PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS

9th-12th grade Early College High School

CAMPUS IMPROVEMENT PLAN 2024-2025

VISION

PSJA Collegiate provides personalized attention and rigorous academic instruction focused on health sciences to educate the next generation of healthcare and medical professionals.

MISSION

Through a small, early college 9th-12th grade setting providing personalized attention and advanced academic opportunities, PSJA Collegiate prepares students to receive a college certificate, associate degree, or credit hours toward a Baccalaureate Degree. Experienced faculty and staff provide the social supports necessary for student success, and to ensure students participate, compete, and excel in a global society.

CAMPUS LEADERSHIP TEAM (SBDM)

Mariza Saenz, *Principal*
Mario Gonzalez III, *Assistant Principal*
Iris Suarez, *Assistant Principal*
Marlen Perez, *Counselor*
Rachel Alvarez, *Librarian*
Reyna Torres, *Collaborative Learning Leader*
Michael Ramirez*, Campus Instructional Technologist*
Analynn Gundran*, Science Teacher*
Sonia Saldivar, *Special Education Teacher*
Perla Oyervides, *Social Studies Teacher*
Rachel Alvarez, *Public Relations Representative*
Alejandro Garcia, *High School Dual Credit Teacher*
Claudia Heredia*, Registered Nurse*
Jesus Delgado*, Head Custodian*
Valerie Garza*, Parent*
Katrina Torres, *Business Partner*
Valerie Garcia, *Student*

Executive Summary 2024-2025

Mission: Through a small, early college 9th-12th grade setting providing personalized attention and advanced academic opportunities, PSJA Collegiate prepares students to receive a college certificate, associate degree or credit hours toward a Baccalaureate Degree. Experienced faculty and staff provide the social supports necessary for student success, to ensure students participate, compete, and excel in a global society.

Vision: PSJA Collegiate provides personalized attention and rigorous academic instruction focused on health sciences to educate the next generation of healthcare and medical professionals.

Demographics Summary: The current enrollment as of August 2024 is 346 students in 9th, 10th, 11th and 12th grade. The student population consists of 100% Hispanic. Our students represent a low socio-economic status of approximately 85% with 4 migrant students. Approximately 8% of our student population receive special education services, while 5% receive accommodations under Section 504. Our Gifted and Talented population accounts for approximately 17% of our student population. The bilingual population is approximately 18% where most of the students' home language is Spanish.

Comprehensive Needs Assessment Summary: PSJA Collegiate attained an overall percentage of 97% at the approaches level, 88% at the meets level, and 43% at the Masters level in the STAAR EOC subjects of English 1, English 2, Algebra 1, Biology, and US History. In the Student Achievement domain, PSJA Collegiate earned an 81 overall score. In English I EOC, we scored 95% at the approaches level, 92% at the meets level, and 43% at the Masters level. In English II EOC, we scored 98% approaches, 90% meets, 24% masters. In Algebra 1 EOC, we scored 98% at the approaches level, 89% at the meets level, and 66% at the Masters level. In Biology 1 EOC, we scored 99% at the approaches level, 81% meets level, and 34% Masters level. US History STAAR EOC performed at 100% approaches, 88% meets, and 54% masters. Overall, Campus Percentages: ALG I, ELA I, ELA II, BIO and US History are 97% approaches, 88% meets, and 43% masters.

Curriculum and Instruction and Assessment: PSJA Collegiate School of Health Professions offers a rigorous curriculum with a highly qualified staff of high school, high school/dual credit, and college professors. All courses offered are College-Prep, Pre-AP, AP, and/or Dual Credit classes. All students have an opportunity to receive a high school diploma under the Distinguished Level of Achievement with Collegiate Honors graduation plan, complete the college core curriculum, obtain college certificates, earn an associate degree, or at least 60 credit hours toward a Baccalaureate Degree during grades 9 – 12. Students at PSJA Collegiate High School can participate in Fine Arts and Athletics at their zoned comprehensive high school. Students can also receive high school endorsements in Career Technical Education, Dual Language Bi-Literacy, and join the PSJA Academies. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are offered tutoring before school, after school, and during Saturday Academies.

Summary of Goals: PSJA Collegiate School of Health Professions will improve student mastery of grade level TEKS by utilizing high quality instructional materials, and TEKS-based, data-driven instruction to increase the number of all students scoring at the meets or masters level on STAAR EOC and by maintaining or increasing at least 5% in all subject areas and subgroups. In English I EOC for ninth grade, we will increase the percent of students reaching the Masters level to at least 47% this school year. In English II EOC for tenth grade, we will increase the percent of students reaching the Masters level to at least 30% this school year. Close the achievement gap by 30% of the EB populations meeting the masters level in English I EOC, English II EOC, Biology EOC, and US History EOC. 100% of parents will have the opportunity to participate in school events and engagement activities. PSJA Collegiate will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.

MarizaSaenz **Principal**

Reyna Torres **Teacher Leader**

Valerie Garza **Parent**

PSJA Collegiate School of Health Professions

9-12 Early College Campus

School Profile

CEEB Code: 109-009-016
Main Office: 956.354.2290
Website: https://www.psjaisd.us/collegiateHS
Principal: Mrs. Mariza Saenz
Assistant Principals:　　Mr. Mario Gonzalez
　　　　　　　　　　　　Mrs. Iris Suarez
　School Counselor:　　Mrs. Marlen Perez

Community

As a tri-city public school district offering a pre-kindergarten through twelfth-grade curriculum, PSJA caters to a 30,000-student body and is focused on preparing every student to participate, compete, and excel in a global society to foster multi-generational prosperity. The school district is located along the border with Mexico and is the second largest in Hidalgo County. Close to 99% of the student body is Hispanic, 93% Economically Disadvantaged and 41% Limited English Proficient. Despite the area demographics, PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students.

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.

School

The staff of PSJA Collegiate High School of Health Professions shall provide advanced educational opportunities to all students, so that they may graduate, within a four-year period, with an associate degree or college credit; thus, instilling the immediate desire for further post-secondary education to produce well rounded community leaders. Students have an opportunity to receive a high school diploma under the Distinguished Level of Achievement graduation plan with Collegiate Honors. With our higher education partners, South Texas College and The University of Texas Rio Grande Valley, students may also participate in the PSJA Academies to complete the college core curriculum, obtain college certificates, earn an associate degree, or at least 60 credit hours toward a Baccalaureate Degree during 9th – 12th grade.

Curriculum

PSJA Collegiate School of Health Professions provides an instructional atmosphere with an emphasis on health care professions that promotes college readiness through an academic design. The side-by-side high school/college degree plan crosswalks will include the 42-credit hour academic core curriculum plus 18 credit hours in the specific fields of study (60 credit hours). Programs/Courses offered for student success include:

- Associate Degrees from South Texas College: Biology, Business Administration, Education, Graphic Arts, Mathematics, Computer Science and Interdisciplinary
- Certificates from South Texas College: Electrical Assistant, HVAC, Welding, and Culinary Arts
- Dual Enrollment/Concurrent (South Texas College & University of Texas RGV)
- Pre-AP Courses: Algebra 1, Geometry, English 1, English 2, World Geography, Biology
- AP Courses: Calculus, English 3, English 4, World History, US History, Government, Macroeconomics, Biology, Chemistry, Physics, Environmental Science, Spanish Language, Spanish Literature, AP Seminar
- College Preparatory & Support Courses
- Foreign Language Courses

- Career and Technology Courses
- Fine Arts Courses
- Special Education Unit and Inclusion Program
- Common Instruction Framework (CIF) Model
- Enrichment & Advisory Period
- Summer Bridge Program
- College & Career/Go Center
- Counselor Cafe
- Parent/Student Connections
- Title I School-wide Program

Grading and Ranking Procedures

A 90-100   B 80-89   C 75-79   D 70-74   F below 70

Test Score Information

Student test data is included with the students' zoned comprehensive high school accountability report.

Extracurricular Opportunities

- National Honor Society
- Student Council
- Business Professionals of America (BPA)
- Book Club
- Battle of the Book Team
- Batalla de Libros Equipo
- Chess Club
- Discovery Club
- Health Occupations Students of America (HOSA)
- Helping Hands Knitting Club
- Library Advisory Board
- Fellowship of Christian Athletes (FCA)
- Science Club
- Spanish Club
- Plant a Smile Club
- Robotics Club
- Skills USA (Engineering-Robotics, Manufacturing)
- Yearbook Club
- Anime Club
- Art Club
- Design Master Club
- Cinema Club
- Korean Language Culture Club

- Quiz Bowl Trivia
- Recycling Club
- Technology Club
- Senior Class
- Junior Class
- Sophomore Class
- Freshmen Class

Students may participate in extracurricular activities with their zoned comprehensive high school such as:
- UIL Competitive Events
- UIL Academics
- Folklorico Dance Team
- Drill Team
- Band / Color Guard
- Orchestra
- Mariachi
- Choir
- Theatre
- Athletics
- Future Farmers of America (FFA)

Colleges Attended by Graduates
PSJA Collegiate High School of Health Professions currently has 9th, 10th, 11th and 12th grade students.

Graduation Plans
Distinguished Level of Achievement with Collegiate Honors Program
Distinguished Level of Achievement Program
Foundations Program

Contact Information
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Lyana De Leon
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2024-25 CAMPUS GOAL AREAS

GOAL AREA 1 – Student Achievement
GOAL AREA 2 – Closing the Gaps
GOAL AREA 3 - Improve Safety, Public Support, Culture, and Climate
GOAL AREA 4 – Staff Quality, Recruitment, and Retention

COMPREHENSIVE NEEDS ASSESSMENT

GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	• Algebra 1 STAAR EOC performed at 98% approaches, 89% meets, and 66% masters • English Language Arts I STAAR EOC performed at 95% approaches, 92% meets, 43% masters • English Language Arts II STAAR EOC performed at 98% approaches, 90% meets, 24% masters • US History STAAR EOC performed at 97% approaches, 88% meets, and 43% masters • Biology STAAR EOC performed at 99% approaches, 81% meets, and 34% masters • Overall, Campus Percentages: ALG I, ELA I, ELA II, BIO and US History are 97% approaches, 88% meets, and 43% masters • State of the Art technology resources and equipment • All classrooms have TRUtouch interactive boards utilized by all teachers to deliver instruction • Google classroom/ Campus training • All staff have access to laptops, iPads, screen beams and /or desktops • Computer labs are available for teachers and students to deliver technology-rich lessons • All students have laptops and chargers • Intentional Scheduling aimed at maximizing learning time • Master Schedule embedded with CLC/Planning period daily • Saturday Academies • Before and After school Tutorials • Student Intervention Plans	• Student performance at STAAR EOC – Meets Standard/ Master's Level- Tutorials/ Academies based on student data disaggregation • Students meet Texas Success Initiative (TSI) Criteria in Reading/Writing / Mathematics – PSJA TSI Plan • Students enroll in Pre-AP or AP coursework to master Advance Placement (AP) exams • Students enroll in 1 or 2 Dual Credit Courses – Fall 2024 and Spring 2025 • Students select an Industry-Based Certification or associate degree plan – Spring 2025 • Students will be on a Graduation Plan with Collegiate Honors • Students will be on a graduation plan with a completed IEP and Workforce Readiness – Spring 2025 • Students enrolled in CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications – Fall 2025 • Disaggregated EOC data to determine the level of students and to target level of growth they need to achieve • Determine the target level that students need to achieve relative to districts or campuses with similar economically disadvantaged student percentages • Implement Literacy across all content areas

			• Integration of technology in all instructional content areas to supplement lessons/ activities • Campus level trainings by district personnel and CIT on the use of advanced technology equipment / resources I.e.) Interactive boards • Campus level trainings on educational computer software programs • Share best practices and modeled lessons on the effective use of technology • Bell to Bell Instruction • Advisory Enrichment Period • Tutorials • Academies • Summer Bridge Program • Enrichment Camp
GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps	• 88% of students achieve meets or above for STAAR • Early Intervention for at-risk students • Engagement and Support Systems through extracurricular activities • Inclusive writing practices across all content area • Career Pathways and Dual Enrollment • Partnerships with Industry through state and local colleges, universities, and military branches • Data-Driven Decision Making • Equal opportunities for low, middle, & high economic students	• STAAR Performance Status at the Meets Grade Level or above standard • Four-year graduation rate • English Language Proficiency • College, Career, and Military Readiness (CCMR) Performance Status
GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture and Climate	• Located at the Daniel P. King College & University Center location • College Readiness & CTE collaboration • College for all culture established with college students from 5 sister high schools • No Bells • Excellent student attendance	• Promote a college-ready culture and climate by incorporating college success skills workshops for students • Promote a skill-trade ready culture and climate by incorporating trade-skill workshops for students

		- High Quality Customer Service - Recruitment Expo for students, parents and community - Parent/Student Orientations - Campus Tours - Parental Involvement District Meeting - Community Events - Collegiate Roundtable - Counselors Café Meetings - Meet the Teacher - Open House - STOPit app - Student work displayed in classrooms and hallways - Various club organizations to enhance leadership, responsibility and ownership of their learning. - Consistent Parent-Teacher contact/communication - Community involvement Award- It's Time Texas Community Challenge- First Place High School Division - Students consistently placed in Math UIL - Students received various awards and recognitions in BPA - Students featured in various Scholarship Awards & Recognitions - Student Council Students consistently being recognized/awarded as Outstanding Student Council in TASC (Texas Association of Student Council)	- Implement the "6 Relationships that Characterize Great Schools" that will foster positive relationships (Student and Student, Adult and Student, Adult and Adult, School and Community, School and Home, Work in School and Work in the Adult World) - Revised Written and Social Media Communication Plan for targeting parents, business partners, community members, higher education personnel - Revised brochures and marketing materials in Spanish and English to represent campus culture and environment - Campus Public Relations Team - Advisory Board - Collegiate Scholar Night: Parental-Student Activity Night - Locate a designated place to host Parental Involvement Center - Campus Level Parental meetings aligned to District parental involvement goals - Home Visits and Phone calls on a regular basis - Parental Involvement Center - Shared calendar of year-at-a-glance to plan events accordingly with whomever in charge of gym - Location needed to host assemblies with all students
GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality Recruitment & Retention	- Staff united toward student-center goals - Positive staff Morale - Highly qualified and motivated staff (high school/dual credit & college professors) - Collaborative Learning Communities with common planning periods - Professional Learning Communities	- Employ highly qualified staff that believe in the PSJA Spirit of Leadership Model - Provide leadership and professional learning opportunities for growth and enhancement of effective delivery of instruction - Implementation of TEEM Model - New competing schools in surrounding areas

| | | Teachers/Staff were given the opportunity to present and attend various Best Practices Trainings to enhance Literacy. Teachers that are curriculum writer in their field of specialization TIA Recipients Teachers/Staff recipients of grants/mini grants Teachers/Staff recipients of awards/recognitions (TASC Advisor of the Year in the Region) (District wide awards) | |

Domain I, Domain II & Domain III
(Preliminary)
2023-2024 STAAR

Campus	Eco Dis	STAAR	STAAR Scaled Score	CCMR	CCMR Scaled Score	Grad. Rate	Grad Rate Scaled Score	Domain I Scaled Score	Domain II-Part A	Domain II- Part A Scaled Score	Domain II-Part B Scaled Score	Domain III	Domain III Scaled Score	2024 Campus Overall Rating	2023 Overall Rating
PSJA Collegiate School of Health Professions	97.1	76	94					94	92	95	95	96	98	96	N/A

Student Achievement ** BETA **
for PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS

Year: 2024   Campus Type: HS/K-12

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	154	150	0	3	1	0	0	0	15	44
Did Not Meet App	6	5	0	1	0	0	0	0	1	3
Met Approaches	148	145	0	2	1	0	0	0	14	41
Met Meets	140	137	0	2	1	0	0	0	14	37
Met Masters	58	58	0	0	0	0	0	0	7	13

Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	43	40	0	2	1	0	0	0	6	20
Did Not Meet App	1	1	0	0	0	0	0	0	1	0
Met Approaches	42	39	0	2	1	0	0	0	5	20
Met Meets	37	35	0	1	1	0	0	0	3	17
Met Masters	28	26	0	1	1	0	0	0	1	12

Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	50	49	0	0	0	0	1	0	1	8
Did Not Meet App	0	0	0	0	0	0	0	0	0	0
Met Approaches	50	49	0	0	0	0	1	0	1	8
Met Meets	44	43	0	0	0	0	1	0	1	5
Met Masters	26	26	0	0	0	0	0	0	1	0

Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	84	81	0	2	1	0	0	0	7	30
Did Not Meet App	1	1	0	0	0	0	0	0	0	1
Met Approaches	83	80	0	2	1	0	0	0	7	29
Met Meets	69	67	0	1	1	0	0	0	2	22
Met Masters	29	28	0	1	0	0	0	0	1	9

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All Met %	Points
Number of Tests	331	320	0	7	3	0	1	0	29	102		
% Met Approaches Grade Level	98	98		86	100		100		93	96		
% Met Meets Grade Level	88	88		57	100		100		69	79		
% Met Masters Grade Level	43	43		29	33		0		34	33		
Sum of Met %	229	229		172	233		200		196	208	229	300
Average of Met %	229 divided by 300											76

Component	Component Score	HS/K-12 Scaled Score	Weight	Weighted Points
STAAR	76	94	100%	94
CCMR			0%	
Graduation Rate			0%	
Student Achievement Scaled Score				94

((Total with Half Point x 0.5) + (Total with One Point x 1) + (Total Accelerated Learning x 0.25)) divided by Total				
((5 x 0.5) + (168 x 1) + (12 x 0.25)) / 188		=	173.5 / 188	=	92

Component	Component Score	HS/K-12 Scaled Score
STAAR	92	95

School Progress: Part B Relative Performance ** BETA **
for PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS

Year: 2024   Campus Type: HS/K-12

Student Achievement	All Students	Sum of All % Met	Max Points
Number of Tests	331		
% Met Approaches Grade Level	98		
% Met Meets Grade Level	88		
% Met Masters Grade Level	43		
Sum of Met %	229	229	300
Average of Met %	229 divided by 300		76

Component	HS/K-12 Component Score	HS/K-12 Component Scaled Score
STAAR	76	95
CCMR		
ECD Percent		97.1
STAAR + CCMR Average Scaled Score		95

Closing the Gaps ** BETA **
for PSJA COLLEGIATE SCHOOL OF HEALTH PROFESSIONS
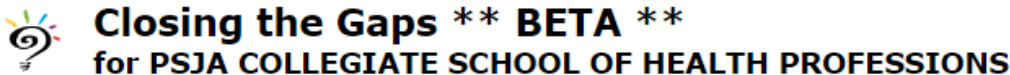
Year: 2024   Campus Type: HS/K-12

Academic Achievement
STAAR Performance Status(percentage at Meets Grade Level or Above)

	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
Reading									
All Students	154	Y	91	44	53	72	129	78	4
High Focus	151	Y	91	32	43	66	109	74	4
Lowest Performing									
Hispanic	150	Y	91	36	47	68	127	77	4
Math									
All Students	43	Y	86	38	48	69	110	55	4
High Focus	43	Y	86	31	43	66	95	54	4
Lowest Performing									
Hispanic	40	Y	88	35	46	68	108	55	4

Academic Achievement Total = Points Earned / Points Possible = 24/24 = 100.0

Academic Growth
STAAR Growth Status (Elementary and Middle Schools)

	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
Reading									
All Students	149	Y	89	69	78	95	128	66	3
High Focus	146	Y	90	64	74	94	108	63	3
Lowest Performing									
Hispanic	146	Y	90	66	76	95	126	66	3
Math									
All Students	39	Y	103	76	82	95	108	53	4
High Focus	39	Y	103	75	82	95	93	56	4
Lowest Performing									
Hispanic	37	Y	100	77	83	95	106	53	4

Academic Growth Total = Points Earned / Points Possible = 21/24 = 87.5

Student Success

Student Achievement Domain Score: STAAR Component Only

	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	331	Y	76	47	57	77	293	70	3
High Focus	324	Y	76	39	49	69	251	68	4
Lowest Performing									
Hispanic	320	Y	76	42	52	72	288	69	4
Student Success Total = Points Earned / Points Possible = 11/12 = 91.7									

English Learner Proficiency

English Language Proficiency Status (Progress>=1 Level or Advanced High)

	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
EL Proficiency	55	Y	73	34	36	40	38	79	4
EL Proficiency Total = Points Earned / Points Possible = 4/4 = 100.0									

Closing the Gaps Summary

Component	Component Points	Weight	Total Points
Academic Achievement	100	50%	50
Graduation Rate or Academic Growth	87.5	10%	8.8
School Quality (CCMR) or Student Success	91.7	30%	27.5
English Language Proficiency	100	10%	10
Closing the Gaps Raw Score (STAAR Component Only)			96
Closing the Gaps Scaled Score (STAAR Component Only)			98

2024 TELPAS Progress by Domain- Matched Students

Listening 2023

Collegiate	Listening 2023		
	Progress		%
6th	25	29	86%
9th	6	10	60%
Totals	31	39	79%

Listening 2024

Collegiate	Listening 2024		
	Progressed	Tested	%
9th	21	32	66%
10th	7	11	64%
11th	5	9	56%
12th	2	5	40%
Totals	35	57	61%

Progress in 2 out of 4 Snapshot

	2024 Preliminary Results		
	Progressed	Tested	%
9th	27	31	87%
10th	8	11	73%
11th	5	9	56%
12th	1	5	20%
Totals	41	56	73%
		Target 34%	

Listening 2023

Collegiate	Listening 2023				
	No Change	%	Decrease		%
6th	1	29	3%	3	29	10%
9th	0	10	0%	4	10	40%
Totals	1	39	3%	7	39	18%

Listening 2024

Collegiate	Listening 2024				
	No Change	%	Decrease		%
9th	2	32	6%	9	32	28%
10th	2	11	18%	2	11	18%
11th	2	9	22%	2	9	22%
12th	3	5	60%	0	5	0%
Totals	9	57	16%	13	57	23%

Speaking 2023

Collegiate	Speaking 2023		
	Progress		%
6th	16	29	55%
9th	5	10	50%
Totals	21	39	54%

Speaking 2024

Collegiate	Speaking 2024		
	Progressed	Tested	%
9th	15	32	47%
10th	5	11	45%
11th	2	9	22%
12th	1	5	20%
Totals	23	57	40%

Speaking 2023

Collegiate	Speaking 2023			
	No Change	%	Decrease	%

Speaking 2024

Collegiate	Speaking 2024			
	No Change	%	Decrease	%

6th	9	29	31%	4	29	14%
9th	3	10	30%	2	10	20%
Totals	12	39	31%	6	39	15%

9th	13	32	41%	4	32	13%
10th	3	11	27%	3	11	27%
11th	7	9	78%	0	9	0%
12th	2	5	40%	2	5	40%
Totals	25	57	44%	9	57	16%

Collegiate	Reading 2023		
	Progress		%
6th	19	29	66%
9th	8	10	80%
Totals	27	39	69%

Collegiate	Reading 2024		
	Progressed	Tested	%
9th	28	32	88%
10th	7	11	64%
11th	5	9	56%
12th	1	5	20%
Totals	41	57	72%

Collegiate	Reading 2023					
	No Change	%		Decrease		%
6th	5	29	17%	5	29	17%
9th	2	10	20%	0	10	0%
Totals	7	39	18%	5	39	13%

Collegiate	Reading 2024					
	No Change	%		Decrease		%
9th	2	32	6%	2	32	6%
10th	1	11	9%	3	11	27%
11th	1	9	11%	3	9	33%
12th	0	5	0%	4	5	80%
Totals	4	57	7%	12	57	21%

Collegiate	Writing 2023		
	Progress		%
6th	9	27	33%
9th	4	10	40%
Totals	13	37	35%

Collegiate	Writing 2024		
	Progressed	Tested	%
9th	16	32	50%
10th	7	11	64%
11th	6	9	67%
12th	1	5	20%
Totals	30	57	53%

Collegiate	Writing 2023					
	No Change	%		Decrease		%
6th	10	27	37%	8	27	30%
9th	1	10	10%	5	10	50%

Collegiate	Writing 2024					
	No Change	%		Decrease		%
9th	10	32	31%	6	32	19%
10th	2	11	18%	2	11	18%

							11th	2	9	22%	1	9	11%
							12th	3	5	60%	1	5	20%
Totals	11	37	30%	13	37	35%	Totals	17	57	30%	10	57	18%

Collegiate	Composite '23 to '22			Collegiate	Composite '24 to '23		
	Progress	%			Progressed	Tested	%
6th	15	27	56%	9th	22	32	69%
9th	5	10	50%	10th	8	11	73%
				11th	4	9	44%
				12th	1	5	20%
Totals	20	37	54%	Totals	35	57	61%

Collegiate	Composite '23 to '22					Collegiate	Composite '24 to '23				
	No Change	%	Decrease		%		No Change		%	Decrease		%
6th	9	27	33%	3	27	11%	9th	6	32	19%	4	32	13%
9th	2	10	20%	3	10	30%	10th	1	11	9%	2	11	18%
							11th	4	9	44%	1	9	11%
							12th	2	5	40%	2	5	40%
Totals	11	37	30%	6	37	16%	Totals	13	57	23%	9	57	16%

Goal Area 1:	Student Achievement
Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR EOC ELA 1 will increase by three percentage points and on STAAR EOC ELA 2 by six percentage points, by June 2025.
Objective 1:	The percentage of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 95% to 99% and ELA 2 98% to 99% 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

	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 needs assessment using data and trends will be executed.	Executive Officer for High Schools Content Coordinators Teachers Principal & Asst Principal	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Google Classroom/Blended Instruction	June 2024– Aug. 2025	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents Meetings with coordinator	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives SGMs Pre/Post Test	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 9- 12.
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, MyOn, Newsela, Accelerated Reader, Learning Ally, Mackin Via and Systems 44.

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 (virtual and in-person).	Principals Assistant principals Teachers Executive Officer for High Schools Coordinators Strategists Directors Chief Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors Department Chairs Study sync College Board Reveal Math	Sep. 2024– Aug. 2025	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative	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 EO and Campus Administration Team 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.	Executive Officer for High Schools Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches Strategists Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Digital Materials: Study Sync College Board EdPuzzle Nearpod Actively Learn	Sep. 2024 – Aug. 2025	Agendas and sign-in sheets Collaborative Learning Communities Meetings Coordinator attendance	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 CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR EOC ELA 1 will increase by three percentage points from 92% to 95% and on STAAR EOC ELA 2 by three percentage points from 90% to 93%, by June 2025.
Objective 2:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 92% to 95% and ELA 2 90% to 94% 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 followed to provide district-wide alignment of assessments.	Assessment Director Executive Officer for High Schools Content Coordinators Campus Administrators Teachers	Assessment calendar Instructional timelines Assessed curriculum Content-Based At a Glance Pacing Calendar	Sep. 2024 – Aug. 2025	Completed testing calendars and timelines Agendas and sign in sheets Campus testing reminders and announcements	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGMs] 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 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
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officer for High Schools Teachers	STAAR and DMAC data reports Action Plans and Timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group Assessment Rubrics Scoring Breakdowns Student Growth Profile – Tracking Form	Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 April 2025 May 2025 June 2025	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) 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 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
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Executive Officer for High Schools Campus Administrators Program Directors Coordinators Curriculum writers for all levels Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 April 2025 May 2025 June 2025	Agendas and sign-in sheets Data Analysis documents Campus Review [CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Goal Area 1:	Student Achievement						
Annual Goal 1:	The percentage of students who perform at meets grade level or above on STAAR EOC ELA 1 will increase by three percentage points from 91% to 94% and on STAAR EOC ELA 2 by three percentage points from 92% to 95%, by June 2025.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 92% to 95% and ELA 2 90% to 94% through job-embedded instructional practices.						
Strategy 1		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 Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Studysync College Board Reveal Math	Oct. 2024 - Aug. 2025	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs 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) Focused mini sessions on effective reading strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses 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 Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports Studysync College Board	Aug. 2024- Aug. 2025	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Master's levels on STAAR/EOC 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 ELA/SLAR.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administrators Librarian	Title I Title II Local Funds TEKS Guidelines2...	Aug. 2024 - Aug. 2025	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

Action Steps
1) Training on reading and writing development skills will be conducted for 9th-11th grade teachers by Region One ESC.
2) Training for high school teachers on literacy by Librarian/Google Certified Educator and Region One ESC.
3) Training for high school teachers on Kagan and S3s strategies

Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR EOC ELA 1 will increase by three percentage points from 91% to 94% and on STAAR EOC ELA 2 by three percentage points from 92% to 95%, by June 2025.
Objective 1:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 92% to 95% and ELA 2 90% to 94% 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 needs assessment using data and trends will be executed.	Executive Officer for High Schools Content Coordinators Content teachers (high school)	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2024– Aug. 2025	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-weekly.

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 (virtual and in-person).	Principals Assistant principals Executive Officer for High Schools Coordinators Strategists Directors Chief Academic Officer Teachers	Principals Assistant principals Executive Officers Coordinators Strategists Directors Reveal Math	Sep. 2024– Aug. 2025	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	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 EO and Campus Administration Team 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 mathematics curriculum through CLCs.	Executive Officer Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists Campus Administrators Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at-a- Glance, Weekly Lessons State and Local Data Reveal Math	Sep. 2024- Aug. 2025	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects including math.
2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR Algebra 1 EOC will increase by 7 percentage points from 89% to 96% by June 2025.
Objective 2:	The percentage of students performing at meets grade level or above on STAAR Algebra 1 EOC will increase from 89% to 96% through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

A testing calendar will be created to provide district-wide alignment of assessments.	Assessment Director Executive Officer for High Schools Content Coordinators (high school)	Assessment calendar Instructional timelines Assessed curriculum	Sep. 2024 – Aug. 2025	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] 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 (i.e.. 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 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
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officer for High Schools Teachers CLL	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 April 2025 May 2025 June 2025	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) 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 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
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Executive Officer for High Schools Program Directors Coordinators Curriculum writers for all levels Campus Administrators Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 April 2025 May 2025 June 2025	Agendas and sign-in sheets Data Analysis documents Campus Review [CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
1) Specialized personnel will support the academic needs of each area of need.
2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.
3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities.

Goal Area 1:	**Student Achievement**
Annual Goal 2:	The percentage of students who perform at meets grade level or above on STAAR Algebra 1 EOC will increase by 7 percentage points from 89% to 96% by June 2025.
Objective 3:	The percentage of students performing at meets grade level or above on STAAR Algebra 1 EOC will increase from 89% to 96% 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 Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Oct. 2024 - Aug. 2025	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments 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 district.
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses 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 Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2024 - Aug. 2025	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments 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 Mobile Mind 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 taught.	District Math Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2024 - Aug. 2025	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

Action Steps
1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand the level of complexity within the SEs.
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.

Goal Area 2:	Closing the Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2025.

Objective 1:		All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 90% of the indicators in the Academic Achievement component are met by June 2024.						
Strategy 1	**Persons Responsible/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**	
Collect and assess data to monitor student progress weekly and drive interventions	Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, 504/RTI) Title I Coordinator- Content Coordinators Principals Teachers	District Curriculum SummitK12 STAAR Release Assessments (BM I & II) Accelerated Reader Program IXL	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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 Student Progress Profile – Tracker Form	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects Displayed student work	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)Use ongoing district built 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 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 intervention plans and build intervention time into the day at every level
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/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**
Use formative assessments results to establish priorities or alter distribution of resources for weekly progress monitoring	Campus Leadership Team Teachers Directors	TAPR Report Domain III Data Report Item Analysis Report Performance Level Descriptors Curriculum Documents Teacher Lessons	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	Student Progress Profiles, DMAC Reports, Campus Data Reports, [CPRs] Campus Performance Review	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 Include a minimum of 3 intentional checks-for- understanding in daily lessons	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I , II,III State Compensatory Funds Migrant Funds State Bilingual Funds Local Funds

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

Strategy 3	**Persons Responsible/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**

English Learners will be monitored to demonstrate academic progress in the area of reading.	Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, 504/RTI) Title I Coordinator Content Coordinators Principals Teachers	District Curriculum Edgenuity STAAR Release Assessments (BM I & II) Summit K-12 ELPS	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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 Reading logs	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)   Analyze walkthrough observations data to collect information about system issues. (Ie. transitional grades- 9th)
2)   Research Based Instructional Strategies including SIOP, Fundamental 5, and Common Instructional Framework will be integrated in lesson plans in meet the needs of EB students.
3)   Students will be provided opportunities to "write a little a lot."

Goal Area 2:	Closing the Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2025.
Objective 2:	All identified student groups in the Academic Achievement component will meet 90% of the indicators by being provided high-quality, research-based instruction throughout the 2023-2024 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prioritize high quality professional development directly tied to data analysis and identified student needs	Executive Officer for High Schools Executive Directors- District Directors (DL, SpEd, 504/RTI) Title I Coordinator- Content Coordinators Principals Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Edgenuity	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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 English Learners and the all-student group	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)Disaggregate data from formal and informal assessments including STAAR & TELPAS
2)Implement student intervention plans that target Reading, Writing, Listening, and Speaking skills for ELs
3)Incorporate ELPS strategies in lessons and activities

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, 504/RTI) Title I Coordinator Content Coordinators Principals and Assist. Principals Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Edgenuity, T-TESS	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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/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)Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
2)Teacher will take End of Course assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.

3)Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.	

Goal Area 2:	Closing the Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2025.
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 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Special Education students will be monitored to demonstrate academic progress in the area of reading	Executive Officer for High Schools Executive Directors- District Directors (DL, SpEd, 504/RTI) Title I Coordinator Content Coordinators Principals Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Edgenuity, Study Sync, IXL	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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 Special Education students and the all-student group	-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)Special Education inclusion teacher and will collaborate to design lessons and include modifications and supplement aids to increase the reading level of the students.	
2)Collaborate with all content area teachers of the special education students to discuss effective literacy strategies and align support structures that are proven to work for the student.	
3)Monitor the implementation and use of literacy and reading comprehension aides as noted on IEP during instructional time.	

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and Masters level	Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, 504/RTI) Title I Coordinator Content Coordinators Principals and Assist. Principals	- District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Edgenuity	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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 -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)Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
2)Teacher will take End of Course assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
3)Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.
4)Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	-Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, 504/RTI) -Diagnosticians -Sp. Ed monitoring teacher -Principals and Assist. Principals	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Meeting Agenda, Edgenuity	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-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 -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) Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students

2) Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.

3) Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.

Goal Area 2:	Closing the Gaps
Annual Goal 2:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2025.
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-Executive Officer for High Schools -District Directors (DL, SpEd, 504/RTI) -Title I Coordinator -Content Coordinators -- Content Strategists -Principals -Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Edgenuity	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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/EOC tested subjects -An increase on our STAAR	-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) Use ongoing district built 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	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.	--Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, 504/RTI) -Title I Coordinator -Content Coordinators -Principals -Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Edgenuity, Progress Measure Charts	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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, 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

				-Language Acquisition Monitoring Application			

Action Steps
1) Students assist in placing their 2025 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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)	--Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, 504/RTI) -Title I Coordinator -Content Coordinators -Principals Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL, Open House Notes and Notices shared with stakeholders	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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

Acrion Steps
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.
2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2024 STAAR performance.
3) Communicate student growth with parents after each Benchmark

Goal Area 2:	Closing the Gaps
Annual Goal 2:	At least 90% 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of special education students will be monitored and appropriate academic interventions will be provided.	District/Campus Administration Coordinators Directors Instructional Coaches Executive Officer for High Schools Teachers	District Curriculum, Summit K12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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
Special Education Instructional Staff | Special education data management system EschoolPlus/COGNOSDMAC
District Curriculum, SummitK12, STAAR Release Assessments (BM I & II), Criterion, Study Sync, IXL | Aug. 2024
Oct. 2024
Nov. 2024
Jan. 2025
March 2025
April 2025
June 2025 | 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/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)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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	--Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals -Teachers	-District Curriculum -SummitK12 -STAAR Release Assessments (BM I & II) -Data Charts and Graphics Student Growth Measure (SGM)	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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

Acrion Steps
1)Use ongoing district built 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 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 intervention plans and build intervention time into the day at every level

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	--Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	-District Curriculum -SummitK12 -STAAR Release Assessments (BM I & II)	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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)Use ongoing district built 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 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 intervention plans and build intervention time into the day at every level	

Goal Area 2:	Closing the Gaps
Annual Goal 2:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2025.
Objective 3:	All English Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of EB students' academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	- District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officer for High Schools	-District Curriculum -SummitK12 -STAAR Release Assessments (BM I & II) -Progress Measure Checks and Logs	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	-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)Use ongoing district built 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 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 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officer for High Schools	District Curriculum SummitK12 STAAR Release Assessments (BM I & II)	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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)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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Differentiate instruction for English Learners based on their individual academic growth needs.	District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officer for High Schools	District Curriculum SummitK12 STAAR Release Assessments (BM I & II) Lead4Ward Teacher Tool Kit House Bill 3261 – STAAR Redesign Practice	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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 STAAR Redesign Item Types Practice	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

Acrion Steps
1) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for EL students.
2) Provide targeted instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)
3) Schedule in intervention/accelerated instruction during school hours to target EL student groups that are unable to attend extended day/Saturday tutoring

Goal Area 2:	Closing the Gaps
Annual Goal 3:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2025.
Objective 1:	By June 2025, the campus will effectively implement the adopted dual language programs in 9th to 11th grade.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target research based instructional strategies and practices for the dual language model implemented at the elementary level.	Executive Officer for High Schools Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Teachers	DLTI Region One Chapter 89 ELPS	August 2024 - June 2025	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice Sets TELPAS Benchmark	State Bilingual

Action Steps
1.   Specialized personnel will offer multiple training courses throughout the year for teachers and administrators.
2.   Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.
3.   Teachers will attend TCLC sessions to identify and implement RBIS to be used in lesson cycles.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target research based instructional strategies and practices for the dual language model implemented at the secondary level.	Executive Officer for High Schools Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Teachers	DLTI Region One Chapter 89 ELPS Texas Gateway LPAC	August 2024 - June 2025	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice TELPAS Benchmark	State Bilingual

Action Steps
1)Specialized personnel will offer multiple training courses throughout the year for teachers and administrators.

2)Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.	
3)Teachers will attend TCLC sessions to identify and implement RBIS to be used in lesson cycles.	

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2025, the campus' positive culture and climate will increase from 95% to 98% based on teachers and staff perception of staff-student relationships.
Objective 1:	By June 2025, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided professional guidance lessons that build on the social emotional development on social emotional learning to increase development of the student staff-student relationships	*Assistant Campus Superintendent for Administrators Student Services *Counselor *Director of Counseling & Teachers & Guidance *Executive Officer for High Schools *Executive Officer for High Schools *Counselor Director *Campus Counselors Administrators *Instructional Coach *Campus Counselor	*PowerPoint *Region One and State Presentations Conference Training and Materials *Timelines *Tools and resources *Research Based Best to monitor its Practices. effectiveness. *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines	Aug. 2024 – Aug. 2024 – June 2024 – August 2025	*Agendas *Attendance Reports *Sign In Sheets *Walk-Through/Observation *ERO Staff Development Reports Registration Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys *Moods Check-In	*Increase in student participation and Survey (Beginning-of-Year, Middle-of-Year, and End-of-Year) *Increase in student participation *Increase in Student Achievement	*Side by side data *Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title I: #2, #9, #10

Action Steps
1) Utilize the Counselor Café workshops for staff, students, and parents which provide social emotional learning topics
1) Implement 9 through 11 comprehensive counseling and guidance curriculum during advisory period
2) Train teachers and staff on the counseling and guidance lessons and resources
2) Deliver virtual Social Emotional Learning Student Academies

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will implement Teachers will embed the five and integrate social emotional social emotional learning learning activities with their competencies during their students content areas and extra- curricular activities	*Assistant *Campus Superintendent for Administrators Student Services *Counselor *Director of Counseling *Teachers & Guidance *Executive Officer for *Executive Officer for High Schools High Schools *Counselor Director *Campus *Campus Counselors Administrators *Campus Counselor *Teachers *Instructional Coach	*Lessons on SEL *District Training and Interventions Materials *Research-Based Best *Curriculum timeline Practices *Structured and intentional Timelines *Tools and resources *Survey Feedback to monitor its *Optimal Learning effectiveness. Environment *Eight Executive Functions	Aug. 2024 – Aug. 2024 – June 2025 June 2025	*Walk Through and *Walk Through and Observation Reports Observation Reports *Completed Teacher Surveys *Lesson Plans *Lesson Plans *Completed Surveys	*Increase in student participation and *SEL Skills Screener *Increase in student performance classroom participation *Increase in Student Achievement	*Side by side data *Panorama Climate analysis Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10

Action Steps
1) Implement and address the following skills in lessons such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
1) Utilize social emotional activities such as reflective writing, artwork, positive affirmations, nurturing a climate of kindness, etc. in all classrooms
2) Promote the five competencies in extra-curricular activities such as academic events, Enrichment Camps, clubs and organizations, etc.
2) Implement restorative practices and de-escalation techniques
3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	By June 2025, the students' perception for their physical and psychological school safety will improve from 95% to 100%.
Objective 1:	By June 2025, 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 professional development for staff, security 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 *Campus Administrators *Instructional Coach	*Training equipment *PowerPoint Presentation *Security cameras *Security/Safety audits	*August 2024 *January 2025 *August 2025	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*Beginning-of-Year, Middle-of-Year, and End-of-Year 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
3) Teachers will monitor campus duty areas before and after school.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for teachers, staff, and security 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 *Campus Administration	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*August 2024 *January 2025 *August 2025	*No active threat situations *Improved security/safety audits	*Beginning-of-Year, Middle-of-Year, and End-of-Year security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds	*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 2025 family involvement and their interaction with our school will increase from 80% to 85%.
Objective 1:	By June 2025, at least 80% 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 campus information and training sessions on a variety of relevant topics using flexible scheduling, different days and times	*Parental Director *Parental Coordinator *Site Managers *Parental Educators *Community *Engagement Recruiters *School Staff *South Texas College Coordinator	*Region 16 and State Conference Parent Materials *Research-Based Best Practices *District/Campus Policy Handbook *Texas Education Agency Material *Reading Material and Technology Programs	August 2024 –August 2025	*Agendas *Invites *Minutes *Sign-In Sheets *PowerPoints presentations *Photos of Meetings *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings	*Assessment Results *Participation *Performance	*Title I-#2, #4

Action Steps
1) Promote PSJA's weekly Virtual and face to face Family Learning Academies
2) Provide one on one campus sessions on multiple topics such as 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 collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Campus Administrators *Parental Director *Counselor Director *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors	*District/Campus Social Media *Monthly Calendar *Parent Surveys *Parent Questions through Social Media and Campus Webpage *Parent Conferences	August 2024 –August 2025	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure/Pamphlets *PowerPoint presentations *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 such as STAAR-EOC, TELPAS, etc. *Participation *Performance *Campus and District Assessments Reports	*Title I-#2, #4
Action Steps							
1) Campus PR representative attends monthly 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, district/campus webpage, and social media outlets to promote parent participation							
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	By June 2025, family involvement and their interaction with our school will increase from 80% to 85%.
Objective 2:	By June 2025 at least 50% 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 campus sessions which may include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *District Recruiters	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2024 – August 2025	*Community Service Projects *Sign-In Sheets *Program Data Charts *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 and South Texas College to offer parent literacy classes							
2) Recruit volunteer presenters to teach literacy and entrepreneurship sessions							
3) Elementary, Middle school, and community events to showcase the campus							

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	*Memorandum of Understanding *Parent Survey Results *Program Needs Assessment	August 2024 – August 2025	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Artifacts such as 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 and engaging lessons that maximize at least 95% of the instructional time.						
Objective 1:	Update the Instructional Focus Walkthrough form to align to T-TESS Teacher Evaluation System by December 2025						

Strategy 1	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
The leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to T-TESS evaluation system.	Executive Officer for High Schools, Curriculum coordinators, Asst Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	*Instructional Focus Walk-Through Form *T-TESS Evaluation tool	Complete by Fall 2025	Development of revised Instructional Walk-through focus tool. Collect and review data. The district will provide training and workshop before Dec 2024 to all evaluators on Observation Form Alignment.	Student engagement. Closing the achievement gap. Student-centered classrooms. Positive classroom environment. Improvement of teachers' quality and Instructional effectiveness.	Review walk-through focus tool mid-year and end of year. Provide feedback sessions for administrators to share their preliminary observations using the aligned observational tool.	Local funds

Action Steps
1) Retrieve the current walk-through from form for programmers.
2) Compare the current walk-through form to the T-TESS teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.
3) Create a running draft accessed by New Teacher Support

Strategy 2	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Utilize the Instructional Focus Walk-Through form to record observations made during each class visit.	Executive Officer for High Schools Curriculum coordinators, Asst Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	*Instructional Focus Walk-Through formT- *TESS Evaluation tool	Complete by Fall 2025	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Administrator's observational feedback is implemented by teachers in the next walkthrough.	Review walk-through focus tool mid-year and end of year. Provide feedback sessions for administrators to share their preliminary observations using the aligned observational tool and the effects on teacher instruction.	Local Funds

Action Steps
1) Leadership committee will ask for feedback from teachers and campus leadership team
2) Revise/Update Walk-Through form
3) Train district staff on new Instructional Focus Walk-Through form

Strategy 3	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery. Calibration of new observational tool among administrators and stakeholders.	Executive Officer for High Schools, Curriculum coordinators, Asst Supt of Talent Development Director, NTI Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	*Instructional Focus walk-through form *T-TESS Evaluation tool	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings. Teachers have opportunities to observe the interconnectedness of the observational tool and T-TESS rubric in CLC and PD sessions	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teachers utilize the common language reflected in the Observational Rubric. Instruction moves towards distinguished level.	Review walk-through focus tool mid-year and end of year. Provide feedback sessions for administrators to share their preliminary observations using the aligned observational tool and the effects on teacher instruction. Create a cohort of administrators and teachers to report out preliminary observations using the observation tool	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Collect input from teachers and teacher evaluators.
2) Use feedback to revise and update forms to meet district needs.
3) Admin, CLL and teachers create a cohort of administrators and teachers to report preliminary observations using the observation tool.

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 the Instructional Focus Walk-through form.	Campus administrators, District leaders, Curriculum coordinators, Directors	Instructional walk-through focus tool. Feedback form & Focus on Campus Initiatives I.e.) CIF, managing Behavior	Aug. 2024-Aug. 2025	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction. Increase in Student achievement scores, Evidence of common language reflected in observation form.	Professional growth and high-quality teaching. Teachers demonstrate their understanding and knowledge of teaching Joy factor students more engaged, scores improve evidence of critical thinking, WTL, CT, Q, SC, CGW, LT	Weekly walk-through data Trend data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

1) Create campus walk-through schedule
2) Complete 5-10 walk-throughs per week.
3) Review walk-through data and address areas of need among Leadership team to be addressed in campus roadmap and campus initiatives.
4.) Provide Feedback and coaching conversations to teachers

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, and instructional coach.	Campus administrators district leaders curriculum coordinators directors, instructional coach	Instructional walk-through focus tool aligned to T-TESS	Aug. 2024-Aug. 2025	CLC agendas Admin / teacher conferences	Professional growth and high-quality teaching. Increase in student academic achievement	Weekly walk-through data Teachers modify Implement instructional strategies Implementing formative assessment Classroom Climate	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 per coaching conversation
2) Provide learning opportunities, i.e., peer observations to observed effective strategies based on areas of need
3) Monitor, identify, and follow up with next steps to maximize the impact on teaching and learning.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement backwards design lesson plans. Goal-Assessment-Plan, & Gradual Release of Responsibility (Goal: Content & Language Objectives Assessment: Formative assessments during and end of learning – Evidence of learning. Plan: Lesson plan	Campus Administrators Instructional Coach Teachers Content Coordinators Executive Officer for High Schools	Backwards design lesson Plan template. Fisher and Frey: Gradual Release of Responsibility	Aug. 2024-Aug. 2025	CLC and PD aligned and reflected in CLC blueprint and roadmap Teachers submit lesson plans at least 1 week in advance Students' engagement increases Coaching focused on instructional planning and engagement	Teachers plan together. Student academic achievement increases; Student engagement increases	Teachers' lesson plans Walk throughs	Local funds / NA

Action Steps
1)Provide training on Lesson planning (Backwards design)
2)Provide training on the Gradual Release model (Fisher and Frey)
3)Campus implements a uniform lesson plan template

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 instructional time.	Campus Administrators; District leaders; Curriculum coordinators; Directors; Instructional Coach	Dashboard Instructional walk-through focus tool T-TESS observations SGM data Professional Learning Communities	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	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 leadership will review walk-through data and identify areas of need.
2) Campus leadership will identify staff instructional needs and develop an action plan for teacher implementation.
3) Monitor and revise action plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	idence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify teacher's areas of growth (not demonstrating, proficient, accomplished, distinguished)	Campus Administrators District leaders Curriculum coordinators Directors Campus Instructional Coach	Dashboard Instructional walk-through focus tool T-TESS observations SGM data Professional Learning Communities	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	Walk-Through Data Walk-Through schedule CLC agenda and sign in sheets Admin/teacher conferences Teacher SLO goals Instructional Coach observation folders	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 teachers will develop and monitor professional development goals to address areas of need/growth.
2) Provide professional development opportunities for teachers
3) Review and monitor achievement of professional development goals.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development for teachers such as TCLCs, 1-1 Coaching. inter-classroom visits, etc.	Principal Asst. Principal Instructional Coach Teachers	Backwards design lesson Plan template Fisher and Frey: Gradual Release of Responsibility	August 2024- June 2025	Sign in sheets Coaching logs and schedules Classroom visitations Teacher Calibration Reflection sessions	Increase student achievement Refinement of instruction increasing teacher quality	CBAs Benchmarks STAAR TELPAS SLO's Professional Development Goals Weekly progress checks on focus areas: i.e., Check for understanding, Learning strategies (CIF)	Title 1 #3 & 5

Action Steps
1.Provide training on Lesson planning (Backwards design) & Provide training on the Gradual Release model (Fisher and Frey) and SIOP strategies
2.Common Instruction Framework (CIF), Fundamental 5 Revisited, and SIOP strategies.
3.Campus implements a uniform lesson plan template, Fundamental 5 Revisited, and SIOP strategies

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025.
Objective 1:	Develop the skills in teaching and teacher evaluators 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 PSJA teachers aligned to their professional development goals.	Executive Officer for High Schools Curriculum coordinators Asst. Supt of Talent Development Director NTS Director Professional Development-Director Principals Assistant Principals Instructional Coach	Funding professional development needs data Professional development trainers TEEMS T-TESS SIOP strategies Fundamental 5 Revisited	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 Higher Teacher Ratings	Progress monitoring Benchmarks STAAR SGMs T-TESS Instructional Coaching Cycles	T1 #3, #5

Action Steps
1) Collect evidence of teacher Professional Development needs.
2) Review academic reports for district and campus needs
3) Plan, schedule, and provide training sessions.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teacher evaluators aligned to professional development goals.	Executive Officer for High Schools Curriculum coordinators Asst. Supt of Talent Development Director NTS Director Professional Development Director Principals Assistant Principals Instructional Coach	Funding professional development needs data professional development trainers calibration trainings opportunities District Instructional Coaches	Quarterly	More alignment of teacher evaluations between evaluators teacher evaluation a true reflection of teacher performance	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 evaluations and calibrations
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) Review campus teacher evaluations and compare student performance.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teacher evaluators aligned to professional development goals.	Executive Officer for High Schools Curriculum coordinators of Talent Development Director NTS Director Professional Development Director, Principals, Assistant Principals, and Instructional Coach	Funding professional development needs Data professional development Trainers Calibration trainings opportunities District Instructional Coaches	Quarterly	More alignment of teacher evaluations between evaluators teacher evaluation a true reflection of teacher performance CLL completes 2 Coaching Cycles with each teacher per semester.	Data showing increase alignment between teacher evaluation and student performance Higher Teacher Ratings Sign-in sheets, coaching logs and schedules.	T-TESS evaluation data Student performance data Teachers provide evidence/ artifacts of growth towards attaining their goals	T1 #3, #5

Action Steps
1.) Implement quarterly coaching cycles
2. Teachers will be provided actionable feedback for high leverage instruction
3) Instructional Coach identifies which teachers are progressing towards their goals and which require additional coaching cycles.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025.						
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using T-TESS evaluation system at least 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.	Executive Officer for High Schools Campus principal Assistant principal	T-TESS Evaluation Tool Materials New aligned walkthrough form	August 2024 – August 2025	T-TESS evaluations ERO Numbers Sign-in sheets Coaching logs Coaching 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 continues as needed.
2) Identify areas of need and provide professional development such as SIOP strategies.
3) Teachers will attend TCLC regularly to refine best practices that will be implemented for instruction.

Strategy 2	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Continued annual T-TESS calibration certification training and updated TxCEE trainings for Administrators provide with Exemplars of teachers ranking Accomplished and Distinguished	TxCEE, HR Dept. and Executive Officer for High Schools Principals Assist. Principals Instructional Coach Teachers	T-TESS Evaluation Tool	August 2024- August 2025	T-TESS evaluations ERO Numbers Calibration increase percentage of campus administrators passing	Continue providing annual T-TESS calibration certification training Admin percentage of T-TESS passing will increase the first time. Teachers will receive valid and reliable feedback. Students' scores will increase.	TxCEE Human Resources Dept Executive Officers Observations Walk through	T-TESS Evaluation Tool, Materials

Action Steps
1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds.
2) Monitor and evaluate data gathered during instructional rounds.
3) Provide support in areas of need.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District 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.	Asst. Supt of Talent Development NTS Director Professional Development Director Data Director PR Director	Spirit of PSJA training materials	Fall, Spring Monthly	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 Campus Administrators Instructional Coach	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service Increased efficiency and happier employees Culture and climate Optimal Working Environment	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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
On campus monthly per selection dates and showcase how instruction is impacted.	Principal AP Instructional Coach	Power-Points Ballots Student selections per teacher/ per grade level	monthly	Use of the Evaluation tool, two evaluations entered per staff member And students/ Ie. Student of the month per teacher.	Increase culture & climate on campus	Shared criteria in Advisory periods	Local N/A

Action Steps
1)Professional Development on Spirit of PSJA for teachers and staff to roll out in advisory
2)Have criteria for student and teacher selection
3)Showcase & celebrate on school website

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as a 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 need and create professional development opportunities for staff.	Talent Development Dept. NTS Dept. Executive Officer for High Schools Director	PD funds	Quarterly	Professional development offered	Improved staff moral Increase in customer service	PD surveys	T1, #3, #5

Action Steps
1) Conduct Professional Development goals survey
2) Work with staff to create training sessions
3) Schedule and hold training sessions

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 moral 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							

Strategy 3	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Allow teachers to share best practices in teacher created Professional Development regarding their scores and implementing Tuning protocols	Principal AP Instructional Coach Teacher Leaders	T-TESS New aligned form	Bi-weekly	Teachers will share tuning protocols with each other Scheduled Review of student learning	Ownership and increase in teacher and student achievement	Inter-visitations Learning walks Professional Learning Communities	Local N/A

Action Steps
1.   Teachers will participate in PLCs
2.   Teachers will take the lead and present to other teachers / Analyzing student learning, Tuning protocols
3.   Learning walks

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 3:	All teachers will be certified for teaching assignments by May 2025.
Objective 1:	All Secondary ESL ELA teachers will be certified by May 2025

Strategy 1	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Identify areas of need and provide support to complete certification	Principals Human Resources Executive Officer for High Schools Chief of Staff Chief of Instructions ACTRGV Dual Language Director	Staffing Reports Certification records SBEC Funding	August 2024 - August 2025	All teachers certified ACT-RGV program certifications increase	Content Certified teacher in every classroom	Certification Exam	Title I: #3 and #5

Action Steps
1) Meet with staff pending certification to find out needs
2) Provide training to prepare for testing.
2) Collect passing testing results to reimburse testing cost.

Strategy 2	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Schedule professional development opportunities in areas of need to improve quality of teaching and learning.	Office of Curriculum and Instruction ACTRGV Dual Language Dept.	TEA test preparation materials	August 2024 - August 2025	100% ESL or bilingual teachers will complete certification	Teachers have knowledge to support the bilingual students and student's achievement increases	Certification Exam	Title I: #3 and #5

Action Steps
1) Reimbursement for testing fees.
2) Evaluate PD feedback to ensure it meets needs

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 3:	All teachers will be certified for teaching assignments by May 2025
Objective 2:	All Secondary ESL teachers will be certified by May 2025

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 teacher 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 ESL 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 Total Physical Response (TPR)	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 assignments by May 2025.
Objective 3:	The district will recruit certified teachers for hard to staff, dual credit 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 Human Resources Campus Administrators Executive Officer for High Schools	Funding, Job Fairs Recruitment efforts ACT-RGV Staff morale survey	Early Spring	Hard to staff DC classes taught by certified district teacher Teachers advance from regular classes to teaching AP/ DC classes	District certified DC teacher numbers increase	Increase in students' certifications and college hours earned	Title I: #3 and #5

1) Meet with appropriate HS staff to identify needs
2) Target recruit based on needs
3 Teacher performance Base compensation

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 and dual credit teachers and issue staff morale survey.	College Readiness Human Resources Executive Officer for High Schools Talent Development Professional Development Director	Funding, Job Fairs Recruitment efforts ACT-RGV	Fall, Spring, Summer	Retention of high DC need teachers	District certified DC teacher	Increase in students' certifications and college hours earned	Title-I #3, #5

Action Steps
1) Survey to identify areas of growth
2) Develop training sessions
3) Holds the training sessions

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Hire University Student Interns that have demonstrated excellence in the classroom	Campus Administrators HR student interns	UTRGV ACT-RGV Job postings Websites Best talent recruitment and Spaniard Collaboration	As needed	High quality human capital Increase retention of quality teachers Less parental and community complaints Better social Media presence	Teacher quality and Instruction increases Higher student academic achievement Better adjustment for new teachers	Walkthroughs Formal Evaluations	Title #3 & 5

Action Steps
1)Robust hiring initiative including all stakeholders (Teacher Candidates, Students, HR, Hiring Committee)
2)Hiring protocols
3)Monthly check-ins with new staff

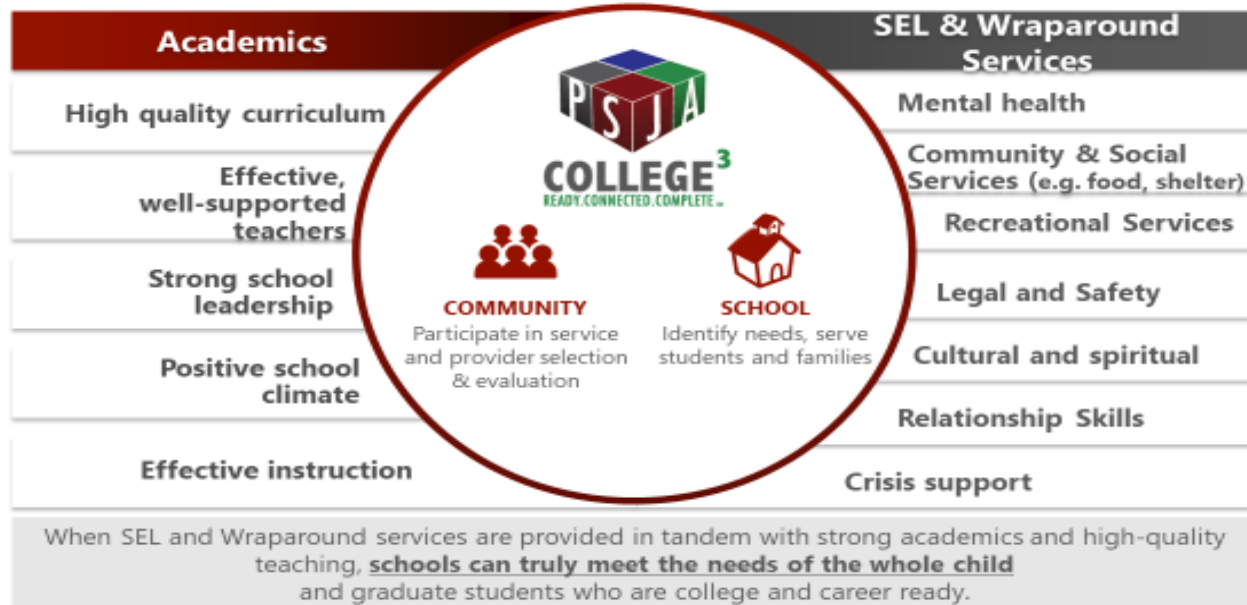|	ROFESSIONAL DEVELOPMENT				
	2023-2024 SCHOOL YEAR				
Date	Format	Topic	Resources	Person(s) Responsible	CIP Goal Alignment
Aug. 19	Campus –All Depts	Campus Procedures Campus Goals	Laptops Campus Handbook Campus Improvement Plan	Principal Assistant Principal	Goal Areas 1-4
Aug. 20	District-All Departments	Best Practices Conference Curriculum Rollouts Curriculum planning Year-at- a -Glance Doc. Six Weeks Pacing Guide Weekly Lesson	District Curriculum Content Coordinators	District Curriculum Writers Department Heads	Goal Area 1, Strategy 1-3
Aug. 21	District – All Departments Convocation (AM) Campus– All Departments (PM)	Teambuilding; SEL; Data analysis	2022-2023 Data Reports	Principal Assistant Principal District Personnel	Goal 1, Strategy 1-3

Aug. 22	Campus-Based Professional Development- All Departments	Data Driven Plans Strategize for the Monitoring of Academic Growth	Data Document Domain II, III Campus Goals	Principal Assistant Principal Department Heads	Goal Area 1, 2 Strategy 1-3
Aug. 23	Campus Workday	Setting the Classroom	Laptops Student Rosters, Teacher Schedule	Teachers Campus Instructional Technologist, CIT	Goal Area 3 Goal Area 4

October-November		Campus Based Assessment 1 Data Analysis Evaluation of the implemented Academic Strategies Modifications to Campus Academic Plan EL, Eco Dis., Benchmark 1	Data Reports	Principal Assistant Principal Department Heads CLL CIT	Goal Area1.1a-3a Goal 3.1 Goal 1.1a-3a
January	Campus Based-All Departments all Grades Levels	Special Populations: All Students, Driven Instruction Special education, EL, Eco Dis. Benchmark 1 Data reports	Benchmark 1 Data Reports –specific attention to special education, EL students …. Building of the Prescriptive Academic Count Down to STAAR	Principal Assistant Principal Department Heads CLL CIT	Goal 1.1a-3a
February	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Benchmark II Data Analysis Driven Instructional Calendar Reading and Mathematics Strategic Routines	Benchmark II Data Reports PowerPoint; Building of the Prescriptive Academic Count Down to STAAR Calendar Readings and Mathematics Department	Principal Assistant Principal Department Heads CLL CIT	
	Campus-Based Professional Development -Special Education Teachers, Content Areas	Data Driven Instructional Calendar Reading and Mathematics Strategies Routines Strategize for the Monitoring of Academic Growth	Curr. Guide documents; ppt; Presenters Readings and Mathematics Department Chairs/Grade Level Chairs	Principal Assistant Principal Department Heads CLL CIT	Goal 1 & 2

March	Campus-Based Professional Development -Special Education Teachers, Content Areas	Data Driven Instructional Calendar Reading and Mathematics Strategies Routines	Curr. Guide documents; ppt; Presenters Readings and Mathematics Department Chairs/Grade Level Chairs	Principal Assistant Principal Department Heads CLL CIT	Goal 1 & 2

PSJA ISD believes that a coordinated SEL and Wraparound Services Model complements academics to improve outcomes by addressing challenges.

Academics		SEL & Wraparound Services
High quality curriculum		Mental health
Effective, well-supported teachers		Community & Social Services (e.g. food, shelter)
		Recreational Services
Strong school leadership		Legal and Safety
Positive school climate		Cultural and spiritual
		Relationship Skills
Effective instruction		Crisis support

PSJA COLLEGE³ READY.CONNECTED.COMPLETE.

COMMUNITY Participate in service and provider selection & evaluation

SCHOOL Identify needs, serve students and families

When SEL and Wraparound services are provided in tandem with strong academics and high-quality teaching, **schools can truly meet the needs of the whole child** and graduate students who are college and career ready.

TEA — Texas Education Agency

PSJA COLLEGE³ READY.CONNECTED.COMPLETE.

1. ## Comprehensive Needs Assessment
   a. Required: Establish a planning team of educators, parents, community members, and businessrepresentatives to review campus data and create a vision for schoolwide reform
   b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
   c. Best practice: Involve total school staff in identifying campus needs

2. ## Reform strategies
   a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research
   b. Best practice: Identify how each activity strengthens the core academic program
   c. Best practice: Identify scientifically based research programs that increase the amount andquality of learning time

3. ## Instruction by Highly Qualified Teachers
   a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
   b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
   c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. ## High-Quality and Ongoing Professional Development
   a. Required: Select professional development to meet the needs of all principals, teachers,paraprofessionals, parents, and others as appropriate
   b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers.
   c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5. ## Strategies to Attract Highly Qualified Teachers
   a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
   b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
   c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

6. ## Strategies to Increase Parental Involvement
   a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
   b. Required: Include parents in developing the parental involvement policy and school-parent compact
   c. Required: Help parents understand the state's academic content and achievement standards

d. Best practice: Provide a family literacy program

7. Transition (BEGINNING 2017-2018, APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

a. Best practice: Arrange guided site visits to high school for middle school students

8. Teacher Decision-Making Regarding Assessments

a. Required: Include teachers in the decisions and planning regarding use of assessments

b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)

c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

9. Effective and Timely Assistance to Students Experiencing Difficulty

a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it

b. Best practice: Provide individualized and small group learning sessions

c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds

a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement

b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure

c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involv... ...ent coord...