity to succes  | sfully increase meets and masters in   | n the area of Reading by 10% by June 20  | )24.   |  |
| Strategy 1   | Persons<br>Responsible/Title                            | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                    | Title-I School- wide Component   |
| Implement extended day<br>intervention and Saturday<br>intervention academies.   | Principal<br>Assistant Principal<br>Teachers<br>CLL     | MyON<br>Istation Imagine Math<br>Unique<br>Read Well Read<br>Write<br>Student Technology<br>Devices District- approved<br>platforms (GC, Class DOJO,<br>G | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | ISTATION Reports<br>Imagine Math Reports<br>Progress Monitoring Lesson<br>Plans<br>Student Rosters Grading<br>Book Time Sheets | performance of all student groups in all BM, STAAR tested subjects,  | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), Teacher<br>decision-making regarding assessments (A,B,C), H<br>quality and ongoing professional development<br>(A,B,C), effective and timely assistance to studen<br>experiencing difficulty (A,B,C) |
|  | rventionists.<br>ental resources aligned to the T       | EKS (e.g. Forde Ferrier, STAAR N  |   |  | er, Galaxy, Sciencesaurus, K12 Summit)   |  |  |
| 4) Provide instruction and interventio   | ns that are directly related to s                       | tudents' needs as demonstrated  | l by data (e.g., enrich   | nment classes, tutorials, extended le  | earning time, enrichment camps, acade  | mies, summer school)                                     |  |
| Strategy 2   | Persons Responsible/ Title                              | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                    | Title-I School-wide Component  |
| Provide researched-based<br>professional development for<br>teachers.  | Principal<br>Assistant Principal CLL                    | DMAC reports<br>TPRI/Tejas LEE TX KEA<br>Circle TELPAS<br>STAAR Release Data<br>Curriculum PD Hoonuit<br>Learning Pathways                                | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | McREL/Walkthroughs<br>Progress Monitoring Lesson<br>Plans Teacher/Administrator<br>Conferences                                 | Increase academic<br>performance of all student groups in<br>all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quali<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by high<br>qualified teachers (A,B,C)     |
| Action Steps<br>1) Provide professional development<br>2) Teachers will attend research-base<br>3) Provide coaching, modeling, learnin | d trainings and conferences at                          | the local and state level.  | s.  |  |  |  |  |
| 4) Provide technology training for tead  | chers and instructional aides to                        | meet the needs of the students  |   |  |  |  |  |
| Strategy 3   | Persons Responsible/ Title                              | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                    | Title-I School-wide Component  |
| Use classroom computers and electronic devices to enhance and reinforce instruction.   | Principal<br>Assistant Principal<br>Teachers<br>CLL CIT | Desktops<br>COWS<br>Student devices<br>WIFI/Hot Spots   | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024  | McREL/Walkthroughs<br>Progress Monitoring Lesson<br>Plans Teacher/Administrator<br>Conferences ISTATION reports                | all BM, STAAR tested subjects,   | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qual<br>and ongoing professional development (A,B,C),<br>offective and timely assistance to students  |

| Strategy 3  | Persons Responsible/ Title   | R  | lesources        | Timeline  | Evidence of<br>Implementation   | Evidence of Impact   | Formative/<br>Summative<br>Assessment                    | Title-I School-wide Component  |
|---|--|--|------------------|---|---|--|--|--|
| Use classroom computers and<br>electronic devices to enhance and<br>reinforce instruction.  | Principal<br>Assistant Principal<br>Teachers<br>CLL CIT<br>Lab Manager | Desktops<br>COWS<br>Student<br>WIFI/Hot<br>Computer Labs | devices<br>Spots | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | McREL/Walkthroughs<br>Progress Monitoring Lesson<br>Plans Teacher/Administrator<br>Conferences ISTATION reports<br>Imagine Math reports | Increase academic<br>performance of all student groups in<br>all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quality<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highly<br>qualified teachers (A,B,C) |
| Acrion Steps<br>1) Utilize budget to purchase research-<br>headphones, earpiece, blue light glasses<br>2) Conduct a needs assessment for tech<br>3) Integrate technology TEKS in the curr | s).<br>Inology and trainings.  | to supplement Pr   | eK through 5th   | n grade curriculum (C   | hromebooks, IPADS, Laptops, Sma   | rt TVs, Promethean boards, printers, in  | k, COWS, tablets, hotspots,                              |  |

| Goal Area 1:   | Improve Student Academic   |   |   |  |  |   |  |
|--|--|---|---|--|--|---|--|
| Annual Goal 3:<br>Objective 3:   |  | - Will meet 90% of the expecte<br>-5th will meet 90% of the exp   | 0   | •  | will meet 90% of the expected letter/s   | sound recognition norms is  | by June 2024   |
| Objective 3.   |  |   |   |  |  | Formative/  |  |
| Strategy 1   | Persons Responsible/ Title   | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Summative<br>Assessment   | Title-I School- wide Component   |
| Implement a campus timeline to<br>track and monitor progress at all grade<br>levels. (BOY/MOY/EOY)   | Principal<br>Assistant Principal<br>Teachers<br>CLL                | DMAC reports<br>TPRI/Tejas LEE TX KEA<br>Circle TELPAS<br>STAAR Release Data<br>District Curriculum               | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | McREL/Walkthroughs<br>Progress Monitoring Lesson<br>Plans Teacher/Administrator<br>Conferences Student Progress<br>Reports             | all BM, STAAR tested subjects,   | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qualit<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highl<br>qualified teachers (A,B,C) |
| Action Steps   |  |   |   |  |  |   |  |
| <ol> <li>Provide campus training to teachers for</li> <li>Communicate and share with parents go</li> </ol>   | 0 ,  | 0   |   |  |  |   |  |
| 3) Use fluency lessons provided in district  |  | no thi ough truinings.  |   |  |  |   |  |
| 4) Provide students with hear myself soun  | d phones to increase auditory                                      | feedback and improve fluend   | CY.   |  |  |   |  |
| Strategy 2   | Persons Responsible/ Title   | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                                     | Title-I School-wide Component  |
| Classroom teachers will maintain<br>a fluency progress monitoring record or<br>letter/sound recognition record that<br>includes rate, accuracy, prosody, and<br>comprehension. | Principal<br>Assistant Principal<br>Teachers<br>CLL                | TPRI/Tejas LEE<br>TXKEA<br>Circle TELPAS<br>District Curriculum   | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | McREL/Walkthroughs<br>Progress Monitoring Lesson<br>Plans Teacher/Administrator<br>Conferences Student Fluency<br>Checks (BOY/MOY/EOY) | all BM, STAAR tested subjects,   | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qualit<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highl<br>qualified teachers (A,B,C) |
| Action Steps   |  |   |   |  |  |   |  |
| 1)Provide teachers with Fluency Progress I<br>2)Review Fluency Progress Monitoring for   |  |   | •   |  |  |   |  |
| 3) Teacher / parent or student conference  |  |   |   |  |  |   |  |
| Strategy 3   | Persons<br>Responsible/Title                                       | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                                     | Title-I School-wide Component  |
| Incentives / Programs / reward<br>systems by six weeks   | Principal<br>Assistant Principal<br>Teachers<br>Grade Level Chairs | Principals Report<br>- A & B Honor Roll Report<br>Cards<br>AR Reports Istation<br>Reports<br>Imagine Math Reports | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Calendar Assembly<br>Six Weeks Awards<br>Assemblies<br>AR Recognition  | Increase academic<br>performance of all student groups in<br>all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quality<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C)  |
| Action Steps<br>1) Schedule dates for assemblies with Grad   | de levels / Librarian / PE / Mus                                   | sic   |   |  |  |   |  |
| 2) Purchase incentives/snacks from district  |  |   |   |  |  |   |  |
|  |  |   |   |  |  |   |  |

## Goal Area 2: Student Support



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**PHARR-SAN JUAN-ALAMO ISD** SUSTAINABLE DEVELOPMENT GOALS



AL ADMINISTRATION

| Goal Area 2:<br>Annual Goal 1: | Closing the Gap<br>All identified student gr  | roups in the Closing the Gap domain   | will meet 70% of the  | e indicators in the Academic Achie  | evement component by June 2024   |   |   |  |  |  |
|--------------------------------|---|---|---|---|--|---|---|--|--|--|
| Dbjective 1:                   | All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic achievement component are met by June 2024. |   |   |   |  |   |   |  |  |  |
| Strategy 1                     | Persons<br>Responsible/Title  | Resources   | Timeline  | Evidence of<br>Implementation   | Evidence of Impact   | Formative/<br>Summative<br>Assessment                                     | Title-I School- wide Component  |  |  |  |
| 1 6 7                          | Principal<br>Assistant Principal<br>Teachers<br>CLL<br>Counselor  | TPRI/Tejas LEE<br>TX KEA<br>Circle TELPAS<br>District Curriculum Fluency<br>Checks STAAR Release<br>Data CBA/BM<br>Weekly Assessment<br>ISTATION/Imagine Math<br>Student Observation Data | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | McREL/Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Teacher/Administrator<br>Conferences Grade Book<br>Student Work Samples | Increase academic<br>performance of all student groups<br>in all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration<br>Federal, State, & Local Services (A,B,C), high<br>quality and ongoing professional developmen<br>(A,B,C), effective and timely assistance to<br>students experiencing difficulty (A,B,C),<br>instruction by highly qualified teachers (A,B,C |  |  |  |
| Action Steps                   |   |   |   |   |  |   |   |  |  |  |

| ) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes & camps, tutorials, extended learning time, academies, summer school) |  |  |   |  |  |   |  |  |  |  |
|--|--|--|---|--|--|---|--|--|--|--|
| Strategy 2   | Persons Responsible/ Title   | Resources  | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment                                     | Title-I School-wide Component  |  |  |  |
| mprove student attendance to<br>neet daily district goal of 97.5%.   | Principal<br>Assistant Principal<br>Teachers<br>Parent Educator<br>Counselor | PEIMS- Daily Attendace<br>Rep. Student<br>incentives Social<br>media ARP | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Daily classroom<br>attendance records End of<br>day attendance recognition<br>PEIMS-Daily Attendance<br>Reports<br>Perfect Attendance<br>Recognition | Increase academic<br>performance of all student groups<br>in all BM, STAAR tested subjects,<br>TPRI/Tejas Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among student<br>groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high<br>quality and ongoing professional development<br>(A,B,C), effective and timely assistance to<br>students experiencing difficulty (A,B,C),<br>instruction by highly qualified teachers (A,B,C) |  |  |  |
| Action Steps   |  |  |   |  |  |   |  |  |  |  |

2) Daily personal and automated calls to parents, including home visits, at district and campus level.

3) Provide training to parents on attendance state regulations and requirements. (State Compulsory Law -TEC 25.092)

4) Clasroom teachers will implement an incentive program for their classroom to promote daily attendance. (sticker chart, class raffles, verbal student recognition)

### GOAL AREA 2: Student Support

|  | Goal Area 2:   | Closing the Gap  |
|--|----------------|--|
|  | Annual Goal 1: | All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2024.        |
|  | Objective 1:   | All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% of the indicators in the Academic ac |

| Strategy 3                    | Persons Responsible/<br>Title | Resources                | Timeline   | Evidence of<br>Implementation | Evidence of Impact          | Formative/<br>Summative<br>Assessment | Title-I School- wide Component             |
|-------------------------------|-------------------------------|--------------------------|------------|-------------------------------|-----------------------------|---------------------------------------|--|
| Implement a parental          | Principal                     | Funds for refreshments   | Aug. 2023  | Sign-in sheets                | Increase academic           | Weekly Tests                          | Comprehensive Needs Assessment             |
| involvement program that will | Assistant Principal           | PAC meeting calendar     | Oct. 2023  | Recorded virtual              | performance of all student  | CBA/BM                                | (A,B,C), Reform strategies (A,B,C),        |
| provide a home-school         | Teachers                      | Social media             | Nov. 2023  | meetings PAC                  | groups in all BM, STAAR     | STAAR                                 | Integration of Federal, State, & Local     |
| connection to ensure academic | Parent Educator               | Local community/district | Jan. 2024  | meeting agenda                | tested subjects, TPRI/Tejas | TELPAS                                | Services (A,B,C), high quality and ongoing |
| success.                      | Counselor                     | speakers                 | March 2024 | Parent feedback/survey        | Lee/TX KEA and Circle       | TPRI/Tejas LEE                        | professional development (A,B,C),          |
|                               |                               |                          | April 2024 | Meeting advertisements        | (BOY/MOY/EOY), report card, | Circle                                | effective and timely assistance to         |
|                               |                               |                          | June 2024  | Social media                  | fluency report. Closing the | ΤΧ ΚΕΑ                                | students experiencing difficulty (A,B,C),  |
|                               |                               |                          |            |                               | achievement gap among       |                                       | strategies to increase parental            |
|                               |                               |                          |            |                               | student groups              |                                       | involvement (A,C,D)                        |
| Acrion Steps                  |                               |                          |            |                               |                             |                                       |  |

.) Conduct meet the teacher hight, curriculum hight, TELPAS information meeting, STAAK information meeting, TPRI/Telas LEE, Circle 2) Promote parental involvement through social media (e.g., Class DOJO, Facebook, Google Classroom, TEAMS, school website) 3) Schedule parent/teacher conferences to discuss assessment results, student conduct, student goals and academic performance 4) Conduct monthly PAC meetings to discuss ways to help their child: offer both AM and PM times, in person and virtual meetings.

| Strategy 4   | Persons<br>Responsible/Title                                     | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment   | Title-I School-wide Component  |
|--|--|---|---|--|--|---|--|
| Ensure additional assistance to<br>students who experience<br>difficulty mastering content and<br>performance standards<br>(TEKS/STAAR), | Principal<br>Assistant Principal<br>Teachers<br>Counselor<br>CLL | District Curriculum<br>CBA/BM<br>STAAR Data DMAC<br>Reports | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>RTI/504/IEPs<br>DMAC Reports<br>45 | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report. Closing<br>the achievement gap among<br>student groups Decrease in<br>discipline referrals | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to<br>students experiencing difficulty (A,B,C),<br>instruction by highly qualified teachers<br>(A,B,C) |
| Action Steps   |  |   |   |  |  |   |  |

1) Include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance: RTI (BOY, MOY, EOY) 504 (yearly and as needed), Progress Monitoring (weekly)

2) Staff development for teachers related to identification of learning and academic difficulties

3) Teacher/parent conferences to discuss: a) what the school will do to help the student meet the standards b) what the parents can do to help the student's performance c) additional assistance at the school or elsewhere in the community

achievement component are met by June 2024.

### GOAL AREA 2: Student Support

| Goal Area 2:<br>Annual Goal 2:<br>Objective 2:   |  |   |   |  | im to support social-emotional a<br>10% of the time by June 2024.  | nd academic success   | by June 2024.  |
|--|--|---|---|--|--|---|--|
| Strategy 1   | Persons Responsible/<br>Title                          | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact   | Formative/<br>Summative<br>Assessment   | Title-I School-wide Component  |
| Address at-risk population to<br>support their emotional, social,<br>and academic needs. | Principal<br>Assistant Principal<br>Teachers Counselor | District G & C<br>Curriculum<br>SEL Virtual Lessons<br>WITS<br>SuccessEd (RTI/504)<br>Student<br>incentives/resources<br>Student devices (virtual<br>support) | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>RTI/504/IEPs | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report. Closing<br>the achievement gap among<br>student groups Decrease in<br>discipline referrals | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA               | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to student<br>experiencing difficulty (A,B,C), instruction<br>by highly qualified teachers (A,B,C) |
| 2) Counselor will attend state ar  | d local conferences and<br>lowing services: RTI/504    | trainings for continued pro<br>identification and case ma   | ofessional develo<br>nagement, guida  | pment.<br>Ince lessons, individual and gi  | prevention, fire prevention, away<br>roup counseling, monthly parent<br>Evidence of Impact   | al meetings, staff tra<br>Formative/<br>Summative   |  |
| Implement the district's<br>Elementary Guidance and<br>Counseling curriculum             | Principal<br>Assistant Principal<br>Counselor          | District G & C<br>Curriculum<br>SEL Virtual Lessons<br>WITS<br>Student<br>incentives/resources<br>Student devices (virtual                                    | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>RTI/504/IEPs | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report. Closing<br>the achievement gap among   | Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to student<br>experiencing difficulty (A,B,C), instruction   |
|  |  | support)  |   |  | student groups Decrease in discipline referrals  |   | by highly qualified teachers (A,B,C)   |

### GOAL AREA 2: Student Support

| Annual Goal 3:<br>Objective 2:   | All EBs will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing.<br>70 % of student groups will be expected to increase in at least one proficiency rating of Listening, Speaking, Reading and<br>Writing by June 2024. |  |   |  |   |   |   |  |  |  |  |
|--|---|--|---|--|---|---|---|--|--|--|--|
| Strategy 1   | Persons Responsible/<br>Title   | Resources  | Timeline  | Evidence of<br>Implementation  | Evidence of Impact                                  | Formative/<br>Summative<br>Assessment   | Title-I School-wide Component   |  |  |  |  |
| Implement English Language<br>Instruction block with fidelity  | Principal<br>Assistant Principal<br>CLL<br>Teachers   | TELPAS Online Practice<br>District Curriculum<br>Summit K12<br>Istation<br>ELPS Strategies | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Summit K12 Progress<br>Measuring & BMs | Increase academic<br>performance of all EB students | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction<br>by highly qualified teachers (A,B,C) |  |  |  |  |
| Action Steps<br>1) Encourage students to speak<br>2) All staff modeling speaking ind<br>3) Weekly istation Lessons<br>4) Weekly Summit K12 Lessons | •   |  |   |  |   |   |   |  |  |  |  |
| Strategy 2   | Persons Responsible/  | Resources  | Timeline  | Evidence of  | Evidence of Impact                                  | Formative/<br>Summative   | Title-I School-wide Component   |  |  |  |  |

| Strategy 2  | Persons Responsible/<br>Title                            | Resources  | Timeline  | Evidence of<br>Implementation  | Evidence of Impact                                  | Formative/<br>Summative<br>Assessment   | Title-I School-wide Component  |
|---|--|--|---|--|---|---|--|
| Train all staff on TELPAS<br>descriptors and online student<br>tutorials                    | Principal<br>Assistant Principal<br>CLL<br>Reading Coach | TELPAS Online Practice<br>District Curriculum<br>Summit K12<br>Istation<br>ELPS Strategies | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>PD | Increase academic<br>performance of all EB students | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to student<br>experiencing difficulty (A,B,C), instruction<br>by highly qualified teachers (A,B,C) |
| Action Steps  |  |  |   |  |   |   |  |
| <ol> <li>Teachers will be training on TE</li> <li>Teachers will be trained on ho</li> </ol> | •  | •  |   |  |   |   |  |

### GOAL AREA 2: Student Support

| Annual Goal 3:<br>Objective 2:  |   | All EBs will participate in TELPAS online tutorials that will increase Listening, Speaking, Reading and Writing.<br>70% of student groups will be expected to increase in at least one proficiency rating of Listening, Speaking, Reading and<br>Writing by June 2024. |   |  |                    |   |   |  |  |  |  |  |
|---|---|--|---|--|--------------------|---|---|--|--|--|--|--|
| Strategy 1  | Persons Responsible/<br>Title                       | Resources  | Timeline  | Evidence of<br>Implementation  | Evidence of Impact | Formative/<br>Summative<br>Assessment   | Title-I School-wide Component   |  |  |  |  |  |
| Implement English Language<br>Instruction block with fidelity   | Principal<br>Assistant Principal<br>CLL<br>Teachers | TELPAS Online Practice<br>District Curriculum<br>Summit K12<br>Istation<br>ELPS Strategies   | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Summit K12 Progress<br>Measuring & BMs |                    | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction<br>by highly qualified teachers (A,B,C) |  |  |  |  |  |
| Action Steps  |   |  |   |  |                    |   |   |  |  |  |  |  |
| <ol> <li>Encourage students to speak</li> <li>All staff modeling speaking in</li> <li>Weekly istation Lessons</li> <li>Weekly Summit K12 Lessons</li> </ol> | complete sentences.                                 |  |   |  |                    |   |   |  |  |  |  |  |
| Stratemy 2  | Persons Responsible/                                | Pasourcas  | Timeline  | Evidence of  | Evidence of Impact | Formative/<br>Summative   | Title I School wide Component   |  |  |  |  |  |

| Strategy 2  | Persons Responsible/<br>Title | Resources  | Timeline  | Evidence of<br>Implementation  | Evidence of Impact                                  | Formative/<br>Summative<br>Assessment   | Title-I School-wide Component  |
|---|-------------------------------|--|---|--|---|---|--|
| Train all staff on TELPAS<br>descriptors and online student<br>tutorials                    | CLL<br>Reading Coach          | TELPAS Online Practice<br>District Curriculum<br>Summit K12<br>Istation<br>ELPS Strategies | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>PD | Increase academic<br>performance of all EB students | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to student<br>experiencing difficulty (A,B,C), instruction<br>by highly qualified teachers (A,B,C) |
| Action Steps  |                               |  |   |  |   |   |  |
| <ol> <li>Teachers will be training on TE</li> <li>Teachers will be trained on ho</li> </ol> | •                             | •  |   |  |   |   |  |

### GOAL AREA 2: Closing the Gap

| Goal Area 2:   | Closing the Gap   |  |   |   |   |  |  |
|--|---|--|---|---|---|--|--|
| Annual Goal 3:   | All student groups will   | participate in TELPAS onli   | ine tutorials that  | t will increase Listening, Spea   | aking, Reading and Writing ratin  | igs by June 2021.  |  |
| Objective 3:   | 70% of student groups   | will be expected to incre  | ase to one profi  | ciency rating in Listening, Spe   | eaking, Reading and Writing by  |  |  |
| Strategy 1   | Persons Responsible/<br>Title   | Resources  | Timeline  | Evidence of<br>Implementation   | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |
| Implement English Language<br>Instruction block with fidelity  | Principal<br>Assistant Principal<br>Teachers  | Telpas Online Practice<br>resource book<br>District Curriculum<br>Reach<br>Istation<br>ELPS Strategies | Aug. 2020<br>Oct. 2020<br>Nov. 2020<br>Jan. 2021<br>March 2021<br>April 2021<br>June 2021             | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples  | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS<br>ratings. Closing the<br>achievement gap among<br>student groups | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS  | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to<br>students experiencing difficulty (A,B,C),<br>instruction by highly qualified teachers<br>(A,B,C) |
| Action Steps<br>1) Encourage students to speak   | in complete sentences v   | virtually and in person.   |   |   |   |  |  |
|  |   |  |   |   |   |  |  |
| 2) Teachers modeling speaking i<br>3) Weekly Istation Jessons  | in complete sentences.  |  |   |   |   |  |  |
| 2) Teachers modeling speaking<br>3) Weekly Istation lessons.<br>Strategy 2   | in complete sentences.<br>Persons Responsible/<br>Title   | Resources  | Timeline  | Evidence of<br>Implementation   | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |
| <ol><li>Weekly Istation lessons.</li></ol>   | Persons Responsible/  | TELPAS Online Practice<br>resource book<br>District Curriculum<br>Reach                                | Timeline<br>Aug. 2020<br>Oct. 2020<br>Nov. 2020<br>Jan. 2021<br>March 2021<br>April 2021<br>June 2021 |   | Increase academic   | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS                             | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local  |
| 3) Weekly Istation lessons.<br>Strategy 2<br>Train all staff on TELPAS<br>descriptors and online student                               | Persons Responsible/<br>Title<br>Principal<br>Assistant Principal<br>Teachers   | TELPAS Online Practice<br>resource book<br>District Curriculum<br>Reach<br>Istation<br>ELPS Strategies | Aug. 2020<br>Oct. 2020<br>Nov. 2020<br>Jan. 2021<br>March 2021<br>April 2021<br>June 2021             | Implementation<br>Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Professional                | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS<br>ratings. Closing the<br>achievement gap among                   | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to<br>students experiencing difficulty (A,B,C),<br>instruction by highly qualified teachers            |
| 3) Weekly Istation lessons.<br>Strategy 2<br>Train all staff on TELPAS<br>descriptors and online student<br>tutorials.<br>Action Steps | Persons Responsible/<br>Title<br>Principal<br>Assistant Principal<br>Teachers<br>ELPAS descriptors and th<br>ow to promote biweekly | TELPAS Online Practice<br>resource book<br>District Curriculum<br>Reach<br>Istation<br>ELPS Strategies | Aug. 2020<br>Oct. 2020<br>Nov. 2020<br>Jan. 2021<br>March 2021<br>April 2021<br>June 2021             | Implementation<br>Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Professional<br>Development | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS<br>ratings. Closing the<br>achievement gap among                   | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to<br>students experiencing difficulty (A,B,C),<br>instruction by highly qualified teachers            |

|   | Closing the Gap   |  |  |  |   |  |  |
|---|---|--|--|--|---|--|--|
| Annual Goal 3:  | All student groups will partic                                    | cipate in TELPAS online tutorial   | s that will increase Lis   | tening, Speaking, Reading and Wr   | iting ratings by June 2024.   |  |  |
| Objective 3:  | 70% of student groups will b                                      | e expected to increase one pro   | oficiency rating in Liste  | ening, Speaking, Reading and Writ  | ing by June 2024.   |  |  |
| Strategy 1  | Persons Responsible/ Title  | Resources  | Timeline   | Evidence of<br>Implementation  | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |
| Implement English Language<br>Instruction block with fidelity   | Principal<br>Assistant Principal<br>Teachers                      | Telpas Online Practice<br>resource book District<br>Curriculum Reach<br>Istation<br>ELPS Strategies              | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024              | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples   | Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS ratings.<br>Closing the achievement gap among<br>student groups                       | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA                  | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quality<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highly<br>qualified teachers (A,B,C) |
| Action Steps<br>1) Encourage students to speak in cor   | nuloto contoncos virtually and in                                 |  |  |  |   |  |  |
| I) Encourage students to speak in cor   | inplete sentences virtually and in                                | person.  |  |  |   |  |  |
| <ol> <li>2) Teachers modeling speaking in corr</li> <li>3) Weekly Istation lessons.</li> </ol>  |   | person.  |  |  |   |  |  |
| 2) Teachers modeling speaking in con  |   | Resources  | Timelin e  | Evidence of<br>Implementation  | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |
| 2) Teachers modeling speaking in com<br>3) Weekly Istation lessons.   | nplete sentences.   |  | Timelin e<br>Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 |  | Evidence of Impact<br>Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS ratings.<br>Closing the achievement gap among<br>student groups | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM STAAR                                    | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qualit<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students  |
| 2) Teachers modeling speaking in com<br>3) Weekly Istation lessons.<br>Strategy 2<br>Train all staff on TELPAS<br>descriptors and online student                | Persons Responsible/ Title Principal Assistant Principal          | Resources<br>TELPAS Online Practice<br>resource book District<br>Curriculum Reach<br>Istation                    | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024                           | Implementation<br>Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Professional Development | Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS ratings.<br>Closing the achievement gap among   | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qualit<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by high                                  |
| 2) Teachers modeling speaking in corr<br>3) Weekly Istation lessons.<br>Strategy 2<br>Train all staff on TELPAS<br>descriptors and online student<br>tutorials. | Persons Responsible/ Title Principal Assistant Principal Teachers | Resources<br>TELPAS Online Practice<br>resource book District<br>Curriculum Reach<br>Istation<br>ELPS Strategies | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024                           | Implementation<br>Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Professional Development | Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS ratings.<br>Closing the achievement gap among   | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qualit<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highl                                 |

| Goal Area 2:  | Closing the Gap                              |   |   |  |   |   |  |
|---|--|---|---|--|---|---|--|
| Annual Goal 3:  | All student groups will partic               | cipate in TELPAS online tutorials   | that will increase Lis  | tening, Speaking, Reading and Wri  | ting ratings by June 2024.  |   |  |
| Objective 3:  | 70% of student groups will b                 | be expected to increase one pro   | ficiency rating in List   | ening, Speaking, Reading and Writi   | ng by June 2024.  |   |  |
| Strategy 1  | Persons Responsible/ Title                   | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact  | Formative/<br>Summative<br>Assessment                                     | Title-I School-wide Component  |
| Implement English Language<br>Instruction block with fidelity             | Principal<br>Assistant Principal<br>Teachers | Telpas Online Practice<br>resource book District<br>Curriculum Reach<br>Istation<br>ELPS Strategies | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples                             | Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS ratings.<br>Closing the achievement gap among<br>student groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quality<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highly<br>qualified teachers (A,B,C) |
| Action Steps  |  |   |   |  |   |   |  |
| 1) Encourage students to speak in cor                                     | nplete sentences virtually and in            | person.   |   |  |   |   |  |
| 2) Teachers modeling speaking in con                                      | nplete sentences.                            |   |   |  |   |   |  |
| 3) Weekly Istation lessons.   |  |   |   |  |   |   |  |
| Strategy 2  | Persons Responsible/ Title                   | Resources   | Timeline  | Evidence of<br>Implementation  | Evidence of Impact  | Formative/<br>Summative<br>Assessment                                     | Title-I School-wide Component  |
| Train all staff on TELPAS<br>descriptors and online student<br>tutorials. | Principal<br>Assistant Principal<br>Teachers | TELPAS Online Practice<br>resource book District<br>Curriculum Reach<br>Istation<br>ELPS Strategies | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Walkthroughs<br>Progress Monitoring Data<br>Lesson Plans<br>Student Work Samples<br>Professional Development | Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card, fluency report, TELPAS ratings.<br>Closing the achievement gap among<br>student groups | Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle<br>TX KEA | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quality<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), instruction by highly<br>qualified teachers (A,B,C) |
| Action Steps  |  |   |   |  |   |   |  |
| 1) Teachers will be trained on TELPAS                                     | descriptors and the online pract             | ice resource book.  |   |  |   |   |  |
| 2) Teachers will be trained on how to                                     | promote biweekly TELPAS online               | e tutorials.  |   |  |   |   |  |
| 3) Implement classroom activities tha                                     | t promote listening, speaking, re            | ading and writing in English.   |   |  |   |   |  |
| 4) Purchase student headsets with bu                                      | ilt in microphones for TELPAS on             | line assessments.   |   |  |   |   |  |

### GOAL AREA 2: Student Support

# Goal Area 3: Family & Community Involvement



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PHARR-SAN JUAN-ALAMO ISD SUSTAINABLE DEVELOPMENT GOALS



SAL ADMINISTRATION

| Goal Area 3:  | Improve Safety, Public Su              | pport, Culture and Climate  |                            |   |   |   |                                   |
|---|--|---|----------------------------|---|---|---|-----------------------------------|
| Annual Goal 1:  | By June 2024, the campus               | 's positive culture and clima   | ate will increase f        | or teachers and staff perception of   | staff-student relationships.  |   |                                   |
| Objective 1:  | By June 2024, student soc              | ial and emotional learning k  | nowledge and sk            | kills will increase.  |   |   |                                   |
| Strategy 1  | Persons Responsible                    | Resources   | Timeline                   | Evidence of Implementation  | Evidence of Impact  | Formative Evaluation  | Title-I School- Wide<br>Component |
| All students will be provided<br>guidance lessons that build on<br>the social emotional<br>development of the student                       | Teachers<br>Principals<br>Counselor    | *Region One and State<br>Conference Training and<br>Materials<br>*Research Based Best<br>Practices<br>*PreK-5th Counseling<br>and Guidance<br>Curriculum<br>*Structured and<br>intentional Timelines<br>*Feedback Surveys | Aug. 2023 –<br>August 2024 | *Attendance Reports<br>*Walk Through/Observation<br>Reports<br>*Timelines<br>* PowerPoint Presentations<br>*Student SEL Profiles<br>*Student Guidance Lessons<br>*Completed Surveys | *Culture and Climate<br>Survey (BOY, MOY & EOY)<br>*Increase in student<br>participation<br>*Increase in Student<br>Achievement | * Panoroma Surveys and<br>Needs Assessments<br>*SEL Skills Universal<br>Screener<br>*Participation<br>*Performance<br>* Walk Through<br>Software/Portal | Title I: #2, #9, #10              |
|   |  | J.  | 1                          | Action Steps  |   |   |                                   |
| 1) Implement Pre-K through 5th  | comprehensive counseling               | and guidance curriculum du  | ring advisory per          |   |   |   |                                   |
| 2) Deliver virtual Social Emotion   | al Learning Student Academ             | es  |                            |   |   |   |                                   |
| 3) Analyze data collected from F  | anorama SEL skills surveys a           | nd needs assessments  |                            |   |   |   |                                   |
| Strategy 2  | Persons Responsible                    | Resources   | Timeline                   | Evidence of Implementation  | Evidence of Impact  | Formative Evaluation  | Title-I School- Wide<br>Component |
| Teachers will embed the five<br>social emotional learning<br>competencies during their<br>content areas and extra-<br>curricular activities | *Principals<br>*Teachers<br>*Counselor | *District Training and<br>Materials<br>*Research Based Best<br>Practices<br>*Structured and<br>intentional Timelines  | Aug. 2023 –<br>August 2024 | *Walk Through /Observation<br>Reports<br>*Lesson Plans<br>*Completed Surveys  | *SEL Skills Screener<br>*Increase in student<br>classroom participation<br>*Increase in Student<br>Achievement                  | * Panorama Climate<br>Survey<br>*Participation and<br>Performance<br>*Panorama SEL Skills<br>Screener   | Title I: #2 #9, #10               |
|   |  | *Survey Feedback  |                            |   |   |   |                                   |
|   |  | *Survey Feedback  |                            | Action Steps  |   |   |                                   |
| ) Implement and address the f   | ollowing skills in their lessons       |   | lf-management,             | Action Steps<br>social awareness, relationship skills,  | , and responsible decision-ma   | king.   |                                   |
|   |  | s such as: self-awareness, se   |                            |   |   | king.   |                                   |

| Goal Area 3:   | Improve Safety, Public Sup   | port, culture and chimate   |                                     |   |   |  |                                   |
|--|--|---|-------------------------------------|---|---|--|-----------------------------------|
| Annual Goal 1:   | By June 2024, the district's   | positive culture and climate  | e will increase ba                  | sed on teachers and staff perceptior  | n of staffstudent relationships.  |  |                                   |
| Objective 2:   | By June 2024, 100% of tead   | chers and staff will participa  | te in Social Emot                   | tional Learning professional developr   | ment and implementstrategies  | s to increase staff-student relat                | tionships.                        |
| Strategy 1   | Persons Responsible  | Resources   | Timeline                            | Evidence of Implementation  | Evidence of Impact  | Formative Evaluation                             | Title-I School- Wide<br>Component |
| All teachers and staff will be<br>provided professional<br>development on social<br>emotional learning to increase<br>staff-student relationships      | *Assistant Superintendent<br>for Student Services<br>*Director of Counseling &<br>Guidance<br>*Executive Officers<br>*Principals<br>*Counselors  | *PowerPoint<br>Presentations<br>*Timelines<br>*Tools and resources to<br>monitor its effectiveness                      | Aug. 2023 –<br>August 2024          | *Agendas<br>*Sign in Sheets<br>*ERO Staff Development<br>Registration Reports             | *Increase in student<br>participation and<br>performance                              | *Side by side data analysis                      | *Title I: #4, #10                 |
|  |  |   |                                     | Action Steps  |   |  |                                   |
|  | •  | •   | onal learning topi                  |   |   |  |                                   |
| •  | •  | •   | onal learning topi<br>Timeline      |   | Evidence of Impact  | Formative Evaluation                             | Title-I School- Wide<br>Component |
| 2) Train teachers and staff on the<br><b>Strategy 2</b><br>Teachers will implement and<br>integrate social emotional<br>learning activities with their | e counseling and guidance less   | ons and resources   |                                     |   | <b>Evidence of Impact</b><br>*Increase in student<br>participation and<br>performance | Formative Evaluation *Side by side data analysis |                                   |
| 2) Train teachers and staff on the<br><b>Strategy 2</b><br>Feachers will implement and<br>ntegrate social emotional<br>earning activities with their   | e counseling and guidance less<br>Persons Responsible<br>*Assistant Superintendent<br>for Student Services<br>*Director of Counseling &<br>Guidance<br>*Executive Officers<br>*Principals                | Resources<br>*Lessons on SEL interventions<br>*Curriculum timeline<br>*Tools and resources to                           | Timeline<br>Aug. 2023 –             | Evidence of Implementation *Walk Through Reports *Completed Teacher Surveys *Lesson Plans | *Increase in student participation and  |  | Component                         |
| Teachers will implement and<br>integrate social emotional<br>learning activities with their<br>students  | e counseling and guidance less<br>Persons Responsible<br>*Assistant Superintendent<br>for Student Services<br>*Director of Counseling &<br>Guidance<br>*Executive Officers<br>*Principals<br>*Counselors | Resources<br>*Lessons on SEL interventions<br>*Curriculum timeline<br>*Tools and resources to monitor its effectiveness | Timeline<br>Aug. 2023 –<br>May 2024 | Evidence of Implementation *Walk Through Reports *Completed Teacher Surveys               | *Increase in student participation and  |  | Component                         |

| Goal Area 3:                       | Improve Safety, Public Sup   | port, Culture and Climate |               |                                |                              |                        |                                   |  |  |  |  |
|------------------------------------|--|---------------------------|---------------|--------------------------------|------------------------------|------------------------|-----------------------------------|--|--|--|--|
| Annual Goal 2:                     | By June 2024, the students' perception for their physical and psychological school safety will improve.                    |                           |               |                                |                              |                        |                                   |  |  |  |  |
| Objective 1:                       | By June 2024, 100% of the campus will implement safety and violence prevention protocols that will increase school safety. |                           |               |                                |                              |                        |                                   |  |  |  |  |
| Strategy 1                         | Persons Responsible  | Resources                 | Timeline      | Evidence of Implementation     | Evidence of Impact           | Formative Evaluation   | Title-I School- Wide<br>Component |  |  |  |  |
| Provide staff development for      | *Assistant   | *Training equipment       | *August 2023  | *Agendas                       | *No active threat situations | *BOY, MOY, and EOY     | *Title I: #10: Coordination and   |  |  |  |  |
| administrators, security, and      | Superintendent for   | *Power Point              | *January 2024 | *Sign-in sheets                | *Improved security/safety    | security/safety audits | integration of Federal, State,    |  |  |  |  |
| campus police officers on safety   | Student Services   | Presentation              | *August 2024  | *Security/Safety audit reports | audits                       |                        | and Local Services, Programs,     |  |  |  |  |
| procedures to increase school      | *Director of Student   | *Security cameras         |               | *School lockdown               |                              |                        | and Funds                         |  |  |  |  |
| safety                             | Management Services  | *Security/Safety audits   |               | documentation                  |                              |                        |                                   |  |  |  |  |
|                                    | *Director for Security and   |                           |               |                                |                              |                        |                                   |  |  |  |  |
|                                    | Safety Department  |                           |               |                                |                              |                        |                                   |  |  |  |  |
|                                    | *Chief of Police   |                           |               |                                |                              |                        |                                   |  |  |  |  |
|                                    |  |                           |               |                                |                              |                        |                                   |  |  |  |  |
|                                    |  |                           |               |                                |                              |                        |                                   |  |  |  |  |
|                                    |  |                           |               |                                |                              |                        |                                   |  |  |  |  |
|                                    | ·  | ·                         | ·             | Action Steps                   |                              | ·                      |                                   |  |  |  |  |
| 1)Train on lockdown procedures     | and active threat situations   |                           |               |                                |                              |                        |                                   |  |  |  |  |
| 2) Conduct daily security/safety a | udits at all campuses  |                           |               |                                |                              |                        |                                   |  |  |  |  |

| Strategy 2                          | Persons Responsible           | Resources                    | Timeline          | Evidence of Implementation | Evidence of Impact         | Formative Evaluation | Title-I School- Wide<br>Component |
|-------------------------------------|-------------------------------|------------------------------|-------------------|----------------------------|----------------------------|----------------------|-----------------------------------|
| Provide staff development for       | *Assistant                    | *Training materials          | *August 2023      | *Agendas                   | *Decrease in behavior      | *BOY, MOY, and EOY   | *Title I: #10: Coordination and   |
| administrators, security, and       | Superintendent for            | *Power Point                 | *January 2024     | *Sign-in sheets            | intervention forms, ISS,   | student surveys      | integration of Federal, State,    |
| campus police officers on           | Student Services              | Presentation                 | *August 2024      | *PEIMS Discipline Data     | OSS and DAEP(Buell)        | *Six Weeks Behavior  | and Local Services, Programs,     |
| violence prevention procedures      | *Director of Student          | *Safe2SpeakUp App            |                   | *Student Survey Data       | *Students' perception of   | Intervention Reports | and Funds                         |
| to increase school safety           | Management Services           | *Student Surveys             |                   |                            | school safety has improved |                      |                                   |
|                                     | *Director for Security and    |                              |                   |                            |                            |                      |                                   |
|                                     | Safety Department             |                              |                   |                            |                            |                      |                                   |
|                                     | *Chief of Police              |                              |                   |                            |                            |                      |                                   |
|                                     |                               |                              |                   |                            |                            |                      |                                   |
|                                     |                               |                              |                   |                            |                            |                      |                                   |
|                                     |                               |                              |                   |                            |                            |                      |                                   |
|                                     |                               |                              |                   | Action Steps               |                            |                      |                                   |
| 1) Train on de-escalation, bullying | g, cyberbullying, Safe2Speak  | Jp, and restorative practice | S                 |                            |                            |                      |                                   |
| 2) Conduct and collect student su   | irveys to evaluate the studer | nts' physical and psychologi | cal school safety |                            |                            |                      |                                   |
|                                     |                               |                              |                   |                            |                            |                      |                                   |

| Strategy 1       Persons         Systems will be in place to       Principal         engage parents on constructive       Assistant         personalized ongoing feedback of their       Teachers         child's performance, state and local       Parent E         assessments, and college readiness.       Parent E | s Responsible/ Title<br>al<br>nt Principal | Resources<br>Parent outreach<br>PAC meeting calendar Social<br>media          | Aug. 2023<br>Oct. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | Evidence of<br>Implementation<br>Sign-in sheets<br>Recorded virtual<br>meetings<br>PAC meeting agenda Parent<br>feedback/survey Meeting<br>advertisements Social media<br>Parent contact logs | performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card. Closing the achievement gap<br>among student groups Decrease                      |  | Title-I School-wide Component<br>Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high quali<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students  |
|--|--|---|--|---|---|--|--|
| Strategy 1<br>ystems will be in place to Principal<br>ngage parents on constructive Assistant<br>rersonalized ongoing feedback of their Teachers<br>hild's performance, state and local<br>ssessments, and college readiness.  | al<br>nt Principal<br>rs Counselor         | Parent outreach<br>PAC meeting calendar Social<br>media                       | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024                           | ImplementationSign-in sheetsRecorded virtualmeetingsPAC meeting agenda Parentfeedback/survey Meetingadvertisements Social media   | Increase academic<br>performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card. Closing the achievement gap<br>among student groups Decrease | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qual<br>and ongoing professional development (A,B,C),   |
| engage parents on constructive Assistant<br>personalized ongoing feedback of their Teachers<br>child's performance, state and local<br>assessments, and college readiness.   | nt Principal<br>rs Counselor               | PAC meeting calendar Social<br>media  | Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024  | Recorded virtual<br>meetings<br>PAC meeting agenda Parent<br>feedback/survey Meeting<br>advertisements Social media   | performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report<br>card. Closing the achievement gap<br>among student groups Decrease                      | CBA/BM STAAR<br>TELPAS<br>TPRI/Tejas LEE Circle  | (A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qual<br>and ongoing professional development (A,B,C),   |
|  |  |   |  |   | discipline referrals  |  | experiencing difficulty (A,B,C), strategies to increase parental involvement (A,B,C,D)   |
| Action Steps 1) Provide information through report cards, prog   |  |   |  |   |   |  |  |
| 2) Establish and maintain interactive communicati<br>3) Have two teacher/parent conferences per year   |  |   |  | <b>U</b> 71   | with refreshments, district approved virt   | ual platforms)   |  |
| Persons<br>Strategy 2  | s Responsible/ Title                       | Resources   | Timeline   | Evidence of<br>Implementation   | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |
| children improve their test taking Teacher   | nt Principal<br>rs Counselor<br>Educator   | media<br>Local community/district<br>speakers<br>Purchase supplies needed for | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024              | Sign-in sheets<br>Recorded virtual<br>meetings<br>PAC meeting agenda Parent<br>feedback/survey Meeting<br>advertisements Social media   | performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA  |  | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qua<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), strategies to<br>increase parental involvement (A,B,C,D)  |
| Action Steps<br>1) Provide necessary trainings to parents during m   | , ,  |   |  |   |   |  |  |
| 2) Inform parents of virtual and in-person resource  | ces and trainings avail                    | able by campus and school dist  | rict.  |   |   |  |  |
| Persons<br>Strategy 3  | s Responsible/ Title                       | Resources   | Timeline   | Evidence of<br>Implementation   | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |
| personal needs and education to Teachers   | nt Principal<br>rs Counselor<br>Educator   | media<br>Local community/district<br>speakers                                 | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024              | Sign-in sheets<br>Recorded virtual<br>meetings<br>PAC meeting agenda Parent<br>feedback/survey Meeting<br>advertisements Social media   | performance of all student groups in<br>all BM, STAAR, TPRI/Tejas Lee/TX KEA<br>and Circle (BOY/MOY/EOY), report  |  | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C), Integration of<br>Federal, State, & Local Services (A,B,C), high qual<br>and ongoing professional development (A,B,C),<br>effective and timely assistance to students<br>experiencing difficulty (A,B,C), strategies to<br>increase parental involvement (A,B,C,D) |
| Action Steps<br>L) Collaborative partnerships will be established w  |  |   |  |   |   |  |  |

| bersonal needs and education to<br>promote family success.   | Strategy 3  | Persons Responsible/ Title                | Resources  | Timeline  | Evidence of<br>Implementation  | Evidence of Impa  |
|--|---|---|--|---|--|---|
|  | provided to parents to assist with<br>personal needs and education to | Assistant Principal<br>Teachers Counselor | PAC meeting calendar Social<br>media<br>Local community/district | Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024 | Recorded virtual<br>meetings<br>PAC meeting agenda Parent<br>feedback/survey Meeting | Increase academic<br>performance of all student grou<br>all BM, STAAR, TPRI/Tejas Lee/T<br>and Circle (BOY/MOY/EOY), rep<br>card. Closing the achievement g<br>among student groups Increase<br>number of parent volunteers |
| Action steps<br>Collaborative partnerships will be established with external and internal organizations to promote parent resources and awareness. | ActionSteps   |   |  |   |  |   |

| Goal Area 3: Improve Safety, Public Support, Culture and Climate   |   |  |   |   |   |  |                      |  |  |  |
|--|---|--|---|---|---|--|----------------------|--|--|--|
| Annual Goal 3:   | By June 2024, family involvement and their interaction with their child's school will increase.   |  |   |   |   |  |                      |  |  |  |
| Dbjective 1:   | By June 2024, 50% of parents will participate in informational and training sessions. Title-I School  |  |   |   |   |  |                      |  |  |  |
| Strategy 1   | Persons Responsible   | sons Responsible Resources Timeline Evidence of Implementation Evidence of Impact Formative Evaluation   |   |   |   |  |                      |  |  |  |
| lost district information and<br>raining sessions on a variation<br>of topics using flexible<br>cheduling, different days and<br>imes  | *Parental Director<br>*Site Managers<br>*Parental Educators<br>*Community<br>Engagement Recruiters<br>*District Staff<br>*South Texas College<br>Coordinator<br>*Region One Director  | *Region 16 and State<br>Conference Parent<br>Materials<br>*Research Based Best<br>Practices<br>*District Policy<br>Handbook<br>*Texas Education<br>Agency Material<br>*ESL/GED<br>*Reading Material and<br>Technology Programs | August 2023-<br>August 2024                                 | *Meeting<br>*Invites<br>*Agendas<br>*Minutes<br>*Sign-In Sheets<br>*Power Points<br>*Photos of Meetings<br>*District Master Course<br>Scheduler<br>*Attendance Reports  | *Parent Surveys<br>*Meeting Chats<br>*Number of Parents at<br>Meetings<br>*Course Statistics using<br>District Dashboard                                  | *Assessment Results<br>*Participation<br>*Performance  | *Title I-#2,#4       |  |  |  |
|  |   | •  |   | Action Steps<br>cts, Campus Plans, Attendance, Ass  | sessment, etc.)   |  |                      |  |  |  |
| <ul> <li>Provide one to one campus set</li> <li>Schedule literacy and entrepr</li> </ul>   | essions on multiple topics (<br>eneurship sessions to supp  | Title I, Campus Policy, Homo<br>ort families   | e-School Compa  | cts, Campus Plans, Attendance, Ass  |   | Formative Evaluation   | Title-I School- Wide |  |  |  |
| 2) Provide one to one campus se<br>3) Schedule literacy and entrepr<br>Strategy 2  | essions on multiple topics (<br>eneurship sessions to supp<br>Persons Responsible   | Title I, Campus Policy, Homo<br>ort families<br>Resources  | e-School Compa  | cts, Campus Plans, Attendance, Ass<br>Evidence of Implementation  | Evidence of Impact  | Formative Evaluation   | Component            |  |  |  |
| 3) Schedule literacy and entrepr   | essions on multiple topics (<br>eneurship sessions to supp  | Title I, Campus Policy, Homo<br>ort families   | e-School Compa  | cts, Campus Plans, Attendance, Ass  |   | Formative Evaluation<br>*State/Local<br>Assessments (STAAR,<br>TELPAS, etc.)<br>*Participation<br>*Performance<br>*Campus and District<br>Assessments<br>Reports |                      |  |  |  |
| Provide one to one campus set<br>S) Schedule literacy and entrepring<br>Strategy 2<br>Facilitate parental sessions for<br>parents through a collaboration<br>petween Public Relations<br>Department, Counseling<br>Department and Family and   | essions on multiple topics (<br>eneurship sessions to support<br>Persons Responsible<br>*Principals<br>*Parental Director<br>*Counselor Director<br>*Administrators<br>*Parental Coordinator<br>*Parental Educators<br>*Site Managers   | Title I, Campus Policy, Homo<br>ort families<br>Resources<br>*District Social Media<br>*Weekly Calendar<br>*Parent Surveys<br>*Parent Questions on<br>Chat and One on One  | e-School Company<br>Timeline<br>August 2023-                | cts, Campus Plans, Attendance, Ass<br>Evidence of Implementation<br>*Sign-in Sheets<br>*Invites<br>*Agendas<br>*Minutes<br>*Brochure<br>*Power-Point<br>*Calendar Planning Dates<br>*Counselor's Café Calendar<br>*Video Recordings of Meetings   | Evidence of Impact<br>*Parent Surveys<br>*Public Relations Data<br>*Parent Feedback based<br>on Chat and One on One<br>Meetings                           | *State/Local<br>Assessments (STAAR,<br>TELPAS, etc.)<br>*Participation<br>*Performance<br>*Campus and District<br>Assessments                                    | Component            |  |  |  |
| 2) Provide one to one campus se<br>3) Schedule literacy and entrepr<br>Strategy 2<br>Facilitate parental sessions for<br>barents through a collaboration<br>between Public Relations<br>Department, Counseling<br>Department and Family and<br>Community Department  | essions on multiple topics (<br>eneurship sessions to support<br>Persons Responsible<br>*Principals<br>*Parental Director<br>*Counselor Director<br>*Administrators<br>*Parental Coordinator<br>*Parental Educators<br>*Site Managers<br>*Counselor   | Title I, Campus Policy, Homo<br>ort families<br><b>Resources</b><br>*District Social Media<br>*Weekly Calendar<br>*Parent Surveys<br>*Parent Questions on<br>Chat and One on One<br>Meetings                                   | e-School Company<br>Timeline<br>August 2023-<br>August 2024 | tts, Campus Plans, Attendance, Ass<br><b>Evidence of Implementation</b><br>*Sign-in Sheets<br>*Invites<br>*Agendas<br>*Minutes<br>*Brochure<br>*Power-Point<br>*Calendar Planning Dates<br>*Counselor's Café Calendar<br>*Video Recordings of Meetings<br>Action Steps                                  | Evidence of Impact<br>*Parent Surveys<br>*Public Relations Data<br>*Parent Feedback based<br>on Chat and One on One<br>Meetings<br>*Accountability Report | *State/Local<br>Assessments (STAAR,<br>TELPAS, etc.)<br>*Participation<br>*Performance<br>*Campus and District<br>Assessments                                    | Component            |  |  |  |
| <ul> <li>2) Provide one to one campus set</li> <li>3) Schedule literacy and entrepr</li> <li>Strategy 2</li> <li>Facilitate parental sessions for</li> <li>barents through a collaboration</li> <li>between Public Relations</li> <li>Department, Counseling</li> <li>Department and Family and</li> <li>Community Department</li> <li>1) Conduct weekly meetings wit</li> </ul> | essions on multiple topics (<br>eneurship sessions to support<br>Persons Responsible<br>*Principals<br>*Parental Director<br>*Counselor Director<br>*Administrators<br>*Parental Coordinator<br>*Parental Educators<br>*Site Managers<br>*Counselor   | Title I, Campus Policy, Homo<br>ort families<br><b>Resources</b><br>*District Social Media<br>*Weekly Calendar<br>*Parent Surveys<br>*Parent Questions on<br>Chat and One on One<br>Meetings<br>munications and Staff on we    | rays to engage mo   | cts, Campus Plans, Attendance, Ass<br>Evidence of Implementation<br>*Sign-in Sheets<br>*Invites<br>*Agendas<br>*Minutes<br>*Brochure<br>*Power-Point<br>*Calendar Planning Dates<br>*Counselor's Café Calendar<br>*Video Recordings of Meetings   | Evidence of Impact<br>*Parent Surveys<br>*Public Relations Data<br>*Parent Feedback based<br>on Chat and One on One<br>Meetings<br>*Accountability Report | *State/Local<br>Assessments (STAAR,<br>TELPAS, etc.)<br>*Participation<br>*Performance<br>*Campus and District<br>Assessments                                    | Component            |  |  |  |
| 2) Provide one to one campus se<br>3) Schedule literacy and entrepr<br>Strategy 2<br>Facilitate parental sessions for<br>barents through a collaboration<br>between Public Relations<br>Department, Counseling<br>Department and Family and<br>Community Department  | essions on multiple topics (<br>eneurship sessions to support<br>Persons Responsible<br>*Principals<br>*Parental Director<br>*Counselor Director<br>*Administrators<br>*Parental Coordinator<br>*Parental Educators<br>*Site Managers<br>*Counselor<br>h Executive Officer of Commenses<br>essenger and social media of | Title I, Campus Policy, Homo<br>ort families<br><b>Resources</b><br>*District Social Media<br>*Weekly Calendar<br>*Parent Surveys<br>*Parent Questions on<br>Chat and One on One<br>Meetings<br>munications and Staff on wo    | August 2023-<br>August 2024<br>August 2024                  | cts, Campus Plans, Attendance, Ass<br>Evidence of Implementation<br>*Sign-in Sheets<br>*Invites<br>*Agendas<br>*Minutes<br>*Brochure<br>*Power-Point<br>*Calendar Planning Dates<br>*Counselor's Café Calendar<br>*Video Recordings of Meetings<br>Action Steps<br>ore parents to information and train | Evidence of Impact<br>*Parent Surveys<br>*Public Relations Data<br>*Parent Feedback based<br>on Chat and One on One<br>Meetings<br>*Accountability Report | *State/Local<br>Assessments (STAAR,<br>TELPAS, etc.)<br>*Participation<br>*Performance<br>*Campus and District<br>Assessments                                    | Component            |  |  |  |

## Goal Area 4: Leadership Growth

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**PHARR-SAN JUAN-ALAMO ISD** SUSTAINABLE DEVELOPMENT GOALS



AL ADMINISTRATION

| Annual Goal 1:  | By June 2024, all teach  | ETS WITHTTDTDTOVE 30% DASE   | ed on the Mickelle  | valuation system  |   |  |  |  |
|---|--|--|---|---|---|--|--|--|
| Objective 1:  |  | •  |   | of the school year and contil   | nue as needed.  |  |  |  |
| Strategy 1  | Persons Responsible/<br>Title  | Resources  | Timeline  | Evidence of<br>Implementation   | Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |  |
| Implement weekly TCLC's to<br>guide the systematic delivery<br>model of the McCREL<br>evaluation tool.  | Principal<br>Assistant Principal<br>CLL  | Teacher evaluation tool<br>TEEMS Website<br>McREL Teacher<br>Evaluation Schedule<br>Agenda and sign-in<br>sheets TCLC<br>binders and meeting<br>materials                                    | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024   | McREL/Walkthroughs<br>Progress Monitoring<br>Lesson Plans<br>Teacher/Administrator<br>Conferences Calendar<br>of CLL strategies (CIF, best<br>teaching practices)<br>Agenda and sign-in sheets<br>TCLC Schedules  | Increase academic<br>performance of all student<br>groups in all BM, STAAR<br>tested subjects, TPRI/Tejas<br>Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among<br>student groups                       | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA                                | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to studer<br>experiencing difficulty (A,B,C), instruction<br>by highly qualified teachers (A,B,C)  |  |
| Action Stone  |  |  |   |   |   |  |  |  |
| Action Steps<br>1) Provide and review the MCRE<br>2) Create a weekly agenda with<br>3) Provide teacher mentors to st  | initiation, collaboration, a   | and transformation learning  | •   |   | us professional development go  | pals.  |  |  |
| <ol> <li>Provide and review the MCRE</li> <li>Create a weekly agenda with</li> </ol>  | initiation, collaboration, a<br>aff with 3 or less years of  | and transformation learnii<br>f experience.  | ng sequence that  | addresses teacher and camp  | us professional development go  |  |  |  |
| <ol> <li>Provide and review the WCRE</li> <li>Create a weekly agenda with</li> <li>Provide teacher mentors to st</li> </ol>   | initiation, collaboration, a<br>aff with 3 or less years of  | and transformation learnii<br>f experience.  | ng sequence that  | addresses teacher and camp  | us professional development go<br>Evidence of Impact  | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component  |  |
| <ol> <li>Provide and review the WICKE</li> <li>Create a weekly agenda with</li> <li>Provide teacher mentors to st</li> <li>Train staff to know how to model</li> </ol>  | initiation, collaboration, a<br>aff with 3 or less years of<br>ove from one rating to the<br>Persons Responsible/  | and transformation learni<br>f experience.<br>e next. ( Developing, Profi  | ng sequence that  | addresses teacher and camp<br>ed, and Distinguished)<br>Evidence of<br>Implementation<br>McREL/Walkthroughs<br>Progress Monitoring<br>Lesson Plans<br>Teacher/Administrator<br>Conferences Calendar   | Evidence of Impact<br>Increase academic<br>performance of all student<br>groups in all BM, STAAR<br>tested subjects, TPRI/Tejas<br>Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the  | Formative/<br>Summative  | Title-I School-wide Component         Comprehensive Needs Assessment         (A,B,C), Reform strategies (A,B,C),         Integration of Federal, State, & Local         Services (A,B,C), high quality and ongoing         professional development (A,B,C),         effective and timely assistance to studer         experiencing difficulty (A,B,C), instruction         by highly qualified teachers (A,B,C) |  |
| <ol> <li>Provide and review the MICRE</li> <li>Create a weekly agenda with</li> <li>Provide teacher mentors to st</li> <li>Train staff to know how to model</li> <li>Strategy 2</li> <li>Instructional coaching support will be provided for new teachers and all teachers needing support.</li> </ol>  | initiation, collaboration, a<br>caff with 3 or less years of<br>ove from one rating to the<br>Persons Responsible/<br>Title<br>Principal<br>Assistant Principal<br>CLL | and transformation learnin<br>f experience.<br>e next. ( Developing, Profi<br>Resources<br>Teacher mentor<br>District Curriculum<br>Grade Level TEKS<br>Lead4ward Resources<br>PK Guidelines | ng sequence that<br>cient, Accomplish<br>Timeline<br>Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024               | addresses teacher and camp<br>ed, and Distinguished)<br>Evidence of<br>Implementation<br>McREL/Walkthroughs<br>Progress Monitoring<br>Lesson Plans<br>Teacher/Administrator<br>Conferences Calendar<br>of CLL strategies (CIF, best<br>teaching practices)                              | Evidence of Impact<br>Increase academic<br>performance of all student<br>groups in all BM, STAAR<br>tested subjects, TPRI/Tejas<br>Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among                   | Formative/<br>Summative<br>Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoing<br>professional development (A,B,C),<br>effective and timely assistance to studer<br>experiencing difficulty (A,B,C), instruction  |  |
| <ol> <li>Provide and review the MCRE</li> <li>Create a weekly agenda with</li> <li>Provide teacher mentors to st</li> <li>Provide teacher mentors to st</li> <li>Train staff to know how to model</li> <li>Strategy 2</li> <li>Instructional coaching support</li> <li>will be provided for new</li> <li>teachers and all teachers</li> <li>needing support.</li> </ol> | initiation, collaboration, a<br>aff with 3 or less years of<br>ove from one rating to the<br>Persons Responsible/<br>Title<br>Principal<br>Assistant Principal<br>CLL  | and transformation learnin<br>f experience.<br>e next. ( Developing, Profi<br>Resources<br>Teacher mentor<br>District Curriculum<br>Grade Level TEKS<br>Lead4ward Resources<br>PK Guidelines | ng sequence that<br>icient, Accomplish<br>Timeline<br>Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024 | addresses teacher and camp<br>ed, and Distinguished)<br>Evidence of<br>Implementation<br>McREL/Walkthroughs<br>Progress Monitoring<br>Lesson Plans<br>Teacher/Administrator<br>Conferences Calendar<br>of CLL strategies (CIF, best<br>teaching practices)<br>Agenda and sign-in sheets | Evidence of Impact<br>Increase academic<br>performance of all student<br>groups in all BM, STAAR<br>tested subjects, TPRI/Tejas<br>Lee/TX KEA and Circle<br>(BOY/MOY/EOY), report card,<br>fluency report. Closing the<br>achievement gap among<br>student groups | Formative/<br>Summative<br>Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoin<br>professional development (A,B,C),<br>effective and timely assistance to stude<br>experiencing difficulty (A,B,C), instruction  |  |

### GOAL AREA 4: Leadership Growth

| Goal Area 4:  | Increase Staff Quality, Rec   | ruitment and Retention   |                                     |  |  |   |  |  |  |  |  |
|---|---|--|-------------------------------------|--|--|---|--|--|--|--|--|
| Annual Goal 1:  |   |  | ons maximizing at                   | least 95% of the instructional time.   |  |   |  |  |  |  |  |
| Objective 2:  | Use walk-through data to monitor and support teacher effectiveness.   |  |                                     |  |  |   |  |  |  |  |  |
| Strategy 1  | Persons Responsible   | Resources  | Timeline                            | Evidence of Implementation   | Evidence of Impact   | Formative Evaluation                                    | Title-I School- Wide<br>Component  |  |  |  |  |
| Campus administrators will<br>conduct weekly walk-throughs<br>using Instructional Focus Walk-<br>through form.  | Campus Administrators,  | Instructional walk-<br>through focus tool<br>Pacing Guides   | Aug. 2023 -<br>May 2024             | campus walk-through<br>schedule, walk-through data<br>weekly reviews, student-<br>centered classroom, bell to bell<br>instruction schedule | Professional growth and<br>high-quality teaching<br>Student academic<br>achievement data from<br>assessments | Weekly walk-through data                                | Local funds<br>Title I funds<br>SCE Funds<br>State Bilingual funds<br>Migrant funds                                      |  |  |  |  |
| 1) Create campus walk-through s<br>2) Complete 10 walk-throughs p<br>2) Paviawwalk through data and   | er week.  |  |                                     |  |  |   |  |  |  |  |  |
| 2) Complete 10 walk-throughs p<br>3) Review walk-through data and   | er week.  | Resources  | Timeline                            | Evidence of Implementation   | Evidence of Impact   | Formative Evaluation                                    | Title-I School- Wide   |  |  |  |  |
| 2) Complete 10 walk-throughs p  | er week.<br>d address areas of need.  | <b>Resources</b><br>Instructional walk-<br>through focus tool<br>Pacing Guides<br>TEKS<br>Release<br>STEM Questions        | Timeline<br>Aug. 2023 -<br>May 2024 | CLC  | <b>Evidence of Impact</b><br>Professional growth and<br>high-quality teaching<br>Student academic growth     | <b>Formative Evaluation</b><br>Weekly walk-through data | Title-I School- Wide<br>Component<br>Local funds<br>Title I funds<br>SCE Funds<br>State Bilingual funds<br>Migrant funds |  |  |  |  |
| 2) Complete 10 walk-throughs p<br>3) Review walk-through data and<br><b>Strategy 2</b><br>All teachers will be provided<br>with weekly instructional<br>feedback by campus                    | er week.<br>d address areas of need.<br>Persons Responsible   | Instructional walk-<br>through focus tool<br>Pacing Guides<br>TEKS<br>Release  | Aug. 2023 -                         | CLC<br>agendas Admin/tea   | Professional growth and high-quality teaching  |   | Component<br>Local funds<br>Title I funds<br>SCE Funds<br>State Bilingual funds  |  |  |  |  |
| 2) Complete 10 walk-throughs p<br>3) Review walk-through data and<br><b>Strategy 2</b><br>All teachers will be provided<br>with weekly instructional<br>feedback by campus                    | er week.<br>d address areas of need.<br>Persons Responsible<br>Campus Administrators                                | Instructional walk-<br>through focus tool<br>Pacing Guides<br>TEKS<br>Release<br>STEM Questions                            | Aug. 2023 -<br>May 2024             | CLC<br>agendas Admin/tea<br>cher conferences   | Professional growth and high-quality teaching  |   | Component<br>Local funds<br>Title I funds<br>SCE Funds<br>State Bilingual funds  |  |  |  |  |
| 2) Complete 10 walk-throughs p<br>3) Review walk-through data and<br><b>Strategy 2</b><br>All teachers will be provided<br>with weekly instructional<br>feedback by campus<br>administrators. | er week.<br>d address areas of need.<br>Persons Responsible<br>Campus Administrators<br>eachers focusing on address | Instructional walk-<br>through focus tool<br>Pacing Guides<br>TEKS<br>Release<br>STEM Questions<br>ng no more than 2 areas | Aug. 2023 -<br>May 2024<br>of need. | CLC<br>agendas Admin/tea<br>cher conferences   | Professional growth and high-quality teaching  |   | Component<br>Local funds<br>Title I funds<br>SCE Funds<br>State Bilingual funds  |  |  |  |  |

|   |   | <u> </u>  |  |   |  |  |   |
|---|---|---|--|---|--|--|---|
|   | •   |   |  | •   | from the T-TESS self assessment  |  |   |
| Objective 2:  | All staff will be monito  | ored to ensure they meet th   | eir professional   | development goals based on  | the I-IESS self assessment.  |  |   |
| Strategy 1  | Persons Responsible/<br>Title   | Resources   | Timeline   | Evidence of<br>Implementation   | Evidence of Impact   | Formative/<br>Summative<br>Assessment  | Title-I School-wide Component   |
| Utilize local and state<br>professional development<br>trainings to address the needs<br>of teachers.   | Principal<br>Assistant Principal<br>CLL   | District trainings McREL<br>self-assessment<br>State/local/district<br>presenters and trainings<br>Funding for registration   | Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024<br>June 2024                                      | Register with ERO on<br>Professional Development<br>System Certificates of<br>Completion Training<br>agenda and sign- in sheets   | Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report. Closing<br>the achievement gap among<br>student groups Decrease in<br>discipline referrals | Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle<br>TX KEA                  | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoir<br>professional development (A,B,C),<br>effective and timely assistance to stude<br>experiencing difficulty (A,B,C), instructi<br>by highly qualified teachers (A,B,C) |
|   | professional developme  | ent calendar with dates and   | times of upcom   |   | rsdays, TCLC meetings,   |  |   |
| <ol> <li>Provide teachers with Region (2)</li> <li>Provide teachers with district p</li> <li>Provide teachers with campus</li> </ol>  | professional developme<br>professional developm<br>Persons Responsible/   | ent calendar with dates and<br>ent calendar with dates and  | times of upcom<br>d times of upcon   | ning trainings. (e.g. Techy Thu<br>Evidence of  |  | Formative/<br>Summative  | Title-I School-wide Component   |
| <ol> <li>Provide teachers with Region (<br/>2) Provide teachers with district p</li> </ol>  | professional developme<br>professional developm   | ent calendar with dates and   | times of upcom   | ning trainings. (e.g. Techy Thu   | rsdays, TCLC meetings,<br>Evidence of Impact   |  | Title-I School-wide Component   |
| <ul> <li>Provide teachers with Region (2)</li> <li>Provide teachers with district (3)</li> <li>Provide teachers with campus</li> <li>B) Provide teachers with campus</li> <li>Strategy 2</li> <li>Feachers will participate in peer</li> </ul>  | professional developme<br>professional developm<br>Persons Responsible/   | ent calendar with dates and<br>ent calendar with dates and<br>Resources<br>District trainings   | times of upcom<br>d times of upcon   | ning trainings. (e.g. Techy Thu<br>Evidence of<br>Implementation<br>Register with ERO on  |  | Summative  | Title-I School-wide Component<br>Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),  |
| <ol> <li>Provide teachers with Region (2)</li> <li>Provide teachers with district (3)</li> <li>Provide teachers with campus</li> <li>B) Provide teachers with campus</li> <li>Constant (1)</li> <li>Strategy 2</li> <li>Teachers will participate in peer observations to observe best</li> </ol> | professional developme<br>professional developm<br>Persons Responsible/<br>Title<br>Principal                               | ent calendar with dates and<br>ent calendar with dates and<br>Resources<br>District trainings<br>McREL self-assessment<br>State/local/district<br>presenters and trainings<br>Peer<br>observation calendar  | times of upcom<br>d times of upcon<br>Timeline<br>Aug. 2023<br>Oct. 2023<br>Nov. 2023  | ning trainings. (e.g. Techy Thu<br>Evidence of<br>Implementation<br>Register with ERO on  | Evidence of Impact<br>Increase academic  | Summative<br>Assessment<br>Weekly Tests  | Comprehensive Needs Assessment  |
| <ol> <li>Provide teachers with Region (<br/>2) Provide teachers with district p</li> <li>Provide teachers with campus</li> </ol>  | professional developme<br>professional developm<br>Persons Responsible/<br>Title<br>Principal<br>Assistant Principal<br>CLL | ent calendar with dates and<br>ent calendar with dates and<br>ent calendar with dates and<br>Resources<br>District trainings<br>McREL self-assessment<br>State/local/district<br>presenters and trainings<br>Peer<br>observation calendar<br>Teacher resource books | times of upcom<br>d times of upcon<br>Timeline<br>Aug. 2023<br>Oct. 2023<br>Nov. 2023<br>Jan. 2024<br>March 2024<br>April 2024 | Evidence of<br>Implementation<br>Register with ERO on<br>Professional Development<br>System Certificates of<br>Completion Training<br>agenda and sign- in sheets<br>Growth in McREL<br>Evaluation<br>Peer observation log | Evidence of Impact<br>Increase academic<br>performance of all student<br>groups in all BM, STAAR,<br>TPRI/Tejas Lee/TX KEA and<br>Circle (BOY/MOY/EOY), report<br>card, fluency report. Closing<br>the achievement gap among<br>student groups Decrease in   | Summative<br>Assessment<br>Weekly Tests<br>CBA/BM<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE<br>Circle | Comprehensive Needs Assessment<br>(A,B,C), Reform strategies (A,B,C),<br>Integration of Federal, State, & Local<br>Services (A,B,C), high quality and ongoir<br>professional development (A,B,C),<br>effective and timely assistance to stude<br>experiencing difficulty (A,B,C), instructi   |

### GOAL AREA 4: Leadership Growth

| Goal Area 4:   | Increase Staff Quality, Recruitment and Retention  |                                      |              |  |  |   |                                   |  |  |  |  |  |
|--|--|--------------------------------------|--------------|--|--|---|-----------------------------------|--|--|--|--|--|
| Annual Goal 2:   | Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2023. |                                      |              |  |  |   |                                   |  |  |  |  |  |
| Objective 3:   | Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a T-TESS evaluation tool.     |                                      |              |  |  |   |                                   |  |  |  |  |  |
| Strategy 1   | Persons Responsible  | Title-I School- Wide<br>Component    |              |  |  |   |                                   |  |  |  |  |  |
| Provide training for staff on the<br>Spirit of PSJA Evaluation Tool.                 | Campus principal,<br>assistant principal, CLL  | Spirit of PSJA training<br>materials | Fall, Spring | Use of the Evaluation tool, two<br>evaluations entered per staff<br>member | Improved customer<br>service, increased<br>efficiency and happier<br>employees | Spirit of PSJA Evaluation<br>tool       | Local T1 #3, #5                   |  |  |  |  |  |
| <ol> <li>Schedule the fall training</li> <li>Monitor and review professio</li> </ol> |  |                                      |              | Action Steps   |  |   |                                   |  |  |  |  |  |
| <ol> <li>Schedule Spirit of PSJA Catego</li> </ol>                                   |  |                                      | is and goals |  |  |   |                                   |  |  |  |  |  |
| Strategy 2   | Persons Responsible  | Resources                            | Timeline     | Evidence of Implementation   | Evidence of Impact   | Formative Evaluation                    | Title-I School- Wide<br>Component |  |  |  |  |  |
| Staff will create clear<br>professional development goals<br>and expectations.       | Employees being<br>evaluated, supervisor   | Spirit of PSJA Evaluation            | Fall, Spring | Evaluations entered into the system  | Improved customer<br>service, increased<br>efficiency and happier<br>employees | Goals entered into<br>evaluation system | Local T1 #3#5                     |  |  |  |  |  |
|  |  |                                      |              | Action Steps   |  |   |                                   |  |  |  |  |  |
|  |  |                                      |              |  |  |   |                                   |  |  |  |  |  |
| 1) Train staff on evaluation tool  |  |                                      |              |  |  |   |                                   |  |  |  |  |  |
| 1) Train staff on evaluation tool<br>2) Give staff timeline to complete              | e the self-evaluation and goa  | al setting                           |              |  |  |   |                                   |  |  |  |  |  |



### GOAL AREA 4: Leadership Growth

## Last SLIDE

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

Annual Goal 1: Percent of students who perform at meets grade level or above on STAAR Reading in Domain 1 will increase by twelve percentage points by June 2025from a 48% in 2024 to a 60% in 2025.

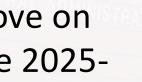
•Objective 1: In Domain 1, the percent of students performing at meets Reading 3-5 will increase from 48% to 60% by having access to standards-aligned curriculum.

• Objective 2: In Domain II, the percent of English Learners who perform at meets Reading 3-5 will increase from 31% to 41% by having access to standards-aligned curriculum and data driven instruction

• Objective 3: The percent of students at-Risk and SPED who perform at meets Reading 3-5 will increase from 29% to 30% by having access to standards-aligned curriculum and individualized instruction.

### **Optional Text Here**







### National Leadership Conference

### **First Place**



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

**Annual Goal 3**: In Domain I, the percent of students who perform at meets grade level or above on STAAR Science will increase by fifteen percentage points by June 2025, going from a 22% in 2024 to a 37% in 2025.

•Objective 1: The percent of students performing at meets 5th Grade Science will increase from 22% to 37% for Science by having access to standards-aligned curriculum

•Objective 2: The percent of English Learners who perform at meets in 5th Grade Science will increase from 15% to 25% by having access to standards-aligned curriculum

•Objective 3: The percent of students at-Risk and SPED who perform at meets in 5th Grade Science will increase from 7% to 17% by having access to standards-aligned curriculum

### **Optional Text Here**



### 2024-2025 Campus Goals

Goal Area 2: Student Support

Annual Goal 2: At least 90% of indicators evaluated in Academic Growth Status will be met by all student groups by June 2025

- Objective 1: All students will demonstrate a 5% increase of academic progress in the areas of Reading and Math by June 2025
- Objective 2: All Special Education students will be monitored bi-weekly to demonstrate 2% growth in the areas of Reading and Math assessments by June 2025
- Objective 3: All English Language Learners will demonstrate a 5% increase of academic progress in **Reading and Math**

|                     | Targets                            | All Students | African<br>American | Hispanic           | White | American<br>Indian | Asian | Pacific<br>Islander | Two or<br>More<br>Races | High Focus       |     | Eco Dis | SpEd<br>(Current) | SpEd<br>(Former) | Cont<br>Enrolled |
|---------------------|------------------------------------|--------------|---------------------|--------------------|-------|--------------------|-------|---------------------|-------------------------|------------------|-----|---------|-------------------|------------------|------------------|
|                     | Baseline: Average of 2019 and 2022 | 72%          | 68%                 | 71%                | 75%   | 71%                | 86%   | 72%                 | 74%                     | 69%              | 70% | 69%     | 56%               | 73%              | 73%              |
| Growth Status: RLA  | 2022-23 through 2026-27            | 72%          | 68%                 | <mark>-71</mark> % | 75%   | 71%                | 86%   | 72%                 | 74%                     | 69%              | 70% | 69%     | 56%               | 73%              | 73%              |
|                     | 2027-28 through 2031-32            | 80%          | 77%                 | 79%                | 82%   | 79%                | 89%   | 80%                 | 81%                     | 78%              | 78% | 78%     | 66%               | 80%              | 80%              |
|                     | 2032-33 through 2036-37            | 88%          | 86%                 | 87%                | 89%   | 87%                | 92%   | 88%                 | 88%                     | 87%              | 86% | 87%     | 76%               | 87%              | 87%              |
|                     | 2037-38                            | 95%          | 95%                 | 95%                | 95%   | 95%                | 95%   | 95%                 | 95%                     | 95%              | 95% | 95%     | 86%               | 95%              | 95%              |
|                     | Baseline: Average of 2019 and 2022 | 72%          | 65%                 | 71%                | 75%   | 71%                | 89%   | 74%                 | 73%                     | 70%              | 73% | 69%     | 59%               | 73%              | 73%              |
| Growth Status: Math | 2022-23 through 2026-27            | 72%          | 65%                 | 71%                | 75%   | 71%                | 89%   | 74%                 | 73%                     | <mark>70%</mark> | 73% | 69%     | 59%               | 73%              | 73%              |
|                     | 2027-28 through 2031-32            | 80%          | 75%                 | 79%                | 82%   | 79%                | 91%   | 81%                 | 80%                     | 78%              | 80% | 78%     | 69%               | 80%              | 80%              |
| Ī                   | 2032-33 through 2036-37            | 88%          | 85%                 | 87%                | 89%   | 87%                | 93%   | 88%                 | 87%                     | 86%              | 87% | 87%     | 79%               | 87%              | 87%              |
|                     | 2037-38                            | 95%          | 95%                 | 95%                | 95%   | 95%                | 95%   | 95%                 | 95%                     | 95%              | 95% | 95%     | 89%               | 95%              | 95%              |



## 2024-2025 Campus Goals

### **Goal Area 2:** Student Support

Annual Goal 3: At least 56% of English Language Learners will advance by at least one proficiency level of **TELPAS Composite rating by June 2025** 

- **Objective 1**: By June 2025, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5<sup>th</sup>
- **Objective 2**: By June 2025, our campus will monitor the progress of second language acquisition every marking period through embedded supports and ELPS strategies through weekly walkthroughs and lessons. Walkthrough data will reflect which ELPS component teachers are using.
- Objective 3: By June 2025, staff services English Language Learners will be proficient in dual language support systems such as ELPS, Summit K12, the TELPAS exam, and Footsteps to Brilliance.
- Objective 4: All Emergent Bilinguals will be monitored weekly, CBA, and Benchmarks to ensure that they are being successful in their reading exams.
- **Objective 5**: All Emergent Bilinguals will be monitored every six weeks to ensure that they are completing the number of minutes for Summit K-12 and monitored through their BOY, MOY, and EOY Summit K12 exams.

### **Optional Text Here**





**Goal Area 3:** Family and Community Empowerment

**Annual Goal 1:** By June 2025, our campus positive culture and climate will increase based on teacher and staff perception of staff-student and staff-parent and community relationships

- **Objective 1**: By June 2025, student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons.
- Objective 2: By June 2025, 100% of teachers and staff will participate in Social Emotional Learning (Teacher Café presentations) professional development and implement strategies to improve staff-student relationships.
- **Objective 3**: By June 2025, 100% of staff will participate in Fundamental Five Book Study to promote Teamwork, health and well-being of all staff.

### **Optional Text Here**



### 2024-2025 Campus Goals

**Goal Area 3:** Family and Community Empowerment

**Annual Goal 2:** By June 2025, the student's perceptions for their physical and psychological school safety will improve to 100%

- **Objective 1**: By June 2025, 100% of staff will implement safety and violence prevention protocols to increase school wide safety
- **Objective 2**: By June 2025, the Campus Threat Assessment Team will complete training on the Texas School Safety Center to promote and increase school wide safety.
- Objective 3: By June 2025, Sorensen Elementary will continue using safety measures, such as utilizing the school Raptor for any visitor coming into the campus and continue to do drills such as lock downs and intruder detection audit drills to increase school wide safety.

### **Optional Text Here**





### lational Leadership Conference

### First Place

**Goal Area 3:** Family and Community Empowerment

- Annual Goal 3: By June 2025, family involvement and their interaction with their child's school will increase by providing opportunities for parents to engage meaningfully on campus.
- **Objective 1**: By June 2025, 50% of parents will participate in informational, curriculum, literacy night, and parent CAFÉ sessions on campus.
- **Objective 2**: By June 2025, 100% of parents will be connected with community partners and resources.

### **Optional Text Here**



## 2024-2025 Campus Goals

Goal Area 4: Leadership Growth

<u>Annual Goal 1:</u> All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time

- **Objective 1**: All teachers will use research-based instructional strategies in their daily lessons to increase student engagement and achievement
- Objective 2: All teachers will use researched-based materials; to include digital and hardcopy to enhance and target student needs
- Objective 3: Administrators will use walk-through data to monitor, provide constructive feedback and support teacher effectiveness





## 2024-2025 Campus Goals

**Goal Area 4:** Leadership Growth

Annual Goal 2: Use evaluation systems to increase staff quality, recruitment and retention

- **Objective 1**: Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments
- Objective 2: Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback.
- **Objective 3**: Complete the Spirit of PSJA evaluations twice a year for all staff NOT evaluated by T-TESS/ T-PESS evaluation tool
- **Objective 4:** Use data collected in the evaluation system to offer professional growth opportunities for all staff for means of recruitment and retention



## **Alfred Sorensen Elementary**

## **PROFESSIONAL DEVELOPMENT PLAN**

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**PHARR-SAN JUAN-ALAMO ISD** SUSTAINABLE DEVELOPMENT GOALS



SAL ADMINISTRATION

## 2024-2025 Campus Professional Development Plan



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PHARR-SAN JUAN-ALAMO ISD SUSTAINABLE DEVELOPMENT GOALS





### PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## **OPPORTUNITIES FOR ALL!**

## Stay Connected! Yadira.galvan@psjaisd.us | 956.354.2880

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