PHARR-SAN JUAN-ALAMO
INDEPENDENT SCHOOL DISTRICT

PSJA COLLEGE³
READY.CONNECTED.COMPLETE.™

Campus Improvement Plan

Aida C. Escobar Elementary

2024-2025

PSJA COLLEGE³
READY.CONNECTED.COMPLETE.™

OPPORTUNITIES FOR **ALL**

PSJA COLLEGE³
READY.CONNECTED.COMPLETE.™

OUR VISION

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

OUR MISSION

As educational leaders, the Escobar team is engaged and empowered to connect all students with innovative instruction, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

SCHOOL MOTTO

Students Today, Graduates Tomorrow, Leaders Forever

PSJA School Board

PSJA School Board
Carlos G. Villegas, Jr., *President*
Diana Serna, *Vice-President*
Yolanda Castillo, *Secretary*
Jesús "Jesse" Vela, Jr., *Assistant Secretary*
Cynthia A. Gutiérrez, *Member*
Jesús A. "Jesse" Zambrano, *Member*
Jorge Zambrano, *Member*

Superintendent's Cabinet
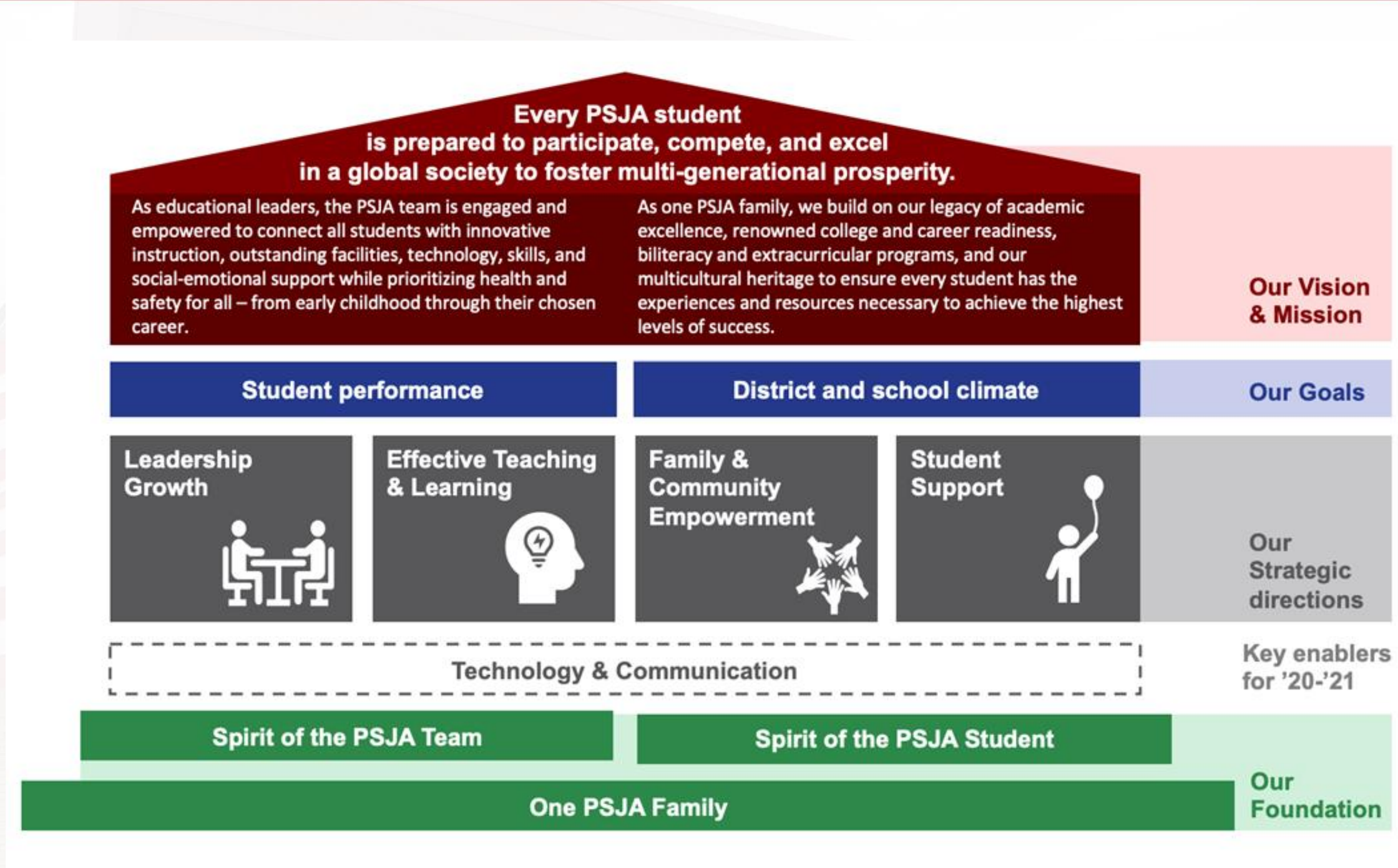Alejandro Elias, Ph.D., Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Roel Faz, Chief of Operations

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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

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

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

Our Vision & Mission

Student performance

District and school climate

Our Goals

Leadership Growth

Effective Teaching & Learning

Family & Community Empowerment

Student Support

Our Strategic directions

Technology & Communication

Key enablers for '20-'21

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

Our Foundation

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

What we Believe In
Guiding Principals

- Commitment to Greatness

- Passion For our Work

- Live the Golden Rule

- No Excuses

- Accountability

What we want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Campus Site-Based Decision Committee

Members

Name	Title
Catarina Espinoza	Principal
Johanna Ramirez	Assistant Principal
Anna B. Gonzalez	Assistant Principal
Stephanie Gonzalez	Counselor
Ellie Estrada	Counselor
Luz Salinas	Collaborative Learning Leader
Lorena Rodriguez	Reading Interventionist
Lucero Blanco	Teacher
Rosalva Delgado	Teacher
Demi Veliz	Special Education Teacher
Sergio Valle	Coach
Sonia	Business Representative
Bittany Ramirez	Parent

Executive Summary <mark>needs revision</mark>

Mission Statement: It is the mission of the staff at Escobar Elementary to provide academic excellence through collaboration with students, parents, and community to ensure every student achieves the highest levels of success.

Demographics Summary: The current enrollment of Escobar Elementary as of August 2024 is 715 students. The student population at Escobar Elementary consists of 99.4% Hispanic and 03% White. Our students represent economically disadvantaged status of approximately 90.9% with 1.2% migrant students and a 22.2 percentage of mobility. Approximately 8.1% of our student population receive special education services, while 1% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 6% of our student population. The bilingual population is approximately 45.7% where most of the students' home language is Spanish. We have a total of 45% on special permission and 11% out of district. The attendance rate for the campus has consistently maintained between 97-98%. Most of our students live in central Pharr in Government Assistance Housing, bordering the city of McAllen, TX.

Comprehensive Needs Assessment Summary: : Escobar Elementary received an overall grade of 93 out of 100 based on performance in three different domains. In the Student Achievement domain, Escobar earned 90 scale score, which shows how much students know and can do at the end of the school year. The School Progress domain Part A was a 89 and Part B was 92 for Escobar, shows how students perform over time and how that growth compares to similar schools. Escobar scale score 94 in Closing Gaps, the domain which shows how well different student groups within a school are performing, which includes a component of TELPAS.

Curriculum and Instruction Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction using Collaborative Instructional Framework. All students participate in Sustainable Development Goals. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice through all content areas. Our campus follows the one way dual language program. Escobar now offers a third Language of Mandarin to all K-2 students. The mission for our campus is to develop students as bilingual, bi-literate, bi-culture. Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on 21st century skills, as well as providing Social Emotional lessons. Writing will also be a focus of literacy instruction so that students will be able to compose thoughts and target handwriting too.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 3% in all subject areas and subgroups. Students in grades K-2 will show a 4% increase in the number of students performing in Tier 1 as determined by Istation reading and Imagine math. Each grade level will show a 3% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 3% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students and staff will participate in our campus wide Social Emotional Learning initiative. Increase the academic achievement of all students, in all subgroups by 3%. Close the achievement gap by 5% between the economically disadvantaged, special education and non continuously enrolled populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Escobar will continue to partner with community stakeholders to ensure student/campus success.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Campus Demographics As of October 2023

October 2023	ALL	MALE	FEMALE	SPED	EB	M1	M2	MIGRANT	ECD	GT	At-Risk	CTE
Count	715	371	344	80	358	0	0	6	666	49	649	0
Percentage		51.8%	48.2%	11.2%	50.1%	0	0	0.8%	93.1%	6.9%	91%	0

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

GOALS:

GOAL 1 – Student Achievement

GOAL 2- Closing the Gaps

GOAL 3 – Improve Safety, Public Support, Culture and Climate

GOAL 4 – Increase Staff Quality, Recruitment and Retention

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Title I, Part A School Wide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a Staterun preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023- 2024 STAAR Campus Summary Report

2. TPRI, Tejas Lee, C-PALLS+, DRA

3. 2023-24 Attendance/Enrollment

4. Discipline Referrals

5. PEIMS Demographics

6. Parental Involvement Data

7. Professional Development Plan

8. Teacher Certifications

9. TELPAS Scores

10. Technology Inventories

11. PBMAS

12. TEEMS (T-TESS)

13. Staff and Student Surveys

14. Software Reports: Summit K-12, AR, Living with Science, Istation, Imagine Math, Footsteps to Brilliance

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

% in MASTERS LEVEL								
SUB POPULATION	STUDENTS TESTED		READING		MATH		SCIENCE	
	2023	2024	2023	2024	2023	2024	2023	2024
ALL STUDENTS		629	40	39	28	25	16	18
HISPANIC		626		39		25		17
WHITE		3		0		0		1
ECD				37		25		14
MIGRANT								
EB/EL		323		44		28		13
HOMELESS								
SPECIAL EDUCATION		105		8		8		0

Comprehensive Needs Assessment

	% in MEETS LEVEL							
SUB POPULATION	STUDENTS TESTED		READING		MATH		SCIENCE	
	2023	2024	2023	2024	2023	2024	2023	2024
ALL STUDENTS		629	65	64	63	60	40	29
HISPANIC		626						
WHITE		3		1		1		1
ECD			65		62		34	
MIGRANT								
EB/EL		323		62		59		22
HOMELESS								
SPECIAL EDUCATION		105	25		35		18	

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

SUB POPULATION	STUDENTS TESTED		READING		MATH		SCIENCE	
% in APPROACHES LEVEL								
	2023	2024	2023	2024	2023	2024	2023	2024
ALL STUDENTS		629	87	84	88	85	73	64
HISPANIC		626	86		91		73	
WHITE		3		1		1		1
ECD			85		88		70	
MIGRANT								
EB/EL		323		82		86		62
HOMELESS								
Special Education		105		60		79		36

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

DOMAIN 1 2024 STAAR PERFORMANCE				
STAAR PERFORMANCE	READING	MATH	SCIENCE	ALL TESTS / ALL STUDENTS
TOTAL TESTS	273	273	83	629
APPROACHES GL or ABOVE	233	235	53	83
MEETS GL or ABOVE	181	165	24	59
MASTERS GL	107	69	15	30
TOTAL PERCENTAGE POINTS				
COMPONENT SCORE		57		
SCALE SCORE		86		

Demographics Summary

Special Education, ECO and Emergent Bilingual:

Needs:
As evidenced in the 2023-2024 STAAR assessments , the results show an achievement Meets level gap as follows:

In Reading, the achievement

In Mathematics, the achievement

In Science, the achievement

Strengths:

Personnel Needs:

May Enrollment

3 year Escobar Enrollment

	May 2022	May 2023	May 2024
Student Enrollment	611	690	707

3 Year District Enrollment

	May 2022	May 2023	May 2024
Student Enrollment	29,304	29,697	29,565
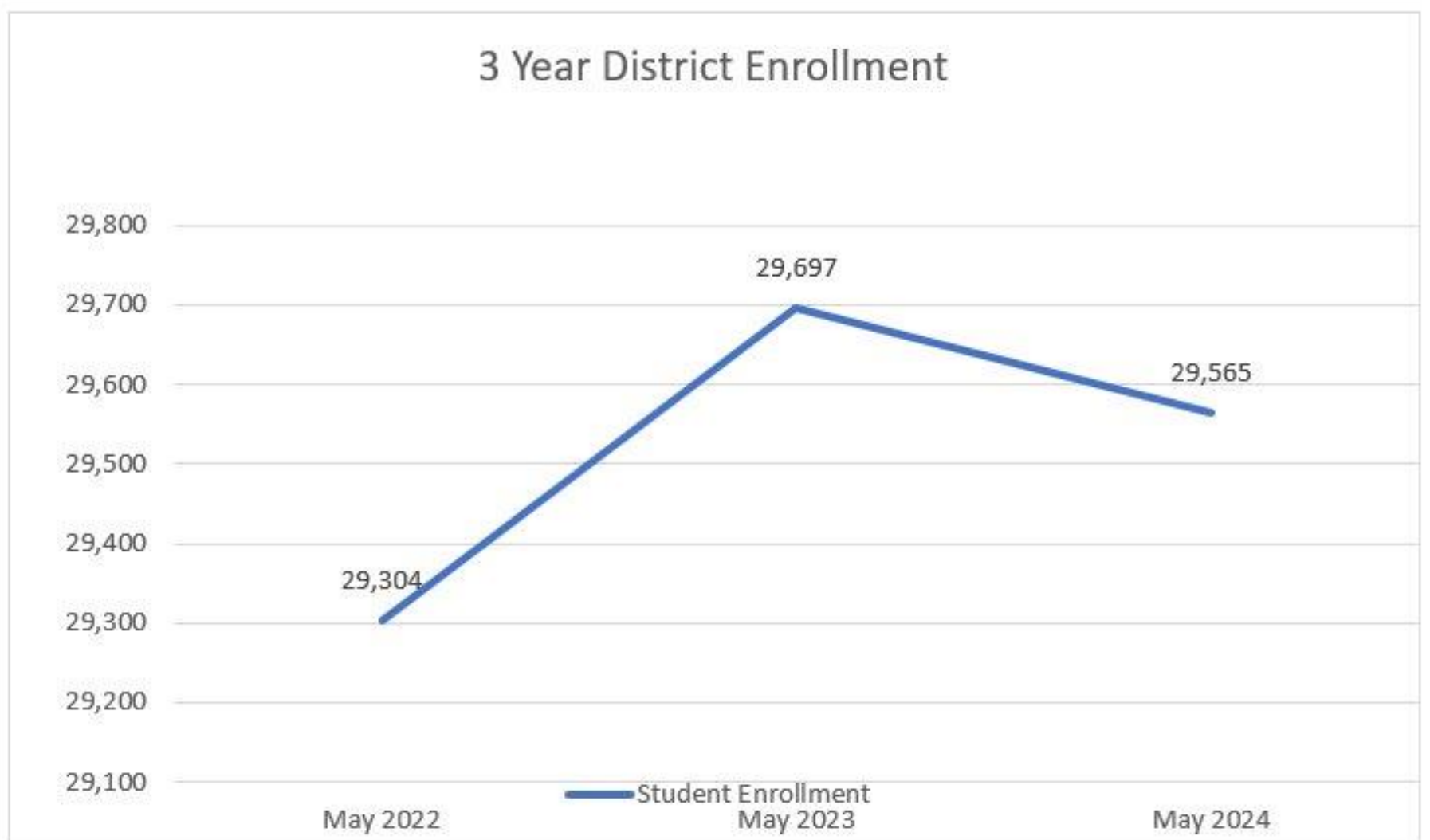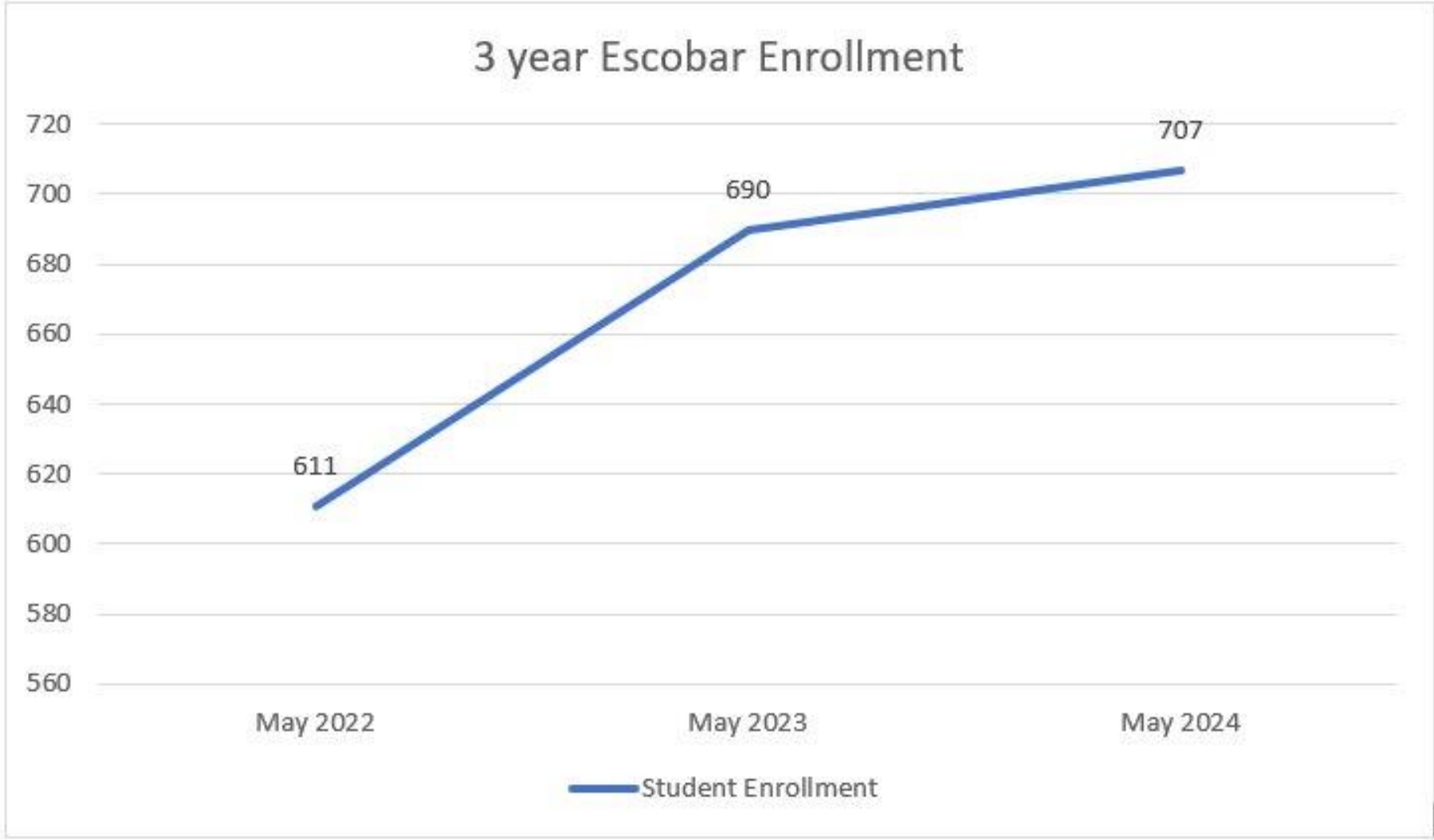
September Enrollment

Pending

3 Year Special Population Enrollment

Comprehensive Needs Assessment

1st Grade TPRI and Tejas Lee EOY

	TPRI MASTERS	TPRI MEETS	TPRI APPROACHES	TPRI DNM+	TPRI DNM
2022	73	12	2	2	10
2023	76	9	0	9	7
2024	70	15	5	3	2
2025 Goal	75	15	5	3	2

	TEJAS LEE MASTERS	TEJAS LEE MEETS	TEJAS LEE APPROACHES	TEJAS LEE DNM+	TEJAS LEE DNM
2022	86	0	7	0	7
2023	83	0	6	6	6
2024	90	0	5	2	2
2025 Goal	90	5	3	1	1

2nd Grade TPRI and TejasLee EOY

	TPRI MASTERS	TPRI MEETS	TPRI APPROACHES	TPRI DNM+	TPRI DNM
2022	57	14	10	8	12
2023	67	17	2	7	7
2024	72	17	0	2	9
2025 Goal	80	10	2	2	6

	TEJAS LEE MASTERS	TEJAS LEE MEETS	TEJAS LEE APPROACHES	TEJAS LEE DNM+	TEJAS LEE DNM
2022	47	32	5	3	13
2023	54	30	5	5	7
2024	66	23	0	0	11
2025 Goal	90	1	5	2	2

Goal 1 – 4 Summary of Findings

GOAL	AREA REVIEWED	SUMMARY OF STRENGTHS	SUMMARY OF NEEDS	PRIORITIES
1 STUDENT ACHIEVEMENT	ACADEMIC ACHIEVEMENT			
	TECHNOLOGY			
2 SCIENCE	STUDENT TARGETS			
	ACADEMIC GROWTH			

Goal 1 – 4 Summary of Findings

GOAL	AREA REVIEWED	SUMMARY OF STRENGTHS	SUMMARY OF NEEDS	PRIORITIES
3 EARLY LITERACY		1st grade and 2nd grade Non-DL dy	2nd grade DL students have 11 students not developed for 3rd Grade.	DL fluency
4 STUDENT ATTENDANCE				

2023-2024

	STATE	REGION 1	PSJA ISD	Escobar	GOALS 2025
DOMAIN 1 STUDENT ACHIEVEMENT					
DOMAIN 2 **PART A:** GROWTH **PART B:** RELATIVE PERFORMANCE					
DOMAIN 3: CLOSING THE GAP					

- The following charts reflect the State Accountability results in 2023- 2024(STAAR), including the mathematics 3-5, and all populations.

- This will allow us to analyze our needs and set attainable goals for the 2023-2024 school year.

2024 -2025 Campus Goals

3RD GRADE READING		
	2024 Data	2025 Goal
Approaches	83%	88%
Meets	62%	67%
Masters	43%	48%
Domain 1	63%	68%

4th GRADE READING		
	2024 Data	2025 Goal
Approaches	82%	88%
Meets	64%	67%
Masters	38%	48%
Domain 1	63%	68%

5th GRADE READING		
	2024 Data	2025 Goal
Approaches	88%	85%
Meets	67%	70%
Masters	36%	40%
Domain 1	64%	65%

2024 -2025 Campus Goals

3RD GRADE MATH

	2024 Data	2025 Goal
Approaches	83%	88%
Meets	56%	61%
Masters	20%	25%
Domain 1	53%	58%

4th GRADE MATH

	2024 Data	2025 Goal
Approaches	94%	88%
Meets	71%	61%
Masters	36%	25%
Domain 1	61%	58%

5th GRADE MATH

	2024 Data	2025 Goal
Approaches	77%	94%
Meets	48%	71%
Masters	18%	36%
Domain 1	48%	67%

5TH GRADE SCIENCE

	2024 Data	2025 Goal
Approaches	64%	75%
Meets	29%	35%
Masters	18%	25%
Domain 1	37%	45%

2024 -2025 Goal Areas

- **Goal Area 1 – Student Achievement**

- **Focus Area 1- Student Achievement, CCMR, Graduation Rate**

- **Focus Area 2- School Progress, Academic Growth, Relative Performance**

- **Focus Area 5- Technology**

- **Focus Area 6- Increase Learning TimeGoal Area 1 : Student Achievement**
  - Reading, Language Arts and Literacy
  - Mathematics
  - Accountability standard or domain
  - College, Career and Military Readiness
  - Instructional Technology (see appendix)
    - Dropout Prevention / Graduation Rate Improvement (MS, HS)
    - Sixth Grade Transition
    - Ninth Grade Promotion (HS)
    - Advanced Course / Dual Credit Enrollment (HS)
    - AP Exams Participation and Performance (HS)
    - PSAT/SAT/ACT Participation and Scores (MS, HS)
    - College Readiness (ES, MS, HS)
    - Synchronous & Asynchronous (see appendix)
    - Technology Educator Training and Support (see appendix)

Goal Area 2: Closing the Gaps
- Special Education Program
- Gifted & Talented Program
- Migrant
- Dyslexia
- English Learners
  - STAAR/EOC Performance/ Participation
- TELPAS-Listening, Speaking, Reading and Writing and Composite Scores
- Special Education Placement in Instructional Setting 40/41
- Student Groups
  - All Students
  - African American
  - Hispanic
  - White
  - Asian
  - Special Education (Current)
  - Economically Disadvantaged
  - English Learner (Current and M4)
  - Continuously Enrolled
  - Non continuously Enrolled

Goal Area 3: Improve Culture and Climate
- Attendance
- Bullying Prevention
- Child Abuse & Sexual Abuse Prevention
- Dating Violence Awareness
- Drug, Tobacco, Alcohol Prevention
- Suicide Prevention
- Discipline Management – Safe Environments
  - DAEP Referrals
  - Special Education In-school Suspension
  - Special Education Out-of-School Suspension
  - Parent and Community Involvement
  - Social Emotional Learning (SEL)/Mental Health

Goal Area 4 – Increase Staff Quality, Recruitment and Retention

- Focus Area 6- Increase Learning Time

- Focus Area 8- Staff Quality, Recruitment and Retention

- Professional Development Trainings
- Number of Hours of Instructional Coaching and Support
- Teacher Mentors
- Number of Teachers: Developing, Proficient, Accomplished, Distinguished
- Process for Effective Staff Interviews
- Screening of Staff
- Teacher Feedback & Coaching
- New Teacher Support
- Multiple site job postings
- Stipends for hard to staff positions

	Student Achievement
:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 4 percentage points by June 2024
	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 56% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
ar will be created to provide campus-wide ssessments and progress monitoring	Assessment Director Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Grade Level Leaders	Assessment calendar Instructional timelines Assessed curriculum Campus based progress monitoring	Sep. 2023 – Aug. 2024	Completed testing calendars and timelines Agendas and sign in sheets Completed assessment progress monitoring recording sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress on Monitoring sheets	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year	Title I, II, III Special Education & Bilingual Funds, Migrant Funds

Action Steps

ls and district Benchmarks will be administered campus-wide to monitor student progress in the curriculum.

AC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.

AC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
erformance Review sessions will be held level within 48 hours following the district enchmark.	Principal Campus Leadership Grade level Team CLL	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

onitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).

each CBA or Benchmark, the campus admin team will analyze grade level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.

academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.

will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR assessment.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
w Sessions will be held to review CBA and ta with grade level leaders identify areas order to plan next steps.	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Grade Level Leader	District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material Teachers Pay Teachers	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks Progress Monitoring STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 4 percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 56% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. AP) Homeroom teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	August 2023-September 2024	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Growth Measures [SGMs] Pre/Post Test Beginning Of Year Assessments	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps

1) Writing instruction will be provided for all students in grades PK – 5th grade.

2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.

3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning.com, and MackinVia.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs (virtual and in-person).	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Content Coordinators	Walkthrough Portal Pacing Guides Teacher Reminders Schedules	August 2023-September 2024	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth Teacher implementation of feedback	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR/TELPAS STAR test from AR	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.

2) Ensure appropriate pacing of the curriculum based on the timelines.

3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL TXCEE support staff	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WB Mentoring Minds WB STAAR Master WB	August 2023-September 2024	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 4 percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 56% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. AP) Homeroom teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	August 2023-September 2024	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Growth Measures [SGMs] Pre/Post Test Beginning Of Year Assessments	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps

1) Writing instruction will be provided for all students in grades PK – 5th grade.

2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.

3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning.com, and MackinVia.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs (virtual and in-person).	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Content Coordinators	Walkthrough Portal Pacing Guides Teacher Reminders Schedules	August 2023-September 2024	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth Teacher implementation of feedback	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR/TELPAS STAR test from AR	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.

2) Ensure appropriate pacing of the curriculum based on the timelines.

3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL TXCEE support staff	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WB Mentoring Minds WB STAAR Master WB	August 2023-September 2024	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments TRPI/Tejas Lee Circle DRA CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 4 percentage points by June 2024
Objective 3:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 56% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team CLL Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Assessment Conference	Oct. 2023 April 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress	Formative assessments CBAs Progress Monitoring Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps

1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.

2) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs.

3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and data analysis and fluency	Principals Assistant principals Campus leadership team CLL Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Voyager	Aug. 2023 - May 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS TPRI/Tejas LEE	Title I Title II Title III Title IV

Action Steps

1) Opportunities to participate in online technology professional development will be offered to address time constraint issues and fluency This will be done via Hoonuit and the MegaByte Consortium.

2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.

3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2023 March 2024	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs,	CBAs BMs STAAR TELPAS	Title I, II, III

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase 6 percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	Content Coordinators Content teachers Principal (Mrs. C. Espinoza) AP	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Forde Ferrier WB Mentoring Minds WB STAAR Master WB Sharon Wells Google Slides Teachers Pay teachers	June 2022 – Aug. 2024	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps
1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts.
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Sharon Wells, Pearlized Math and Imagine Math
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-week

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (in-person).	Principals Assistant principals Executive Officers Coordinators Strategists	Principals Assistant principals Executive Officers Coordinators Strategists Walkthrough portal Technology	Sep. 2023– May 2024	–Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR Progress Monition	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for teachers and paraprofessionals.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists Principal (Mrs. C. Espinoza) AP (Mrs. AP)	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Manipulatives Visuals	Sep. 2023- Aug. 2024	Agendas and sign-in sheets Collaborative Learning Communities Meetings Math Journals CIF Strategies	BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase 6 percentage points by June 2024.
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Assessment Director Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP	Assessment calendar Instructional timelines Assessed curriculum YAG Teacher Created Calendars	Sep. 2023 – Aug. 2024	Completed testing calendars and timelines Agendas and sign in sheets Progress Monitoring Sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Growth Measures [SGM] Pre/Post Test	Title I, II, III Special Education Bilingual Funds Migrant Funds

Action Steps

1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.

2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc,) to identify areas of concern in order to prescribe appropriate resources for intervention.

3) Utilize DMAC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team CLL	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Substitutes	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS SW/Pearlized benchmarks	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Closely monitor and intervene when students are not performing on grade level.

2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.

3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.

4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order	Executive Officers Program Directors Coordinators	District and Campus Benchmark Data Reports Plan for Interventions Forde Ferrier WB	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase 6 percentage points by June 2024.
Objective 3:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Collaborative Learning Leader Department chairs Campus teachers New Teacher Support Staff	Lead4ward Region 1 DMAC state and federal accountability reports	Oct. 2023 - April 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the campus.
3) Spiral Reviews (from Assessed Curriculum) will be created by grade level leaders and be provided to teachers based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals CLL Department chairs Campus teachers New Teacher Support Staff	Lead4ward Region 1 DMAC state and federal accountability reports CIT Nearpod	Aug. 2023 - May 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	District ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2023 - March 2024	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	CBAs BMs STAAR	Title I, II, III

Goal Area 1:	Student Achievement
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by twenty percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR Science 3-5 will increase from 39% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with in-person learning for Science based on need's assessment using data and trends will be executed.	Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. AP) Homeroom teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Summit K-12 Rubric Tutoring Wal-Mart Supplies	-Sept. 2023 -Oct. 2024 -Nov. 2024 -Dec. 2023 -Jan. 2024 -Feb. 2024 -March 2023 -April 2023 -May 2023 -June 2023 -July 2023 -Aug. 2024	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Growth Measures [SGM] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps
1) Depth of Knowledge (DOK) questions will be updated for science during curriculum development sessions
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning Ally, and MackinVia.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs.	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Content Coordinators	Walkthrough Portal Pacing Guides Teacher Reminders Schedules Rubrics	-Sept. 2023 -Oct. 2023 -Nov. 2023 -Dec. 2023 -Jan. 2024 -Feb. 2024 -March 2024 -April 2024 -May 2024 -June 2024 -July 2024 -Aug. 2024	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth Teacher implementation of feedback	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Observe and provide feedback to teachers on effective and rigorous instructional science strategies.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation/integration of the Science curriculum through CLCs.	Content Coordinator Principal (Mrs. C. Espinoza) AP (Mrs. AP)	Training Material Training Agenda District Curriculum, Pacing	-Sept. 2023 -Oct. 2023 -Nov. 2023	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by 6 percentage points by June 2024.
Objective 2:	The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 52% to 58% through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide campus-wide alignment of assessments and progress monitoring	Assessment Director Executive Officers Content Coordinators Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Grade Level Leaders	Assessment calendar Instructional timelines Assessed curriculum Campus based progress monitoring	Sep. 2023– Aug. 2024	Completed testing calendars and timelines Agendas and sign in sheets Completed assessment progress monitoring recording sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress on Monitoring sheets	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGM] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Grade level Team Science Lab Teacher	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).
2) Following each CBA or Benchmark, the campus admin team will analyze grade level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR assessment.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order to plan next steps.	Principal (Mrs. C. Espinoza) AP (Mrs. AP) CLL Grade Level Leader Science Lab Teacher	District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material	Oct. 2023 Nov. 2023 Jan. 2024 Feb. 2024 Mar. 2024	Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters	Formative assessments CBAs and Benchmarks Progress Monitoring STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Goal Area 1:	Student Achievement
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by 6 percentage points by June 2024.
Objective 3:	The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 52% to 58% through data-driven instruction

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Assessment Conference	Oct. 2023 - April 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress	Formative assessments CBAs Progress Monitoring Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs.
3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2023 - May 2024	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources for Science.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds Summit K-12	Aug. 2023 March 2024	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2024.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *Assistant Principal *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Success Maker *STAAR Release Assessments (BM I & II) *Interim Assessments *AR *Voyager	*Aug. 2024 *Sep 2023 *Oct. 2023 *Nov. 2023 *Dec 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024 *July 2024 *August 2024	*DMAC data reports * Cambium Reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR Math (3rd-5th) *STAAR Reading (3rd-5th) *STAAR Science (5th)	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *TX KEA *Circle	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Use formative assessment results to establish priorities for weekly progress monitoring	*Principal *Assistant Principal * CLL *Teachers	*District Curriculum *I station Reading *STAAR Release Assessments (BM I & II) *ImagineMath *myON	*Aug. 2024 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Walkthroughs *CLCs	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE *Interim Assessments	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps
1) Re-establish priorities based on data and identified student needs
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress
3) Provide equitable resources on a timely manner to ensure student success

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	**Principal** **Assistant Principal** * CLL	*District Curriculum *Istation Reading *STAAR Release	*Aug. 2024 *Oct. 2023 *Nov. 2023	*DMAC data reports *Campus Performance Reviews (CPR)	*Closing the achievement gap among student groups *Increase academic	*Formative assessments *CBAs *Benchmarks	*Comprehensive Needs Assessment *Reform Strategies- a,b,c

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2024.
Objective 2:	All identified student groups in the Academic Achievement component will meet 80% of the indicators by providing high-quality, research-based instruction throughout the 2022-2023 school year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ensure effective delivery of instruction remains the key focus for student groups.	-Principal -Assistant Principal -Campus Leadership Team -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release -Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Emergent Billingual and the all student group	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Implement instructional programs with fidelity (e.g., Istation, Imagine Math, Edusmart, Summit K-12, Grad. Point, Star/AR, and MyOn)

2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs.

3) Address various learning styles with clear and focused instruction

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Use professional development time to address instructional needs of teachers as revealed by data	-Principal -Assistant Principal -Campus Leadership Team -CLL -Teachers	-District Curriculum -Istation Reading -STAAR Release -Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM and STAAR assessments	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.

2) Allocate professional development time to coach and grow teacher efficacy

3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use information from walkthrough observations to collect data trends about systemic instructional needs	-Executive Officers -Principal -Assistant Principal -Mentor Teachers -CLL -Teachers	-District Curriculum -Istation Reading -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM, STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Interim Assessements	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2024

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-District Departments (DL, SpEd, Migrant, 504/RTI) -District Strategists -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	Aug. 2024 Sept.2023 Oct. 2023 Nov.2023 Dec. 2023 Jan.2024 Feb. 2024 March 2024 April 2024 June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR tested subjects - An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment-a,bc, -Reform Strategies- a, b, c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Use ongoing district and campus created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I& II)

2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3)Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	-Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Students assist in placing their 2023 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.

2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or lack of growth

3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	-Principal -Assistant Principal -Counselor -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2024.						
Objective 3:	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2024.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure specialized departments and personnel support the academic needs of the different student groups	-LPAC -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Campus Leadership Team -Teachers	District Curriculum, Istation Reading, Imagine Math, Success Maker, STAAR Release Assessments	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	MAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the all-student group	-Weekly and End of Unit Assessments – Interim Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Determine teacher capacity and provide targeted professional development
2)Ensure teachers are trained and utilize research-based effective instruction to meet student needs
3)Ensure that student groups (i. e., Special Education & English Learners) are monitors and are on track to graduate
4)Monitor that all student groups from grades PK3-5th are on grade level or showing growth

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Provide professional development for teachers and teacher assistants assigned to determine the best way to provide on-grade level instruction for special education students throughout the district	-District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals	-District Curriculum -Istation Reading -Study Sync -STAAR Release Assessments (BM I & II) -DMR	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Ensure special education teachers are involved in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum)
2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress
3) Ensure a core content teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.
4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure there is professional development, alignment of services, instruction, and resources for English Learners	-LPAC -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	-Diagnostician -LPAC -Language Coaches -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	DMAC Program Istation Reading Success Maker Imagine Math Benchmarks IEP Goal Progress	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings

Action Steps

1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.
2)Provide specialized materials and supplies as per students' IEP.
3)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Special education personnel will support the academic needs of students with disabilities.	Director of Special Education Special Education Coordinators Special Education Assessment Staff Related Service Providers Principal Assistant Prancipal SpEd Teachers (Special Education Instructional Staff)	Special education data management system Eschool Plus/COGNOS DMAC	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR STAAR ALT TELPAS TELPAS ALT	Special Ed 162, 224, 225 and 429. Title I provide Instructional Aides to support students in mainstream settings

Action Steps

1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.
2)Provide consultation to campus staff and parents to ensure student needs are met.
3)Provide specialized materials and supplies as per students' IEP.
4)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Collect and assess data to monitor student progress and drive interventions	-Diagnostician -LPAC -SpEd Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Use ongoing district built and campus formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day for every grade level

Strategy 4	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	-Diagnostician -LPAC -SpEd Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI) -Principal -Assistant Principal -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 3:	All Emergent Bilingual will demonstrate a 3% increase of academic progress in the areas of Reading and Mathematics by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of EL students academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategists/coaches).	-Dual Language Strategists/Coaches -Instructional Coaches -Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM and STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Use ongoing district and campus created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EL groups to address specific academic needs based on growth performance

2)EL student group data will be disaggregated at the campus levels (CPR) to determine student progress and develop goals and plans to increasing performance to the Meets level and above

3)Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	Dual Language Strategists/Coaches -Instructional Coaches -Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II) -MyOn -Accelerated Reader	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching

2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs

3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Differentiate instruction for English Learners based on their individual academic growth needs.	Dual Language Strategists/Coaches -Instructional Coaches -Principal -Assistant Principal -CLL -Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II) -MyOn	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, Interim Assessments and STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -Interim Assessments -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 3:	Emergent Bilingual will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.
Objective 1:	By June 2024, the campus will effectively implement the adopted dual language programs in PK to 5th grade.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the elementary level.	Dual Language Director Dual Language Coordinator & Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	DLTI Region One Chapter89 ELPS/SLPS/TEKS Summit K-12	August 2023 - June 2024	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	Executive Officers for Elementary Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach	DLTI RegionOne Chapter89 ELPS/SLPS/TEKS Summit K-12	August 2022-May 2023	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Specialized personnel will have multiple trainings/meetings with all DL contents teachers and administrators throughout the school year.
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Conduct parent trainings/meetings on the program model implemented at the elementary campus.	Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Parental Engagement Director Parent Educators Principal	Elementary DL Models PowerPoints Chapter 89 Grading Policy	September 2022-May 2023	Flyers, Agendas, Sign-In Sheets, Meeting Recordings	Increase in student achievement Closing achievement Gaps Increase in parental involvement	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 3:	Emergent Bilingual will advance by at least one level on the TELPAS composite rating from June 2023 to June 2024.
Objective 2:	By June 202, staff servicing Emergent Bilingual will be proficient in all dual language support systems.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards.	-District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists Bilingual Strategist -Content Coordinators English Language Development Coach -Principal -Assistant Principal -Teachers	-English Language Proficiency Standards -District Curriculum -Proficiency Level Descriptors -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide	Aug. 2022- June 2023	Sign in Sheets Agendas PowerPoint Presentations Lesson Plans Language Objectives posted and aligned	-Closing the achievement gap among student groups -Increase in student progress by domain Increase in student progress on composite level	-Weekly Assessments -TELPAS - CBAs - Benchmarks -Interim Assessments	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Specialized personnel will offer multiple trainings throughout the school year.

Specialized personnel will ensure that the ELPS are integrated across curriculums.

Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	-Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal CLL Teachers	-English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations Checklist New Teacher Institute	Aug. 2022- June 2023	-LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among -Increase linguistic performance of Beg/Int students Composite Level Progression	-TELPAS Benchmark TELPAS Software Quizzes -TELPAS Assessment Coaching/Mentoring Forms (plan of action)	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.

2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content.

3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	-Language Development Specialists and Strategists English Language Development Coach -Principal -Assistant Principal -CLL -Teachers	-ELPS -District Curriculum -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Checklist Data Reports Region One Summit K-12 Listening & Speaking Practice Sets	Aug. 2022- June 2023	-LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students Increased progression in individual domains	-TELPAS Benchmark -TELPAS Assessment Student Artifacts	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 2:	Closing the Achievement Gaps
Annual Goal 3:	Emergent Bilingual will advance by at least one level on the TELPAS composite rating from June 2023 to June 2024.
Objective 3:	By June 2023, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Embed TELPAS writing practice across all content areas.	Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs Summit K12	Sept. 2022 - May 2023	Writing samples T ELPAS Writing Prompts Sign-In Sheets Age ndas Pow erPoint Presentations Summit K12	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	-Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Embed TELPAS prompts across all curriculums for student to practice at least biweekly

Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.

Monitor and support teachers to ensure that writing practice is implemented in their content.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	-ELPS - District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program Summit K-12	Sept. 2022 - May 2023	Student Rosters Usage Reports Walk-through	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level Progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	-Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2024, the campus's positive culture and climate will increase for teachers and staff perception of staff-student relationships.
Objective 1:	By June 2024, student social and emotional learning knowledge and skills will increase.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Counselor	*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	August 2023 – August 2024	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through Software/Portal	Title I: #2, #9, #10

Action Steps
1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period
2) Deliver virtual Social Emotional Learning Student Academies
3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Principals *Teachers *Counselor	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	August 2023 – August 2024	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10

Action Steps
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2) Promote the five competencies in extra-curricular activities such as cheerleading, dance, Folklorico, choir, UIL academic events, Enrichment Camps, guitar, etc.
3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2024, the district's positive culture and climate will increase based on teachers and staff perception of staff-student relationships.
Objective 2:	By June 2024, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	August. 2023 – August 2024	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics
2) Train teachers and staff on the counseling and guidance lessons and resources

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Principals *Counselors	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Aug. 2024 – May 2024	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms
2) Use restorative practices and de-escalation techniques

Goal Area 3:	Improve Safety, Public Support, 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 Component
Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1)Train on lockdown procedures and active threat situations
2) Conduct daily security/safety audits at all campuses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for administrators, security, and campus police officers on violence prevention procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*August 2023 *January 2024 *August 2024	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

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.
Objective 1:	By June 2024, 50% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator *Region One Director	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	August 2023-August 2024	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	*Title I-#2,#4

Action Steps

1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis

2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)

3) Schedule literacy and entrepreneurship sessions to support families

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Counselor	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	August 2023-August 2024	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	*Title I-#2,#4

Action Steps

1) Conduct weekly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions

2) Utilize tools such as school messenger and social media outlets to promote parent participation

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.
Objective 2:	By June 2024, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2023-August 2024	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6

Action Steps
1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses
2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.
3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*MOUs *Parent Survey Results *Program Needs Assessment	August 2023-August 2024	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6

Action Steps
1) Analyze grant specifications and/or community program key points addressing goals and expectations
2) Create community service projects based on parent needs/feedback/surveys

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.
Objective 2:	By June 2024, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2023-August 2024	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6

Action Steps
1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses
2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.
3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*MOUs *Parent Survey Results *Program Needs Assessment	August 2023-August 2024	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6

Action Steps
1) Analyze grant specifications and/or community program key points addressing goals and expectations
2) Create community service projects based on parent needs/feedback/surveys

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons 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 Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators,	Instructional walk-through focus tool Pacing Guides	Aug. 2024 - May 2024	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction schedule	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

1) Create campus walk-through schedule

2) Complete 10 walk-throughs per week.

3) Review walk-through data and address areas of need.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators	Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions	Aug. 2024 - May 2024	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching Student academic growth	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.

2) Provide learning opportunities, i.e.… peer observations to observed effective strategies based on areas of need.

3) Monitor and follow up with next steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, CLL	Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Collaborative Learning Communities	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices, delivery of instruction	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
1) Campus leadership will review walk-through data and identify areas of need.
2) Campus leadership will identify staff instructional needs and develop an action plan
3) Monitor and revise action plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, CLL, Reading Resource Teacher	Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Professional Learning Communities.	-Aug. 2024 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.
2) Provide professional development opportunities for staff
3) Review and monitor achievement of professional development goals.

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 2024.
Objective 1:	Develop the skills in teachers needed to complete fair, valid teacher evaluations.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all campus teachers based on their professional development goals.	Principals, Assistant Principals, CLL	Funding, professional development needs data, professional development trainers, Research-Based Resources	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SGM, T-TESS	T1 #3,#5

Action Steps
1) Collect evidence of teacher PD needs.
2) Review academic reports for district and campus needs
3) Plan, schedule and hold trainings.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all teachers based on professional individual development goals.	Principals, Assistant Principals	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	Quarterly	teacher evaluation a true reflection of teacher performance and student growth	Data showing increase alignment between teacher evaluation and student performance	T-TESS evaluation data, student performance data	T1 #3,#5

Action Steps
1) Schedule quarterly meetings for teacher evaluation Calibrations
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) Review teacher evaluations and compare to student performance.

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 2024.
Objective 2:	Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback using T-TESS evaluation system twice per year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (T-TESS) to increase staff quality,	Campus principal, assistant principal, CLL	T-TESS Evaluation, Materials	August 2023- May 2024	T-TESS evaluations, Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	T-TESS Evaluations	Local

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive annual T-TESS review sessions	–TxCEE, Principal Assistant Principal CLL	T-TESS Evaluation Tool , Materials T-TESS Guide	August 2023- May 2024	"T-TESS evaluations ER O Numbers	Submit quality PD goals Growth in Standards Walkthroughs	–TxCEE, -HR Dept. -Principal -Assistant Principal	T-TESS Evaluation Tool , Materials

Action Steps
1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds.
2) Monitor and evaluate data gather during instructional rounds.
3) Provide support in areas of need.
4) Additional support for new teachers and 2nd year teachers. (walkthroughs, CLL conferences, Modeling of lessons)

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 2024.
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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Campus principal, assistant principal, CLL	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5

Action Steps
1) Schedule the fall training
2) Monitor and review professional development goals to create training based on needs and goals
3) Schedule Spirit of PSJA Categories and behaviors trainings

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5

Action Steps
1) Train staff on evaluation tool
2) Give staff timeline to complete the self-evaluation and goal setting
3) Offer growth opportunities to staff

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 2024.
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director	PD funds	Quarterly	Professional development offered	Improved staff morale, and customer service	PD surveys	T1, #3, #5

Action Steps
1) Conduct PD goals survey
2) Work with staff to create trainings
3) Schedule and hold training

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff morale, and customer service, increase retention rate	PD feedback survey	T1 #3, #5

Action Steps
1) Conduct survey to identify areas of interest
2) Create trainings based on data collected
3) Conduct trainings and evaluate results

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2024.
Objective 2:	All Elementary Bilingual teachers will be certified by May 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept	Letter	During Onboarding	Letter on file	All bilingual teachers certified	Complete Fed/State requirement	–Title I: #3 and #5

1) Advertise the vacancy requesting the bilingual certification

2) Monitor testing opportunities for success

3) Staff that complete testing may be considered for continued employment

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept.	funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students' academic needs	Improved scores for the bilingual students	STAAR	–Title I: #3 and #5

Action Steps

1) Review student performance data to determine areas needing support

2) Develop trainings and schedule the PD for teachers

3) Monitor and adjust as needed to support the teachers

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2024.
Objective 3:	Campus will recruit certified teachers for hard to staff, teaching assignments.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Financial incentives are offered to recruit and retain staff in hard to staff dual credit teaching assignments	College Readiness, HR, HS EO,	Funding, Job Fairs, Recruitment efforts,	Early Spring	Hard to staff taught by certified campus teacher	Campus certified teacher	Increase in student's certifications and college hours earned	Title I: #3 and #5

1) Meet with appropriate staff to identify needs

2) Target recruit based on needs

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional opportunities for hard to staff teachers.	College Readiness, HR, HS EO, Talent Development, Professional Development Director	Funding, Job Fairs, Recruitment efforts,	Fall, Spring, Summer	retention of high need teachers	Campus certified teacher	Increase in students' certifications and college hours earned	Title-I #3, #5

Action Steps

1) Survey to identify needs for growth trainings

2) Develop trainings

3) Holds the trainings

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

OPPORTUNITIES FOR *ALL!*

Stay Connected!

Insert Presenter Email Here | 956.354.2000

psjaisd.us | facebook.com/psjaisd | twitter.com/psjaisd

PSJA

COLLEGE³
READY.CONNECTED.COMPLETE.™

SCAN