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Pharr-San Juan-Alamo Independent School District

2024-25 Campus Improvement Plan
PSJA Early College High School

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ADMINISTRATION

2024-25 School Board of Education

Carlos G. Villegas, Jr., *President*

Diana Serna, *Vice-President*

Yolanda Castillo, *Secretary*

Jorge L. Zambrano, *Member*

Dr. Cynthia A. Gutierrez, *Member*

Jesus A. "Jesse" Zambrano, *Member*

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools

Ranulfo Marquez, Assistant Superintendent for Academics

Rebecca Gonzales, Assistant Superintendent for Finance

Dr. Rebeca Garza, Assistant Superintendent for Human Resources

Assistant Superintendent for School Operations

Dr. Orlando Noyola, Assistant Superintendent for Student Services

Dr. Lauro Davalos, Assistant Superintendent for Technology

Senior Staff

Dr. Nora Cantu, Executive Officer for Academics

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

Dr. Iris Guajardo, Executive Officer for Secondary Schools

Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools

Claudia Gonzalez, Executive Officer for Elementary Schools

Virna M. Bazan, Executive Officer for Elementary Schools

Dr. Susana Arredondo, Executive Officer for Elementary Schools

Yolanda Gomez, Executive Officer for Learning Acceleration

Alfredo Carrillo, Executive Officer for Human Resources

Rafael Gonzalez, Administrator for Operations

Mario Bracamontes, Sustainability Administrator

Campus Administration

Dr. Rowdy R. Vela, Principal

Elizabeth Alaniz, Dean of Instruction

Norma Rocha, Early College Director

Ofelia Pena, Assistant Principal

Jesus Reyna, Assistant Principal

Juanita Balderaz, Assistant Principal

Consuelo Chapa, Assistant Principal

PSJA ISD Vision

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

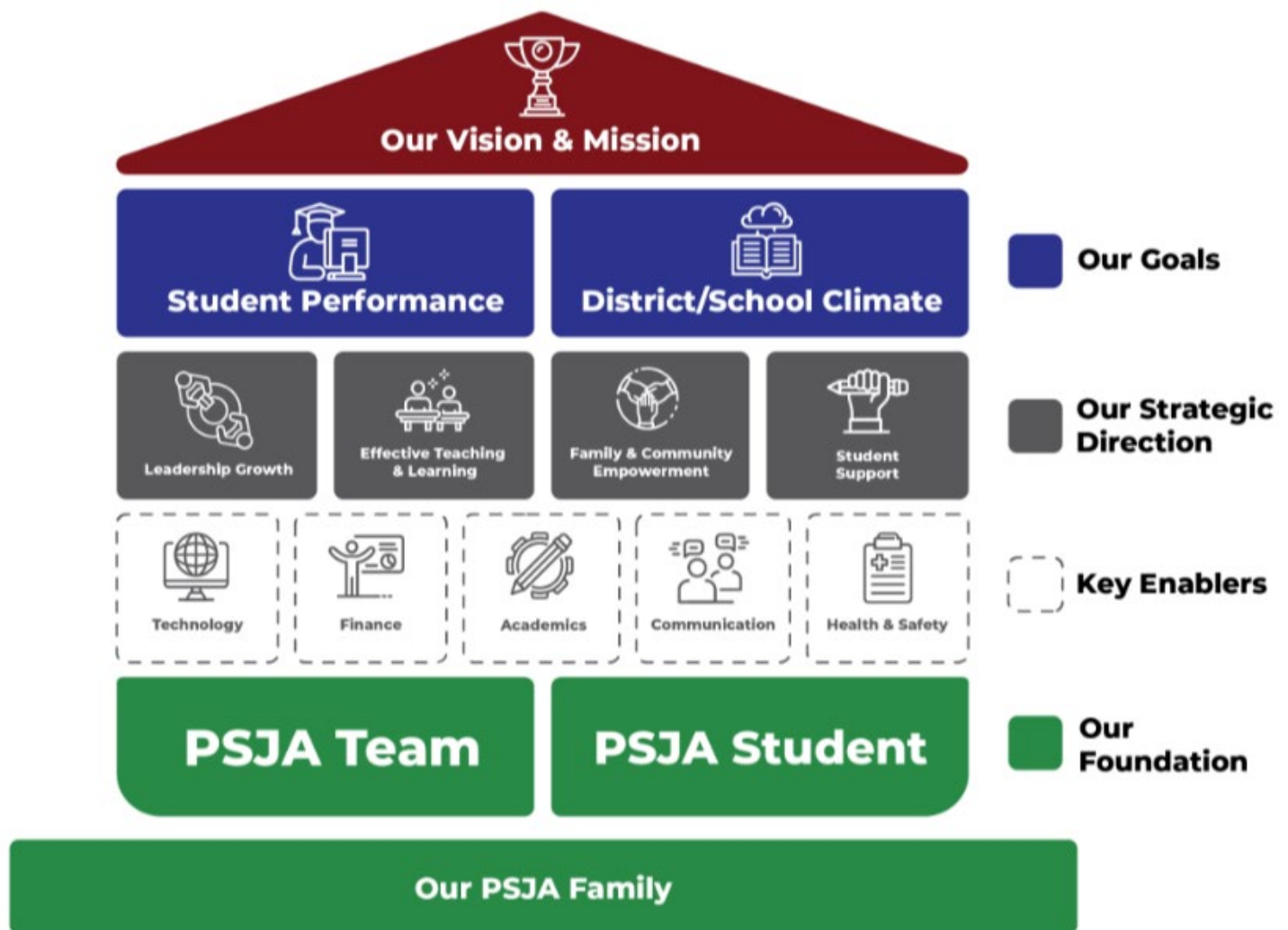
PSJA ISD Mission

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

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

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

PSJA ISD Strategic Direction



Board of Education Goals

Goal 1

The percentage of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2025.

Goal Progress Measure 1.1: The percent of grade 3 students on IStation Reading BOY will increase from 39% to 47% by 2025.

Goal Progress Measure 1.2: The percent of grade 2 students on IStation Reading BOY will increase from 44% to 51% by 2025.

Goal Progress Measure 1.3: The percent of grade 1 students on IStation Reading BOY will increase from 28% to 35% by 2025.

Goal Progress Measure 1.4: The percent of grade kindergarten students on IStation Reading BOY will increase from 32% to 39% by 2025.

Goal 2

The percentage of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2025.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2025.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2025.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2025.

Goal 3

The percentage of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2025.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2025.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2025.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2025.

Goal 4

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

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2025.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2025.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2025.

Executive Summary

School Name: PSJA Early College High School

Principal: Dr. Rowdy Vela

School Profile: PSJA Early College High School is a comprehensive high school located in San Juan, Texas. As of August 2024, the campus enrollment consisted of 2,333 students. Based on campus demographics, the enrollment by ethnicity consisted of 100% Hispanic. The student population served is 93.8% economically disadvantaged and 35.5% of our student population are classified Emergent Bilinguals (EBs). Of the total population served at PSJA Early College High School, 9.3% (216) are identified as special education and require individualized education plans and services. 61% (1,427) of the student population is considered At-Risk.

PSJA Early College High School has achieved accolades in academics, fine arts, and athletics, as well as attained a A rating for the 2023-2024 academic school year, with an overall score of 91 based on the Texas Education Agency accountability system. For the 2023-2024 school year, PSJA Early College High School graduated 99.7% of the senior class with 103 students obtaining their associate degrees in either Interdisciplinary Studies, Mathematics, Biology, Business, Criminal Justice, Education, or Welding. PSJA ECHS also had 321 students earning certificates in different fields of study from our partnering Institution of Higher Education (STC). Of the total graduates, 83% earned one or more dual credit courses, setting the foundation needed for a post-secondary education. PSJA Early College High School prepares students to be able to participate, compete and excel in a global society designed to foster multi-generational prosperity.

Comprehensive Needs Assessment Summary: PSJA Early College High received an overall grade of 91 out of 100 based on performance in three different domains. In Domain I -Student Achievement, PSJA Early College High earned 86 which measures how much a student knows and can do at the end of the school year. In Domain II Part A- Academic Growth PSJA Early College High scored an 84, measuring how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, was a 90. PSJA Early College High scored a 93 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/Instruction and Assessment: Teachers utilize Close reading strategies for language arts instruction that help students with critical analysis of a text and focuses on significant details to develop a deep understanding of the text's form and meaning. This campus initiative not only provides students with the skills to read difficult texts independently, but it also helps build our EL's language proficiency. All teachers incorporate the instructional strategies known as Common Instructional Framework that engage all students in learning and require them to take an active role in their education. A 24-25 campus initiative is the CIF *Writing To Learn*. Students will have daily opportunities to write with purpose in all subjects. Valid and reliable data are used to measure mastery and academic growth of our students. Teachers then create targeted strategic plans for students to promote successful learning. The vision for our campus at PSJA Early College High is to provide all students with the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation and critical thinking.

Summary of Measurable Objectives: 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 Master's level on STAAR by 5% in all subject areas and subgroups. Increase the academic achievement of all students in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2024-25 school year and plan for Tier I classroom interventions in all areas, as well as addressing curriculum needs. We will continue to offer after-school tutorials, Saturday Academies, and small group interventions. Our PSJA Early College High campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. Most of our teachers are bilingually certified or in progress to obtain their certification during the 2024-2025 school year. For the 2024-2025 school year, PSJA ECHS has added dual language CTE level courses to their course offerings to offer more to students completing the dual language bi-literacy seal. We highly

encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels and needs of students in the classroom. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school mission.

CIP Part 1: Background, Data Analysis and Needs Assessment

Purpose

To ensure that all students graduate prepared to succeed in institutions of higher education and/or the career of their choice.

Beliefs

We believe that the purpose of education is to help individuals reach their fullest potential.

We believe that effective schools consist of a caring staff, supportive parents, and an involved community that provide a secure learning environment and set measurable goals based on students' individual needs.

It is our belief that a successful student can develop self-discipline, apply new skills, and strive to achieve their goals.

We believe that learning is an essential lifelong process which is self-rewarding.

We believe that parents should actively encourage and participate in their children's education by acting as positive role models.

We believe that a quality instructional program includes a well-rounded curriculum, caring staff, supportive administration, involved community members, and parents who focus on the student's educational needs.

We believe that community is a vital and integral partner to the importance of education.

The vision and mission are the driving force behind every decision for Pharr-San Juan Alamo Early College High School. The vision and mission can be seen posted in the main lobby, library, school website, and in various school advertisements.

Vision

At PSJA Early College High School, we foster a diverse environment where every student is empowered to pursue their educational aspirations and inspired to contribute to our community and world-wide society through our continued tradition of excellence.

Mission

As educational stewards, PSJA Early College High School is constantly adapting to meet our students' needs and ensuring they have the necessary resources, as well as relevant and high-quality instruction to reach their educational goals while instilling pride and ethics.

School Based Decision-Making Committee

| Committee Role | Name | Position |
|------------------------------------|---------------------------|-------------------------------|
| Administrator | Dr. Rowdy Vela | Principal |
| Administrator | Elizabeth Alaniz | Dean of Instruction |
| Teacher | Evan Curtis | Math Department |
| Teacher | Marlene Salinas-Velazquez | RLA Department |
| Teacher | Marisol Gonzalez | RLA Department |
| Teacher | Jo Anna Escalante | Science Department |
| Teacher | Emily Ramos | Science Department |
| Teacher | Rafael Bravo | Social Studies Department |
| Teacher | Diana Blanco | Math Department |
| Teacher | Monica Garza | Fine Arts Department |
| Non-Classroom Professional | Karina Duran | Collaborative Learning Leader |
| Non-Classroom Professional | Norma Rocha | Early College Director |
| Non-Classroom Professional | Ofelia Pena | Assistant Principal |
| Non-Classroom Professional | Jesus Reyna | Assistant Principal |
| Community/ Business Representative | Maricruz Rodriguez | Community/ Business Member |
| Parent | Mirta Cantu | Parent Volunteer |

Needs Assessment, Data Analysis & Determination of Problems and Root Causes

Demographics

Total Population:

- Ethnicity
 - African American
 - Hispanic
 - White
 - Asian/Pacific Islander
- Economically Disadvantaged
- Non-Educationally Disadvantaged
- Section 504 Students
- Students w/ Dyslexia
- At-Risk
- Special Education
- Bilingual
- Gifted & Talented Education

Attendance

The attendance rate for PSJA Early College High for the 2023-2024 school year (as indicated on the 2023 -2024 TAPR) was 90.61% which is below the district level of 95.9% and the state level of 95.4%. We will continue to provide incentives for students every Six weeks. Additionally, we will continue to reach out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals.

Discipline/Bullying Prevention

The discipline and bullying prevention action plan involves assessing current issues through surveys and data analysis, developing and communicating clear policies, and implementing prevention programs such as social-emotional learning (SEL) and evidence-based initiatives. Training for staff and students on bullying recognition and response will be offered along with increasing access to campus/district counseling and promoting the campus anonymous reporting systems. The plan emphasizes community involvement, partnerships with local organizations, regular monitoring, and strategy adjustments based on student and staff feedback. Promoting a positive school climate through recognition of good behavior and encouraging student leadership is also a key component.

Student Academic Achievement Summary

2024 Accountability Rating: A Overall Scaled score of 91

TEA Status: Met Standard

Participation Rate: 100%

Domain I - Student Achievement - Scaled score 86

Domain II, Part A - Academic Growth - Scaled score 84

Domain II, Part B - Relative Performance - Scaled score 90

Domain III - Closing the Gaps - Scaled score 92

Our Overall 2023-2024 STAAR test results are shown below:

| 2023-2024 STAAR ALL STUDENTS | ALL STUDENTS APPROACHES | ALL STUDENTS MEETS | ALL STUDENTS MASTERS |
|---------------------------------|----------------------------|-----------------------|-------------------------|
| Algebra I | 410 | 259 | 151 |
| Biology | 486 | 260 | 63 |
| English I | 426 | 341 | 93 |
| English II | 501 | 403 | 43 |
| US History | 556 | 314 | 87 |
| Total | 82% | 54% | 15% |

Student Academic Achievement Strengths

After analyzing and comparing our data from the previous years, we found the following strengths:

- US History had the highest passing rate at 94%
- English 2 had the highest meets rate at 61%
- Algebra 1 had the highest masters rate at 31%

School Process & Programs

Schoolwide Program Plan

PSJA Early College High has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps include:

1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources.
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Schoolwide Components

1: Comprehensive Needs Assessment

PSJA Early College High has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored, and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:

1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. PSJA Early College High teachers have the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to the new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

PSJA Early College High utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
2. Provide opportunities for all staff to obtain training in on-campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to the teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

5: Recruitment of highly qualified educators

PSJA Early College High follows district procedures for recruiting and attracting effective, state certified teachers. Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.

PSJA Early College High understands the authenticity of parental involvement; therefore, parental engagement is a key factor to student success.

- The Parent Educator leads a campus parent advisory team.
- Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.

Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charge of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Measures to include teachers in the decision-making regarding academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each subject is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress.

8: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

- Each subject identifies individual students who need additional learning time in order to meet standards.
- The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
- The assistance and support look different in each subject and is available to all students in need.

9: Coordination and integration of federal, state and local services and programs

PSJA Early College High is a schoolwide Title I district, with the flexibility to integrate services and programs that aim toward upgrading the entire educational program. By doing so, it affords PSJA Early College High School all students the opportunity to reach Meets Standard and master's Standard levels of achievement. In addition, through the improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

CIP Part 2: Goals, Objectives, Strategies, and Action Plans - *Planning, Implementing, and Monitoring*

Goal 1

Annual Goal 1 - Measurable Objective 1

| Goal Area 1: | Effective teaching and learning | | | | | | |
|---|--|---|---|--|---|--|--|
| Annual Goal 1: | In looking at our campus needs, our CCMR percentages have increased greatly. We aim to implement the same strategies to increase the average number of students who reach Masters Grade Level to 30% across the EOC subject areas. | | | | | | |
| Measurable Objective 1: | 30% masters across all STAAR EOC subjects. | | | | | | |
| Strategy 1 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Improve campus attendance | Campus Principal Dean of Instruction Department Chairs CLL Administrative Team Teachers Librarian STAAR Attendance Team Campus Liaisons Campus Nurses | District/campus Reports STAAR Attendance Team Electronic Devices Campus Phones Daily Attendance Report | November 2024 Benchmark (Re-testers) November 2024 Benchmark 1 (First-Time Testers) December 2024 STAAR February 2025 (First Time Testers) Benchmark 2 April 2025 STAAR | Teacher/Admin Meetings Logs Dept. Agenda Parent Phone Call Logs Instructional Academies Mock Assessments Student work/ Portfolios Student STAAR Goal Sheets Targeted Student Lists (DMAC) Progress Growth Tracking CBA Reports BM1/2 Reports Attendance Reports Report Cards | Progress reporting periods, BM1, and BM2 scores will show gains in student achievement and student performance growth in all grade Levels. - Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects Improved student participation in school-related activities Increase in Daily Student Attendance from 2023-2024 academic school year | STAAR Attendance Team Call Log Daily Student Attendance Weekly/Formative /Summative Assessments Teacher Observations Student STAAR Goal Sheets Benchmark Data CBA Data Online Platforms IXL Student Progress Reports Progress Checks/Practice Tests -Formative assessments -STAAR | Comprehensive needs assessment of the entire school, including at-risk Increasing the amount of quality learning time |
| Action Steps | | | | | | | |
| Compose a campus Attendance Team that makes phone calls home and home visits to students that are absent for district/campus assessments. | | | | | | | |

Campus liaisons will monitor student enrollment/attendance and make parent contact.

Involve campus leaders & EOC teachers in data-focused meetings to identify areas of need to reach 30% Masters goal.

EOC teachers closely monitor student attendance, participation, and assessment data while involving students in growth tracking throughout year (CBAs, Benchmarks, STAAR).

| Strategy 2 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|--|--|--|---|---|--|
| Implement Sustainability Goals within Curriculum to promote 21 st century learning | Campus Principal Dean of Instruction Department Chairs CLL Administrative team Librarian Teachers | District/Campus Curriculum TAPR TEA Accountability Reports DMAC- Benchmarks Texas Assessment NoRedInk MyOn (Accelerated Reading) NewsELA StudySync CommonLit Quizizz SummitK12 Actively Learn AP Classroom IXL CIF Equipment Instructional - Supplies Sustainability Supplies Electronic Devices Lowman-Education Kahoot Blook-It Pear Assessment- (formerly Edulastic) | Every Six weeks / By Unit Implemented in the Curriculum for EOC Department Unit timeline | Project Based Lessons every six weeks/ by Unit | Increased academic performance of all students on all benchmarks, STAAR/EOC tested subjects - AP Content & Skills Performance Reports | PBL rubric Student Presentations Project Board Displays | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds ARP-Elementary & Secondary School Emergency Relief Fund |

Action Steps

Teachers will create and align a curriculum to include Project Based Lessons that incorporate Sustainability goals into the Unit Topics.

Teachers will embed the Rubric for Project Based Learning and include cross-curricular TEKS to meet multiple components of project research components.

Campus-wide Sustainability Projects Showcase incorporating all stakeholders within the community.

| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|---|---|--------------------------|--|--|---|---|
| Promote Dual Language awareness through programs and classroom culture | Dual Language Dep Principal Dean of Instruction Collaborative Learning Leader Administrative Tea DL Teacher Lead Teachers | District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links Online Ed Platforms Interactive Notebooks PSJA ISD/Region One Professional Development System | September 2024-June 2025 | Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work DL Progress Monitoring PowerPoint Presentations Student Hours Tracking Sheet | Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator. | Unit Assessments Curriculum Assessments - Teacher Observation Progress Monitoring Goal Sheets Benchmarks IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds ARP-Elementary & Secondary School Emergency Relief Fund |
| Action Steps | | | | | | | |
| DL Teachers will attend professional development sessions throughout the year to implement DL curriculum. | | | | | | | |
| DL Teacher Lead, Teachers, and counselors will complete a strategic plan to track student hours and progress. | | | | | | | |
| Teachers will closely monitor student progress and provide students will corrective feedback and adjust their instructional delivery for DL requirements. | | | | | | | |
| Strategy 4 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Ensure effective instructional delivery, corrective feedback, and targeted interventions for the selected identified student groups | Campus Principal Dean of Instruction Campus Administration CLL Campus Leadership Team Teachers | District/Campus Curriculum TAPR TEA Accountability Reports DMAC data Reports Benchmarks ESchool/Region One | September 2024-June 2025 | Walkthroughs Targeted Feedback Targeted student group Academics Student Work Student Goal Sheets | Increased use of strategies in classroom delivery as well as academies, and tutorials based on walkthroughs and data | Walkthroughs Targeted Feedback Student Work Student Goal Sheets Student Growth Tracking | Provide opportunities for all children, including each of the subgroups of students, to meet the challenging state academic standards. |

| | | | | | | | |
|---|--|--|--|-------------------------------|--|--|--|
| | | Electronic Devices Equipment/Inst ructional Supplies Sustainability Equipment/Sup plies Appropriate up-to-date textbooks. | | Student Growth Tracking | | | |
| Action Steps | | | | | | | |
| Establish Clear Learning Objectives and incorporate CIF strategies | | | | | | | |
| Provide Timely and Specific Feedback and conference with students with progress tracking sheets | | | | | | | |
| Encourage Self-Reflection | | | | | | | |
| Foster a Supportive Learning Environment and level of mastery academies | | | | | | | |

Annual Goal 1 - Measurable Objective 2

| | | | | | | | |
|--|---|---|--------------------------|--|--|---|--|
| Goal Area 1: | Effective teaching and learning | | | | | | |
| Annual Goal 1: | In looking at our campus needs, our CCMR percentages have increased greatly. We aim to implement the same strategies to improve the average number of students who reach Masters Grade Level to 30% across the EOC subject areas. | | | | | | |
| Measurable Objective 2: | The percentage of graduates who are College Career Military Ready (CCMR) will increase from 93% to 95% from June 2024 to June 2025 | | | | | | |
| Strategy 1 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementat ion | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Increase attendance within Career and Technology Education classes | Attendance clerks, Campus Attendance Team, liaison Principal, CTE Department Heads, CTE Counselors, CTE Director CTE Coordinators CTE Teachers PEIMS clerks, | Call logs, Teacher access center, academies, Dashboard, ICEV, campus job fairs, career fairs, guest speakers, field work school trips, Scheduling, PEIMS reports, | September 2024-June 2025 | Sign-In sheets Agendas Curriculum developed in SharePoint Lesson Plans | -Increased percentage of graduating seniors who have earned their industry-based certification. Increase in CTE class count. | Teacher-created activities Benchmarks Certification Exams | Preparation for and awareness of opportunities for postsecondary education and the workforce, which include CTE programs |
| Action Steps | | | | | | | |

| Establish Regular Channels of Communication with parents, attendance liaisons, and teachers | | | | | | | |
|---|--|---|--------------------------|---|--|--|--|
| Provide Transparent and Timely Updates with attendance reports and call logs | | | | | | | |
| Encourage Two-Way Communication | | | | | | | |
| Offer Resources and Support | | | | | | | |
| Strategy 2 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Ongoing recruitment campaigns for CTE college certificate programs. | Executive Director for College Readiness College Readiness Strategist College Readiness Advisor College Readiness Coordinator CTE Director/Coordinator CTE Teachers CTE Department Heads Early College Director Counselors | Sample Degree Plan PSJA District Dashboard Career Pathway Videos CTE Expo Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies | September 2024-June 2025 | Sign-In Sheets Agendas Sign in to the District Portal | Increase student enrollment in PSJA Academies. Increase interest in non-traditional program concentration. Increased number of completed College certificates. | Quarterly data reviews on number of students enrolled in PSJA Academies. Degree audits (Fall, Spring, Summer) | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs, and Funds |
| Action Steps | | | | | | | |
| Promote Awareness and Visibility of offered programs and certificates | | | | | | | |
| Forge Partnerships with Industry and Community Organizations | | | | | | | |
| Engage with Middle and High Schools- work on collaborations/partnerships | | | | | | | |
| Tailor Marketing Strategies to Target Audiences | | | | | | | |
| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| The curriculum will be aligned to embed the knowledge and skills for students | EO for College Readiness Campus Principal CTE Department Heads | TEKS Components of Industry Certification Specialized | September 2024-June 2025 | Sign-in sheets Agendas Curriculum developed in SharePoint | -Increased percentage of graduating seniors who have earned | Teacher-created activities Benchmarks Certification Exams | Reform Strategies, Review program documentation to ensure that all instruction |

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| to successfully earn an industry-based certification in their chosen career pathway. | CTE AP Counselors CTE Director CTE Coordinators CTE Teachers | Software Electronic Devices Equipment/Instructional Supplies Sustainability Equipment/Supplies Vouchers ICEV Internships | | Lesson Plans | their industry-based certification. | | programs/instructional strategies are supported by scientifically based research. |
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Action Steps

Conduct a Comprehensive Curriculum Analysis

Integrate Industry-Relevant Content and Skills

Provide Professional Development for Educators

Establish Partnerships with Industry and Certification Providers

| Strategy 4 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|--|---|--------------------------|--|---|---|--|
| A Career Exploration Job Fair will be available to showcase and promote various pathways for students to explore. | EO for College Readiness Campus Administration CTE Department Heads CTE AP Counselors CTE Director CTE Coordinators CTE Teachers | Sample Degree Plan PSJA District Dashboard Career Pathway Videos CTE Expo Electronic Devices Equipment/Instructional Supplies Sustainability - Equipment/Supplies -Target list of students -Campus PR rep | September 2024-June 2025 | Sign-in Agendas Curriculum developed in SharePoint. Lesson Plans Target list Job fair layout | Increase in CTE course enrollment, increase in academic performance | IBC Testing Increase in CCMR Completion | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs, and Funds |

Action Steps

Engage Industry Partners and Professionals

Highlight CTE Course Offerings and Pathways

Facilitate Hands-On Activities and Demonstrations

Provide Academic Counseling and Guidance

Annual Goal 2 - Measurable Objective 1

| Goal Area 1: | Student support | | | | | | |
|--|---|--|--|--|--|---|--|
| Annual Goal 2: | When focusing on our sub-populations, we have identified that our Emergent Bilinguals and Special Education populations present a need. Our goal for TELPAS is to have 50% of our students advance a level, and our goal for Special Education in EOC is for 50% to Meet Grade Level. | | | | | | |
| Measurable Objective 1: | 50% of our TELPAS students advance a level | | | | | | |
| Strategy 1 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| The campus will identify and monitor our sub population students | Campus Administration Dean of Instruction CLL SPED teachers Diagnosticians teachers PEIMS clerk | District/Campus Curriculum TAPR TEA - Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEIMS reports Goal tracking sheets TELPAS monitoring reports | September 2024 October 2024 November 2024 January 2025 February 2025 March 2025 | Lexile Reports Walkthroughs Targeted student Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Goal Sheets LAS Links | Increase academic performance of the EB & SpEd student groups to meet indicators for the TELPAS in BOY, MOY and EOY and Benchmarks | Home Language Survey Las Links TELPAS Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Teachers will identify Sub populations with PEIMS reports | | | | | | | |
| Create and implement a campus Tracking Sheets for EB students and SPED populations | | | | | | | |

| Regularly Review Student Work and create goals to improve levels of proficiency | | | | | | | |
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| Frequent meetings with EB specialist and teachers to monitor EB students | | | | | | | |
| Strategy 2 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Professional Development to continuously monitor sub-populations to ensure progress and growth of proficiency levels | Dept Chairs Campus administration CLL Dept. heads Librarian All Teachers Campus staff co-teachers Organization sponsors | District/Campus Curriculum TAPR TEA - Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies PEMIS reports Goal tracking sheets TELPAS monitoring report Supplemental Aids Interactive Notebooks | September 2024-June 2025 | CLC meetings logs Campus staff meeting logs Targeted Feedback District Trainings Region One Trainings On Campus Trainings IEP Needs Analysis TELPAS Goal Sheets Progress Monitoring Observations | Increased academic performance DMAC Benchmark Performance Level of Mastery Reports Student Growth Tracking Forms | Checks for Understanding benchmarks Growth tracking sheets EOY STAAR scores Level of Mastery Report | Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from assessments |
| Action Steps | | | | | | | |
| Implement Formative Assessment Strategies including all areas of ELPS and SIOP strategies Conduct Individualized Assessments | | | | | | | |
| Develop Personalized Support Plans IXL Student Progress Reports | | | | | | | |
| Provide Ongoing Training and Professional Development on Collaboration, SIOP and CIF Strategies | | | | | | | |
| Foster Collaborative Communication and Partnerships | | | | | | | |
| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |

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|---|---|--|--------------------------|--|---|---|--|
| Open communication between teachers to promote student growth in Proficiency levels | Dept Chairs Campus administration CLL Dept. heads Librarian All Teachers Campus staff co-teachers Organization sponsors | District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data IXL CIF Dictionaries Electronic Devices Equipment/Instructional Supplies LAS Links IEP 504 plans | September 2024-June 2025 | Lexile Reports Walkthroughs Conference Planning Time Planning Time Teacher Targeted Feedback Student IEP plans Student Portfolios Student Growth Tracking Goal Sheets teacher-parent call logs dept meeting agendas CLC meeting agendas Staff meeting login sheets EOY check out list Teacher evaluations | Increased academic performance of the EB and SPED student groups to meet indicators in the English Language Proficiency status. | Las Links TELPAS Checks for Understanding CBAs Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision-Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficult Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
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Action Steps

Establish Regular Communication Channels and conferencing with students of progress tracking

Share Student Data and Progress Reports

Collaborate on Individualized Support Plans

| Strategy 4 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|--|--|--------------------------|--|-------------------------|---|---|
| Dedicated time allotted for intentional practice and use of resources | Campus Principal Dean of Instruction CLL Administrative Team All Teachers, Including special education | District/Campus Curriculum TAPR TEA Accountability Reports DMAC Benchmarks Data Monitoring Reports SummitK12 IXL CIF | September 2024-June 2025 | Students signing in to practice Telpas | Increased Telpas scores | Las Links TELPAS Checks for Understanding Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty |

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| | | | | | | | Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Incorporate TELPAS Practice into Regular Instruction | | | | | | | |
| Allocate Dedicated Practice Sessions | | | | | | | |
| Provide Access to Practice Materials and Resources | | | | | | | |
| Offer Structured Feedback and Support | | | | | | | |

Annual Goal 2 - Measurable Objective 2

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|---|---|--|---------------------------|---|--|--|---|
| Goal Area 1: | Student support | | | | | | |
| Annual Goal 2: | When focusing on our sub-populations, we have identified that our Emergent Bilinguals and Special Education populations present a need. Our goal for TELPAS is to have 50% of our students advance a level, and our goal for Special Education in EOC is for 50% to Meet Grade Level. | | | | | | |
| Measurable Objective 2: | 50% of our special education students will achieve meets level on their STAAR. | | | | | | |
| Strategy 1 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Intentional in-class support | Principal Assistant Principal, coordinators Teachers Department Heads Co-Teachers Diagnosticians | Electronic Devices Equipment/Instructional Supplies PD Resources Sustainability - Equipment/Supplies, PEIMS reports | December 2024 May 2025 | Curriculum developed in SharePoint. Lesson Plans | -Increased Meets and Mastery percentage of students taking EOC Staar | Teacher created activities Benchmarks Certification Exams EOC-Staar | Reform Strategies- #2a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research. |
| Action Steps | | | | | | | |
| Teachers will create a curriculum to include activities that simulate requirements for mastery on certification exam. | | | | | | | |
| Teachers will create an aligned curriculum and embed activities necessary to meet all components of the certification exam. | | | | | | | |

Teachers will embed practice exam questions to scaffold previously taught content material.

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|--|---|---|--|--|--|---|---|
| Implementation of supplemental Aids with fidelity Instructional delivery will be conducted with a focus on student areas of need using high yield differentiated strategies and progress monitoring. | Campus Principal Dean of Instruction CLL Administrative Team Department Chairs Librarian Teachers | Desmos Supplemental aids No red ink IEP | November 2024 Benchmark (Re-testers) November 2024 Benchmark (First-Time Testers) December 2024 STAAR February 2025 (First Time Testers) Benchmark 2 | Walkthroughs Strength-based Feedback Student Portfolios Interactive Notebooks Student Projects (Online) Student Work Google Classroom Student Progress Sheets Monitor IEP | Increase academic performance of all students on all Benchmarks, STAAR/EOC tested subjects, and Pre-AP/AP Assessments. -AP Content & Skills Performance Reports | Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring Student STAAR Goal Sheets Benchmarks AP Classroom | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Identify Individualized Needs | | | | | | | |
| Select Appropriate Supplemental Aids | | | | | | | |
| Integrate Supplemental Aids into Instruction | | | | | | | |
| Promote Self-Advocacy and Independence | | | | | | | |
| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| TEPLAS progress monitoring | Teachers Counselors Department heads CLL | TELPAS reports DMAC reports Summit K12 PEIMS REPORT, IXL | September 2024- June 2025 | Teachers know all of their student's TELPAS levels Benchmarks Summitk12 reports Speaking within classroom | Students will move up a TELPAS level students peaking, listening, and writing in class | TELPAS scores Benchmark scores | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making |

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|--|--|-------------------------------|------------------------------|--|--|--|---|
| | | | | | | | Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Collaborative Data Analysis and Goal Setting | | | | | | | |
| Convene regular meetings where all teachers collaboratively analyze TELPAS data to identify students' current proficiency levels and areas needing improvement | | | | | | | |
| Develop a shared understanding of the proficiency descriptors and scoring rubrics. | | | | | | | |
| Integrate language development strategies into all content areas, ensuring that English Language Learners (ELLs) are supported across the curriculum | | | | | | | |
| Strategy 4 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Intentional grouping and scheduling within subpopulations | Campus leadership team Master scheduler Department Chairs Administrative Team | PEIMS reports DMAC reports | September 2024- June 2025 | SPED students receive in class support TELPAS students receive in class support | Increased academic performance of the emergent bilingual and special education populations. Students speaking, listening, and speaking in the classroom. | TELPAS Checks for Understanding Teacher Observations Progress Monitoring STAAR/TELPAS Goal Sheets Benchmarks IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |

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| | | | | | | | ARP-Elementary & Secondary School Emergency Relief Fund |
| Action Steps | | | | | | | |
| Use assessment data to form intentional groups that address specific language and learning needs of EB and SPED students. | | | | | | | |
| Co-Teaching and Specialized Instruction | | | | | | | |
| Provide ongoing professional development for teachers on effective grouping strategies and collaborative teaching practices. | | | | | | | |
| Foster a culture of collaboration through regular planning meetings where teachers discuss student progress and share best practices. | | | | | | | |

Annual Goal 3 - Measurable Objective 1

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|--|---|---|--------------------------|---|---|---|---|
| Goal Area 1: | Family and community empowerment | | | | | | |
| Annual Goal 3: | To maintain academic excellence, we must provide a safe learning environment and ensure students are present for quality instruction. | | | | | | |
| Measurable Objective 1: | Attendance will be increased to 97%. | | | | | | |
| Strategy 1 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Recovery of students who have withdrawn or not attended school | -PEIMS Clerks -Community Liaison -Teachers -Assistant Principals -Attendance team | -Attendance logs -Communication logs | September 2024-June 2025 | -Attendance teams identify and makes contact with students -community liaison opens communication with student guardians -Teachers make home visits to encourage students with low attendance to return to campus | Students return to campus to complete credits | -Countdown to Zero Program -Staff Recovery Walks -Home Visits | Comprehensive Needs Assessment Reform Strategies-Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development -Integration of Fed., State, & |

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| | | | | | | | Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Set up an attendance task force comprising teachers, administrators, parents, and community representatives to oversee the initiative. | | | | | | | |
| Hold regular meetings to review attendance data, discuss progress, and strategize on interventions for students with persistent absences. | | | | | | | |
| Share progress updates with the entire school community, celebrating successes and identifying areas for improvement. | | | | | | | |
| Offer resources such as transportation assistance, counseling, or tutoring to help resolve issues that contribute to absenteeism. | | | | | | | |
| Strategy 2 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Establishing a secure campus environment with minimal distractions | Campus Principal, Discipline Assistant Principal, Teachers, School Resource Officer (SRO) Counselors Administrative Team, Campus guardian Campus Security Staff District Police Dept. attendance clerk | -Restroom logs -parent call logs -action plans -discipline logs -ISS | September 2024-June 2025 | -Attendance reports -Report Cards -Discipline Referrals -Update student Picture on TAC. | Decrease in violence and substance abuse referrals. Improved attendance and student participation in school-related activities, less students in credit recovery, start on time sweeps Correctly Identify Student. | -Formative security walkthroughs | Comprehensive Needs Assessment Reform Strategies- Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Collaboration between teachers and security staff to ensure students are punctual is a proactive approach to maintaining a productive learning environment. | | | | | | | |
| By working together, they can address any issues that may arise, such as students lingering in hallways or being tardy due to security-related concerns. | | | | | | | |
| Develop and regularly update emergency response plans for various scenarios, such as natural disasters, medical emergencies, or security threats. | | | | | | | |

| Strategy 3 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|--|--|--|--------------------------|--|--|---|---|
| Establish a plan of action with concise repercussions for habitual students | Campus Principal, Discipline, Assistant Principal, Teachers, School Resource Officer (SRO) Counselors Administrative Team, Campus guardian Campus Security Staff District Police Dept. | Discipline referrals, behavioral plans Student code of conduct | September 2024-June 2025 | Teacher logs for parent contact Student code of conduct signed during registration | Students follow the code of conduct | Summative assessment, running reports for referrals Formative assessment, student surveys | Implementation of a schoolwide tiered model to prevent and address problem behavior |
| Action Steps | | | | | | | |
| Organize meetings with parents, students, and school counselors or attendance officers to discuss attendance issues and develop individualized improvement plans. | | | | | | | |
| Send automated notifications (emails, texts, phone calls) to parents for each student's absence, including information on the potential consequences if absences continue. | | | | | | | |
| Conduct orientation sessions for students and parents to explain the importance of regular attendance and the specific consequences of excessive absences. | | | | | | | |
| Schedule regular check-ins with families of students with frequent absences to discuss challenges and provide support resources. | | | | | | | |
| Strategy 4 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Intentional planning for recovery of credit for transitional community | Teachers Assistant Principals | Clever, Imagine; Edgenuity, Course work packets | September 2024-June 2025 | Sign In Sheets Data Reports Attendance log Decrease of NG's, | Credit is recovered. The student is no longer credit deficient and is now at par with grade level. | Formative: Benchmarks and Summative: STAAR results | Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk |
| Action Steps | | | | | | | |

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| The student will meet with both the School Counselor and Course Administrator to discuss failed courses and confirm eligibility. |
| Develop clear guidelines and criteria for credit recovery, including timelines, attendance requirements, and performance standards. |
| Develop personalized learning plans that may include flexible scheduling, one-on-one tutoring, online courses, or alternative assignments to help students catch up. |
| Offer a variety of credit recovery options, such as after-school programs, summer school, online courses, and weekend classes. |

Annual Goal 3 - Measurable Objective 2

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|--|---|--|---|--|---|--|---|
| Goal Area 1: | Family and community empowerment | | | | | | |
| Annual Goal 3: | To maintain academic excellence, we must provide a safe learning environment and ensure students are present for quality instruction. | | | | | | |
| Measurable Objective 2: | Increase resources to eliminate bullying | | | | | | |
| Strategy 1 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Creating a culture of zero tolerance for bullying within the campus | Campus Principal Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff CLL Nurses Custodial Staff District LPC | Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos Hoonuit CIF Approved Safety Online Training Electronic Devices Sustainability Equipment/Supplies District LPC Presentations PD Resources | August 2024 October 2024 December 2024 February 2025 April 2025 | Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals | Decrease in violence and bullying referrals. Improved attendance and student participation in school-related activities. | Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes | Comprehensive Needs Assessment Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Conduct staff training on harassment, bullying/regulations, and other resources. | | | | | | | |
| Participate in continued professional development for teachers through CLCs/Self-paced training sites (i.e. Hoonuit...,) on school safety. | | | | | | | |

Foster and promote a safe school learning climate that is conducive to students' social and emotional learning.

| Strategy 2 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|--------------------------------|--|---|-----------------------|--|--|--|---|
| Discipline management programs | Campus Administration Security staff Teachers Leads Counselors Parents/ Guardians | Alternative placement program ISS Afterschool programs Discipline protocol | August 2024-June 2025 | -Increased Campus culture Increase student participation within the classroom Increased Daily Student Attendance | Increase in student participation Increase in STAAR results Student Achievement Gains on assessments | Reports on referrals and surveys from students | Schoolwide tiered model to prevent and address problem behavior |

Action Steps

Implement a positive behavior intervention and support framework to promote positive behavior and reduce disciplinary issues that can lead to absences.

Clearly communicate disciplinary policies to students and families at the start of the school year and through ongoing communications.

Ensure that disciplinary actions are applied consistently and fairly across all student populations.

Offer counseling, mentoring, and behavioral coaching to help students develop positive behavior and coping strategies.

| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|--|-------------------------------|--|--------------------------|----------------------------|--------------------|---------------------------------|---|
| Support social-emotional learning, mental health | Counselors CLL Teachers | CLL training SEL programs from the district Channels for contact and communication with counselors | September 2024-June 2025 | Surveys given | Survey results | Formative surveys | Counseling, school-based mental health programs |

Action Steps

Embed social-emotional learning into daily classroom activities to foster a supportive and inclusive environment.

Train teachers and staff on SEL practices and how to integrate them into their teaching strategies.

Implement school-wide initiatives that promote a sense of belonging and community, such as buddy programs, peer mentoring, and inclusive events.

Encourage positive relationships between students and staff through regular check-ins, advisory periods, and open communication channels.

| Strategy 4 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementat ion | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
|--|--|---|--------------------------|--------------------------------|-------------------------------------|--|---|
| Establish social emotional best practices for staff | Campus Principal Campus Administration CLL Campus Leadership Team Teachers Counselors | Campus staff Sustainability curriculum | September 2024-June 2025 | Calming room implementation | Campus Culture Teacher retention | Formative surveys for staff to track SEL / culture | Counseling, school-based mental health programs |
| Action Steps | | | | | | | |
| Create a calming room that provides a peaceful, sensory-friendly environment where students can de-stress and self-regulate. | | | | | | | |
| Establish clear guidelines and procedures for using the calming room to ensure it is accessible and beneficial for all students who need it. | | | | | | | |
| Equip the calming room with resources and activities that promote mindfulness and relaxation to help students manage stress and anxiety. | | | | | | | |
| Collect feedback from students, teachers, and counselors on the effectiveness and usage of the calming room. | | | | | | | |

Annual Goal 4 - Measurable Objective 1

| Goal Area 2: | Leadership growth | | | | | | |
|--|---|---|--------------------------|---|--|---|---|
| Annual Goal 1: | Our goal is to provide more opportunities for growth through professional development and inclusion through mentorship and decision-making practices. Ongoing and inclusive communication throughout the hierarchy of campus leadership including initiatives and goals year-round. | | | | | | |
| Measurable Objective 1: | Teachers have guidance to grow | | | | | | |
| Strategy 1 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementati on | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| CLC Planning to better reflect T-TESS rubric | Campus Principal Dean of Instruction CLL Administrative Team Department Chairs District Instructional Coaches | TTESS Handbook CLL Road map SGM Guidebook CIF Guidebook Teacher feedback forms/surveys STAAR data to drive instructional practices | September 2024-June 2025 | Walk through forms and feedback from evaluators Pre/Post Conferences | Increase in student growth Increase number of TIA designated teachers | Walkthroughs Announced Observation Unannounced Observations Summative Observations | Professional development and other activities for teachers, paraprofessionals, and other school personnel |

| Action Steps | | | | | | | |
|--|---|--|--------------------------|---|--|--|--|
| Dean of Instruction, CLL, and Department Chairs meet to disaggregate data based on EOC performance and promote growth through research based instructional practices | | | | | | | |
| CLL will provide examples of these instructional practices during CLCs, where teachers will be expected to implement in the classrooms | | | | | | | |
| Walkthroughs done by leadership team will be done to monitor implementation and effectiveness in classrooms, while also monitoring data from formative assessments | | | | | | | |
| Strategy 2 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Share campus walkthroughs' trend data with teachers to impact instructional delivery and plan for teacher growth and goals. | New Teacher Support Dept. Campus Principal Dean of Instruction Teacher Mentors Administration CTE Dept. Department Chairs CLL AP Lead Teachers Teachers | Office of Academics Region One Content-Related Association/Orgs Conferences AP/Pre-AP Summer Institutes AP Classroom CTE Winter/Summer conference | September 2024-June 2025 | Certificates Walkthroughs ERO Registrations Sign-In Sheets Artifacts | Increased teacher performance in the delivery of instruction -Increase academic performance on all BMs, STAAR/EOC tested subjects, AP Exams | Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets AP Exams | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Schedule professional development training. | | | | | | | |
| Identify teachers who need professional development training. | | | | | | | |
| Schedule department and CLL meetings | | | | | | | |
| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| "Learning walks," to show areas of need within different grade | Campus Principal Dean of Instruction CLL | District/Campus Curriculum TAPR TEA Accountability | September 2024-June 2025 | Walkthroughs Hoonuit ERO Certificates Sign in Sheets | Increased use of strategies in classroom delivery, as well as academies, | Checks for Understanding Weekly Assessments | Comprehensive Needs Assessment Reform Strategies |

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| levels | Campus Administration Campus Leadership Team Teachers | Reports DMAC CIF IXL Benchmarks Data Monitoring Reports COGNOS/Region One Electronic Devices Equipment/Instructional Devices PSJA ISD/Region One Professional Development System | | | and tutorials based on walkthroughs and data | Curriculum Assessments Teacher Observations Progress Monitoring STAAR Goal Sheets Benchmarks | Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
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Action Steps

Campus administration will periodically monitor targeted mentoring for new/current teachers and adjust as needed.

Campus administration will focus on teacher growth and effectiveness.

| Strategy 4 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|---|--|--|--------------------------|---|---|---|---|
| DC, AP, STAAR compatibility, cross department communication Campus Leadership Team will develop the knowledge base of teaching and learning through cross-curricular collaboration on common strategies and action plans for curriculum alignment. | AP Leads Content Coordinators Director of Advanced Academics Executive Officer for High Schools Early College Director Department Heads Pre-AP/AP Teachers | AP Framework AP College Board CIF IXL Electronic Devices Equipment/Instructional Supplies | September 2024-June 2025 | TEEMS Artifacts Walkthroughs Student Work Certificates ERO Registrations Sign-In Sheets Agendas | Increased teacher performance in student growth measures (SGMs). Improved AP enrollment Increased success rate of students completing the Pre-AP course. AP Content & Skills Performance Reports | Pre-AP/AP Learning Checkpoints Benchmarks Pre-AP/AP Tests IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |

Action Steps

Through CLL's, teachers will collaborate to share best practices for cross-curricular alignment.

AP teachers who have not attended the APSI will attend and complete the AP Summer Institute.

Department meetings to ensure good communication between teachers

Annual Goal 4 - Measurable Objective 2

| Goal Area 2: | Leadership growth | | | | | | |
|--|---|---|--------------------------|--|---|--|--|
| Annual Goal1: | Our goal is to provide more opportunities for growth through professional development and inclusion through mentorship and decision-making practices. Ongoing and inclusive communication throughout the hierarchy of campus leadership including initiatives and goals year-round. | | | | | | |
| Measurable Objective 2: | Better communication between teachers, department chairs, and admin. | | | | | | |
| Strategy 1 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
| Provide on-going feedback and documentation regarding new and current initiatives. | Campus Principal Administration Team Dean of Instruction CLL Teachers Department Chairs ALL Teachers | Lead4ward Resources Region One ESC DMAC Reports State and Accountability Reports Electronic Devices District Curriculum CIF APSI AP College Board Framework IXL CTE TEAMS bi-weekly meetings. | September 2024-June 2025 | Agendas Sign In Sheets Data Reports Presentations PD Resources | Student Achievement gains Progress Monitoring Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance | Formative assessments TELPAS Practice Sets Benchmarks AP Classroom Progress Checks/Practice Tests Pre-SAT/PLAN STAAR TELPAS IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds ARP-Elementary & Secondary School Emergency Relief Fund |
| Action Steps | | | | | | | |
| Create standardized feedback forms and surveys to collect input from staff, students, and stakeholders. | | | | | | | |
| Schedule regular feedback sessions, such as quarterly reviews, to discuss progress and challenges of initiatives. | | | | | | | |
| Conduct regular reflection sessions where leaders review feedback and documentation to identify strengths and areas for improvement. | | | | | | | |

Use feedback and documentation to inform and tailor professional development plans for leaders, ensuring they address specific needs and goals.

| Strategy 2 | Persons Responsible / Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|--|--|--|---------------------------|--|--|--|--|
| Maintain relationships for campus wide decision making | Principal Administrative Team CLL Department Chairs Teachers | TAPR/TELPAS Reports DMAC Reports Texas Assessment Lead4ward AP College Board IXL Equipment/Instr unctional Supplies Electronic Devices CIF Sustainability Equipment/Suppl ies | September 2024- June 2025 | Data Reports Agendas Sign-In Sheets Presentations PD Resources | Student Achievement gains Closing the Gaps Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance | Formative assessments TELPAS Practice Sets Benchmarks APSI AP College Board Pre-SAT/PLAN STAAR TELPAS IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty |

Action Steps

Compile a list of all relevant individuals and groups involved in campus decision-making processes, including faculty, staff, students, administration, and external partners.

Set up regular meetings or check-ins with key stakeholders to discuss ongoing projects, upcoming decisions, and any concerns or feedback they may have.

Ensure that commitments made during discussions or meetings are followed up on and fulfilled on time.

Regularly evaluate the effectiveness of your relationship-building strategies and adjust them as needed based on feedback and evolving priorities.

| Strategy 3 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School-wide Component |
|--|--|--|---------------------------|--|--|--|--|
| DURA, data-driven reflection to promote better practices within classrooms | Principal Administrative Team CLL Department Chairs Teachers | TAPR/TELPAS Reports DMAC Reports Texas Assessment Lead4ward Reports Region One ESC Content-Based Conferences/Ass ociations APSI AP College Board IXL Equipment/Instr unctional Supplies Electronic | September 2024- June 2025 | Data Reports Agendas Sign-In Sheets Presentations PD Resources | Student Achievement gains Closing the Gaps Increase in Masters GL Performance Increase in Meets GL Performance Increase in AP Performance Increase in TSI/SAT/ACT Performance | Formative assessments TELPAS Practice Sets Benchmarks APSI AP College Board Pre-SAT/PLAN STAAR TELPAS IXL Student Progress Reports | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Provide professional development |

| | | | | | | | |
|---|--|---|--------------------------|---|--|---|---|
| | | Devices CIF Sustainability - Equipment/Suppl ies | | | | | Integration of Fed., State, & Local Services, Programs and Funds ARP-Elementary & Secondary School Emergency Relief Fund |
| Action Steps | | | | | | | |
| Facilitate peer coaching and mentoring opportunities where teachers and leaders can learn from one another and share best practices. | | | | | | | |
| Identify and implement evidence-based strategies and interventions to address identified needs. | | | | | | | |
| Schedule regular meetings (e.g., weekly, monthly) for teachers and leaders to reflect on data and share insights. | | | | | | | |
| Provide access to resources such as workshops, webinars, and instructional materials that support the implementation of best practices. | | | | | | | |
| Strategy 4 | Persons Responsible/ Title | Resources | Timeline | Evidence of Implementati on | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Promote cross-curricular instruction across levels | Principal Administrative Team CLL Department Chairs Teachers | Action Plans Pacing Calendar Tutorial Curriculum STAAR Individual Goal Sheet STAAR and DMAC data Pre-AP/AP College Board | September 2024-June 2025 | Academies Agendas Progress Monitoring Sheets Student Goal Sheets Campus Data Reports DMAC Reports | Increase in student achievement and student performance growth in all Grade Levels. Increased enrollment in academies. | Formative assessments Benchmarks TSI/AP STAAR/TELPAS Formative assessments of online platforms. Progress monitoring STAAR Goal sheets | Comprehensive Needs Assessment Reform Strategies Instruction by Highly Qualified Teachers Teacher Decision Making Regarding Assessments Effective & Timely - Assistance to students experiencing difficulty Provide professional development Integration of Fed., State, & Local Services, Programs and Funds |
| Action Steps | | | | | | | |
| Provide the opportunity for departments to share strategies and best practices. | | | | | | | |
| Facilitation of regular collaborative planning sessions involving teachers from different subject areas and grade levels. | | | | | | | |

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| Develop cross-curricular units of study that integrate content from various subjects around a central theme. |
| Offer professional development opportunities for teachers to explore cross-curricular instructional strategies and share best practices. |

Professional Development Plan

| Professional Development | | | | |
|--------------------------|-----------------|-------|-----------|----------------|
| Dates | Format/Audience | Topic | Resources | Goal Alignment |
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CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:

- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system
- Create a plan to meet the campus goals
- Post the district’s annual report on progress toward the goals on the campus

The Board has adopted goals for STAAR performance at the Meets Grade Level Standard for grade 3 in both reading and math, grades 5-8 reading and College, Career, and Military Readiness (CCMR) of high school graduates.

- Submission of CIP executive summaries and plans for Board approval will continue as in the prior year.
- Due to the impact of Covid-19, plans for 2021-2022 will focus on accelerating students' academic gaps. The administration's current recommendation to the Board is that the target for 2021 is to match 2019 performance with growth expected in 2022 and beyond.
- Plans for the HB3 goals related to grade 3 reading and math and CCMR should include strategies that support progress toward the 5-year goal.

Appendix

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- **Improvement Planning Data**
 - District goals
 - Campus Performance Objectives Summative Review from previous year
 - Current and/or prior year(s) campus and/or district improvement plans
 - Campus and/or district planning and decision-making committee(s) meeting data
 - State and federal planning requirements
- **Accountability Data**
 - Texas Academic Performance Report (TAPR) data
 - Student Achievement Domain
 - Student Progress Domain
 - Closing the Gaps Domain
 - Accountability Distinction Designations
 - Federal Report Card Data
 - RDA (formally PBMAS) data
- **Student Data: Assessments**
 - State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
 - State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
 - STAAR Released Test Questions
 - Texas English Language Proficiency Assessment System (TELPAS) results
 - Local benchmark or common assessments data
 - Running Records results
 - Observation Survey results
- **Student Data: Student Groups**
 - Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
 - Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
 - Economically disadvantaged / non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- **Student Data: Behavior and Other Indicators**
 - Attendance data
 - Mobility rate, including longitudinal data
 - Discipline records
 - Tobacco, alcohol, and other drug-use data
- **Employee Data**
 - Campus learning communities (CLC) data
 - Staff surveys and/or other feedback
 - Teacher/Student Ratio
 - State certified and high-quality staff data
 - Campus leadership data
 - Campus department and/or faculty meeting discussions and data
 - Professional development needs assessment data
 - Evaluation(s) of professional development implementation and impact
 - T-TESS data
- **Parent/Community Data**
 - Parent surveys and/or other feedback
 - Parent engagement rate
 - Community surveys and/or other feedback
- **Support Systems and Other Data**
 - Organizational structure data
 - Processes and procedures for teaching and learning, including program implementation
 - Communications data
 - Capacity and resources data
 - Budgets/entitlements and expenditures data
 - Study of best practices