



John Doedyns Elementary Campus Improvement Plan 2024-2025

Executive Summary

Mission:

Our Mission is to ensure high levels of achievement for every student, every day.

Vision:

Our Vision is to learn and grow together as we prepare our students to lead a diverse ever-changing world.

Demographic Summary: As of October 2023, the campus enrollment was at 438 students with 16% of students receiving Special Education services, 37.7% of students being Emergent Bilingual, 7.1% of students identified as GT, 1.6% identified as Migrant and 93.4% being economically disadvantaged. The demographic breakdown per grades is as follows: PK3 – 31, PK4-50, Kinder – 54, 1st grade – 69, 2nd grade – 55, 3rd grade – 55, 4th grade – 55, and 5th grade at 69 students.

Comprehensive Needs Assessment Summary: The following STAAR scores are from the preliminary 2023-2024 demographics snapshot report calculated and provided from the district data department. The overall scores for reading for students in grades 3rd through 5th are at 65% at the approaches grade level, 44% at meets grade level, and 17% at the masters grade level. In math the overall scores for students in grades 3rd through 5th are 68% at approaches grade level, 44% at meets grades level, and 15% at the masters grade level. In science, 52% of 5th grade students were at the approaches grade level, 17% at meets grade level, and 3% at masters grade level. The campus Domain 1: Student Achievement scaled score is at 68 for 2023-2024.



Executive Summary

Curriculum, Instruction & Extracurricular activities: John Doedyns elementary offers a rigorous curriculum with a highly qualified staff of teachers. We offer a one-way Dual Language curriculum and implement a project-based curriculum for gifted and talented students. Doedyns Elementary offers acceleration opportunities for all students utilizing research-based programs and progress monitoring systems. Doedyns Elementary offers academic and extracurricular programs such as Cheer, Dance, Choir, Technology Club, Student Council, Garden Club, Art Club, Softball, Football, Volleyball, Track, and Folklorico. We plan to further participate in all elementary UIL events including Chess Puzzles, Number Sense, Spanish Poetry, Oral Reading, Storytelling, Creative Writing, Music Memory, Art Appreciation, Listening Skills, Maps, Charts, and Graphs, Spelling, and Dictionary Skills.

Summary of Goals: In 2024-25, John Doedyns Elementary plans on improving content and subject mastery in reading, math, and science and attain a B or better in student achievement. Doedyns will strive to reach the goal of 85% of students scoring at the approaches grade level, 55% at meets grade level, and 25% at the masters grade level. For Domain 2, Doedyns will increase the number of students earning growth points by monitoring student progress through the implementation of the curriculum, daily grades, benchmarks scores, and reading. Doedyns Elementary will conduct professional development aligned to the Fundamental 5 and follow the instructional core and the district curriculum plan with fidelity to sustain the implementation of best practices during instructional delivery and learning. The campus will continue to mentor, coach and provide collaborative time for teachers and will effectively monitor individual student progress through parental collaboration and conferences with students regarding their progress.



John Doedyns Elementary Vision and Mission

Our Vision is to learn and grow together as we prepare our students to lead a diverse everchanging world.

Our Mission is to ensure high levels of achievement for every student, every day.



Campus Improvement Plan Committee

NON-TEACHING PROFESSIONAL STAFF

1. Angelita Hernandez Gutierrez – Principal
2. Herlinda Salazar– Assistant Principal
3. Raquel Duberney Guerrero– Counselor

CLL

1. Noe Galvan

Librarian

1. Veronica Frias

GRADE LEVEL CHAIRS

1. Diana Gomez
2. Cecilia Soto
3. Jesus Ramirez
4. Christina Cantu
5. Maria Wiles
6. Sandra Martinez
7. Eliana Delgado
8. Laura Gaspar

NON-PROFESSIONAL STAFF

1. Pending– Parent Educator
2. Sandra Coronado – PEIMS Clerk
3. Adrian Cancino– Head Custodian
4. Dinorah Escobedo-Nurse

BUSINESS LEADERS

1. Laurie Ramirez - Southern Smiles
2. Danny Millan - Sonic

COMMUNITY MEMBERS

1. Carlos Cepeda - La Azteca Tortilla Factory
2. Desaray Alvarez - Elevate Nutrition

PARENTS

1. Sharon Winkles Cameron
2. Alejandra Martinez



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2023-2024 Superintendent Cabinet and Senior Staff



Dr. Alejandro Elias
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Ranulfo Marquez, Assistant Superintendent of Academics

Rebecca Gonzales, Assistant Superintendent of Finance

Dr. Rebeca Garza, Assistant Superintendent of Human Resources

_____, Assistant Superintendent of School Operations

Dr. Orlando Noyola, Assistant Superintendent of Student Services

Dr. Lauro Davalos, Assistant Superintendent of Technology

Dr. Nora Cantu, Executive Officer of Academics

Dr. Linda Uribe-Trevino, Executive Officer of College and Career Readiness

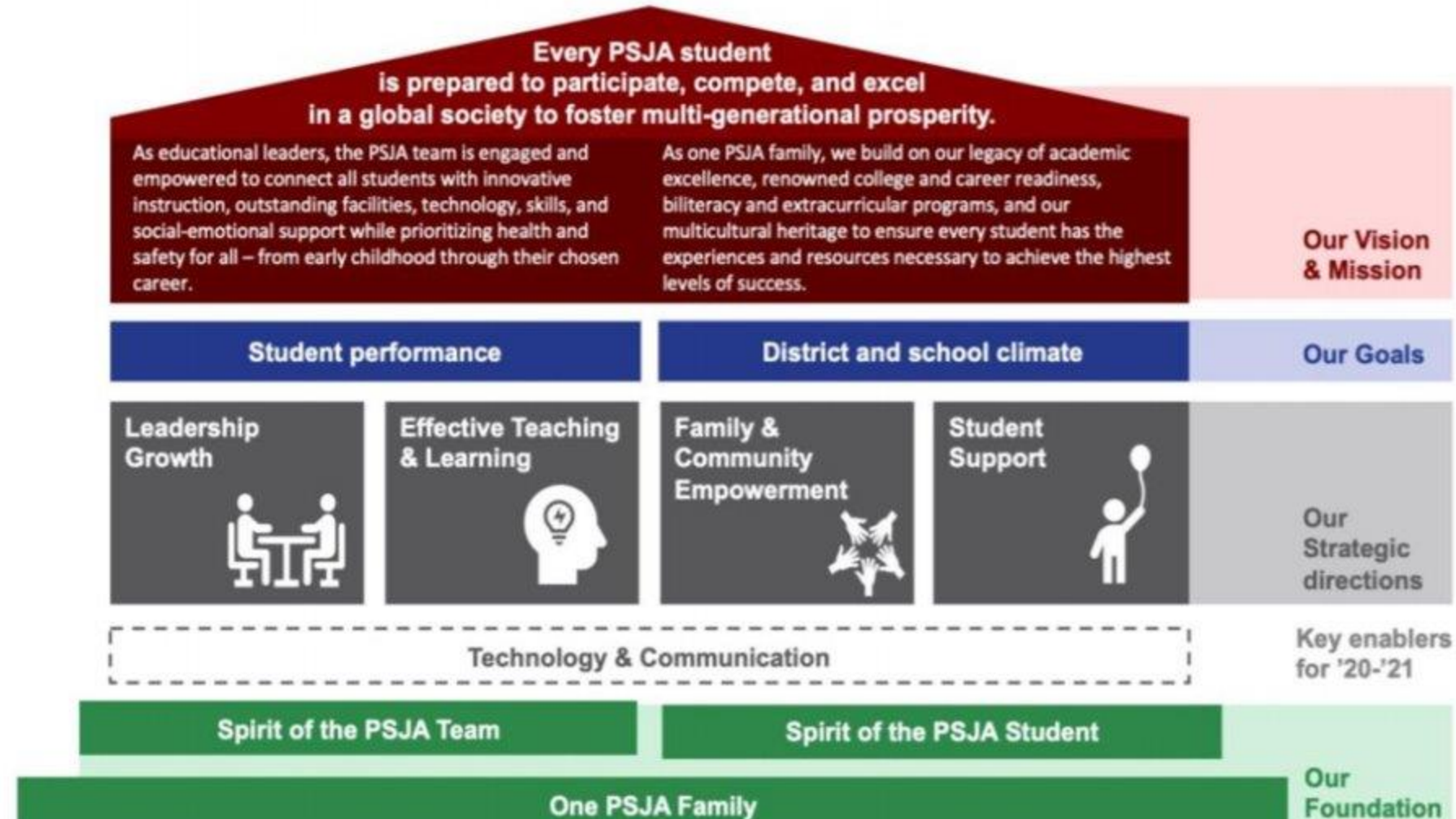
Virna M. Bazan, Executive Officer of Elementary Schools

Dr. Claudia Gonzalez, Executive Officer of Elementary Schools

Dr. Iris Guajardo, Executive Officer of Secondary Schools

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





CAMPUS DEMOGRAPHICS

Sped	% Sped	EB	%EB	ECD	% ECD	GT	% GT	At Risk	%At Risk
70	16%	165	37.7%	409	93.4%	31	7.1%	364	83%

Total Enrollment 438 – October 30, 2023



Comprehensive Needs Assessment

1. 2023-2024 STAAR Campus Summary Report
2. 2022-2023 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2022-2023)
11. Technology Inventories (purchases made)
12. STAAR (Spring 2023)
13. LEP progress monitoring
14. Special population participation and performance
15. Campus report card



Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

State of Texas Assessments of Academic Readiness (STAAR) district created results and the Texas Academic Performance Report (TAPR) data were reviewed and used to determine the strengths and needs of our Special Education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

In analyzing Spring 2024 STAAR DMAC data, the scores reflect that 31% of special education students approached grade level in mathematics and 17% of special education students approached grade level in reading.

Personnel Needs:

John Doedyns Elementary Administration will work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and provide supports to special education students through resource and inclusion.

Professional Development Needs:

John Doedyns Elementary administration and leadership team will work collaboratively to ensure that teachers attend provided math and reading trainings, plan intentionally with teachers to provide coaching and feedback to monitor teacher and student progress and will systemically analyze data to monitor the impact and implementation of specific high yield strategies and their correlation on student achievement. Special education teachers will also work closely with students to provide in class support and on grade level accelerated instruction.



Comprehensive Needs Assessment

Demographics

Demographics Summary :

Emergent Bilinguals (EB):

The State of Texas Assessments of Academic Readiness (STAAR) DMAC data and TELPAS results and indicators were used to review and determine strengths and needs of our Dual Language/English as a Second Language EB students. Doedyns Elementary Leadership team and campus interview committees ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting. The campus is supported by the curriculum and instruction coordinators who organize the curriculum to meet the needs of our EB students. The Dual Language department also audited our campus and made recommendations to improve our Dual Language setting and instruction. These recommendations will be implemented to improve dual language instruction and learning.

STAAR assessment results for our EB students are as follows:

Reading 64% (58% All Students)

Mathematics 57% (65% All Students)

Science 49% (37% All Students)

Needs:

As evidenced in the STAAR assessments , there is an achievement gap as follows:

In Reading, the achievement gap in 2023-2024 between EB and All students is –6%

In Math, the achievement gap in 2023-2024 between EB and All students is –8%.

In Science, the achievement gap in 2022-2023 between EB and All students is -12%.



Comprehensive Needs Assessment

Demographics

Demographics Summary

All students -- Attendance

Needs:

In 2023-2024, the attendance rate was 95.32%, which meets the district goal of 95%.

Interventions:

Attendance will be monitored daily with a campus team dedicated to addressing tardies and absences. The team will consist of administration, PEIMS clerk, parental educator, front office clerk, and teachers who will consistently make parental contact when students are tardy and/or absent. Contact will be made by phone, messages through Class Dojo, messages on the school webpage and marquee, and/or written reminders.

Parental educator will also create a calendar for Parent Meetings to address the importance of attendance. School leadership will also create a calendar to host reading opportunities for grandparents and parents, curriculum nights, STAAR parent meetings, monthly calendars and use of Class Dojo.

Perfect attendance will be incentivized and the classrooms with the most improved attendance will also be recognized through morning announcements and features on our webpage.

Announce weekly attendance on Mondays (top class per grade level.)

Identify students who are frequently absent by grade level and create an action plan for intervention.

Students with excess absences will receive a warning letter and home visits will be made to talk with parents.



Comprehensive Needs Assessment

Demographics

Demographics Summary:

Economically Disadvantaged

The State of Texas Assessments of Academic Readiness (STAAR) DMAC results were used to review and determine the strengths and needs of our Economically Disadvantaged Students.

Needs:

STAAR assessment results of our economically disadvantaged students are as follows:

Reading 64% (63% All Students)

Math 65% (63% All Students)

Science 49% (49% All Students)

As evidenced on the STAAR assessments, there is an achievement gap as follows:

In Reading, the achievement gap in 2023-2024 between Eco Dis and All students is -1%.

In Math, the achievement gap in 2023-2024 between Eco Dis and All students is -2%.

In Science, there no achievement gap in 2023-2024 between Eco Dis and All students.



2024 – 2025 Campus Achievement and Goals

3rd Grade Reading

Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	65%	70%
Meets	39%	50%
Masters	15%	20%

Domain 1 Student Achievement

4th Grade Reading

Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	64%	70%
Meets	44%	50%
Masters	22%	25%

5th Grade Reading

Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	65%	70%
Meets	48%	50%
Masters	16%	20%



2024 – 2025 Campus Achievement and Goals

3rd Grade Math

Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	61%	70%
Meets	39%	50%
Masters	13%	20%

Domain 1 Student Achievement

4th Grade Math

Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	72%	75%
Meets	54%	60%
Masters	20%	25%

5th Grade Math

Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	70%	75%
Meets	40%	50%
Masters	13%	20%



2024 – 2025 Campus Achievement and Goals

Domain 1 Student Achievement

5th Grade Science		
Performance Levels	Spring 2024 Students passing State Assessment	Spring 2025 Campus Goals
Approaches	52%	70%
Meets	17%	50%
Masters	3%	20%



2023 – 2024 Campus Achievement and Goals

Domain	Domain Score		Plan of Action
Domain 1	2023	2024	*Monitor student data and provide support to teachers to improve best practices designed to close achievement gaps and meet student outcomes.
	70	68	
Domain 2 Part A	79	64	*Monitory student progress through data analysis, accelerated instructional opportunities for students through Bear Time, Tier 1 instruction, in-class support, and targeted interventions.
Domain 2 Part B	77	74	*Economically disadvantaged rate will be monitored and verified for accuracy prior to snapshot date and all attempts to raise our ECD % will be completed. ECD students will be monitored and provided targeted interventions.
Domain 3	74	66	*ESSA interim goals will be used to set attainable goals. Student progress will be monitored by analyzing student work and providing specific feedback to teachers regarding student achievement and improvement to instructional

Comprehensive Needs Assessment Goals 1 – 4 Summary

GOAL	Findings Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<u>Goal Area 1: Student Achievement</u>	<ul style="list-style-type: none"> 4th grade students outperformed the other grades by 6% in math at the approaches grade level, by 10% at the meets grade level, and by 5% at the masters grade level on the 2023-2024 STAAR assessment. 4th grade students performed at a 71% in reading at the approaches grade level on the 2023-2024 STAAR assessment, outperforming the other grade levels. 	<ul style="list-style-type: none"> 4th grade EB students underperformed by 12% at the approaches grade level in reading compared to the 4th grade ALL group. 5th grade EB students underperformed by 7% at the approaches grade level in reading compared to the 4th grade ALL group. 3rd grade EB students underperformed by 8% in mathematics at the approaches grade level compared to the 3rd grade ALL group. 4th grade EB students underperformed by 8% points in mathematics compared to the 4th grade ALL group. 3rd grade SPED students underperformed by 53% in reading compared to the 3rd grade ALL group. 3rd grade SPED students underperformed by 31% in mathematics compared to the ALL group. 4th grade SPED students underperformed by 34% in reading compared to the ALL group. 4th grade SPED students underperformed by 35% in mathematics compared to the ALL group. 	<ul style="list-style-type: none"> Train teachers on the accountability system so that they understand the implications for instruction. Improve progress monitoring systems to better track progress and attain individual student outcomes. Differentiate instruction to meet the diverse needs of all student populations. Analyze students work during CLC's to design, implement and improve the rigor during instructional delivery. Design and implement interventions based on BOY, MOY, and EOY data to meet ongoing yearly student needs.
2	<u>Goal Area 2: Closing the Gaps</u>	<ul style="list-style-type: none"> The English Language Proficiency target was met for TELPAS at 66% at the next interim target goal for 2037-38. 	<ul style="list-style-type: none"> Increase the percentage of students either reaching meets or Masters level in math and reading. Improve and implement consistent monitoring systems so that students who are already at the Meets and Masters level do not regress. 	<ul style="list-style-type: none"> Train teachers on the implementation of accommodations for testing and utilize them with SPED students during instruction so that they can meet and master their grade level assessments. Monitor the implementation and progress of Summit K12 so that EB students show progress on all the four language domains of TELPAS. Acceleration and Interventions will be monitored for fidelity and attainment of student outcomes with frequent checks of goal sheets, teacher planning, benchmarks, parent outreach.

Comprehensive Needs Assessment Goals 1 – 4 Summary

GOAL	Area Findings	Summary of Strengths	Summary of Needs	Priorities
3	Goal Area 3: Improve Safety, Public Support, Culture & Climate	<ul style="list-style-type: none"> Campus Safety Committee conducts regular fire drills, lockdowns, security protocols and safety checks. Parental events are held monthly to ensure community involvement. 	<ul style="list-style-type: none"> Campus needs to meet daily attendance goal of 95%. Some students are dropped off at school late on a consistent basis. Improve staff attendance. Decrease discipline concerns such as bullying and not following campus rules. 	<ul style="list-style-type: none"> Continue to communicate through Class Dojo so that parents are aware of school policies and procedures. Contact parents of students who are absent to ensure that students are brought to school early and every day. Recognize staff who come to work every day through an incentivized program. Recognize students who have perfect attendance. Make sure that campus safety policies and procedures are documented and monitored.
4	Goal Area 4: Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> There is a high retention rate of teachers. An interview committee is in place to ensure that highly qualified staff are vetted. Teachers are encouraged to participate in curriculum writing, workshops, and PD sessions that support their learning of curriculum and programs. 	<ul style="list-style-type: none"> Teachers need to prioritize instructional delivery and differentiation. Improved teacher attendance and recognition for teachers who support campus initiatives. Teachers need to implement accommodations and manipulatives regularly in the classroom to maximize understanding. 	<ul style="list-style-type: none"> Hire a science lab teacher. Hire a paraprofessional in the kinder classroom. Train teachers in the use of accommodations and manipulatives. Recognize teachers for their engagement in campus initiatives. Recognize Employees of the Month through a rubric created by leadership team.



Comprehensive Needs Assessment - Grades 1st - 2nd Reading

Items Reviewed	Improved Areas	Key Findings for Improvement	Recommendations for Improvement Staff Development Resources
1st and 2nd Grade Reading	<ul style="list-style-type: none"> 1st Grade TPRI EOY data indicates our campus showed growth of: -- 50% (BOY 17%) who do not need intervention -- 2% (BOY 24%) who need possible intervention -- 52% (BOY 59%) who need intervention 1st Grade Tejas Lee EOY data indicates our campus showed growth of: -- 42% (BOY 41%) who do not need intervention -- 9% (BOY 18%) who need possible intervention -- 33% (BOY 41%) who need intervention 2nd Grade TPRI EOY data indicates our campus showed growth of: -- 61% (BOY 11%) who do not need intervention -- 28% (BOY 42%) who need possible intervention -- 33% (BOY 47%) who need intervention 2nd Grade Tejas Lee EOY data indicates our campus showed growth of: -- 52% (BOY 31%) who do not need intervention -- 44% (BOY 50%) who need possible intervention -- 8% (BOY 19%) who need intervention 	<p><u>1st Grade TPRI EOY Results</u> ___43___ Total Students 67% No Intervention Needed 26% Possible Intervention Needed 7% Intervention Needed</p> <p><u>1st Grade Tejas Lee EOY Results</u> ___23___ Total Students 83% No Intervention Needed 9% Possible Intervention Needed 8% Intervention Needed</p> <p><u>2nd Grade TPRI EOY Results</u> ___36___ Total Students 72% No Intervention Needed 14% Possible Intervention Needed 14% Intervention Needed</p> <p><u>2nd Grade Tejas Lee EOY Results</u> ___18___ Total Students 83% No Intervention Needed 6% Possible Intervention Needed 11% Intervention Needed</p>	<ul style="list-style-type: none"> Literacy Centers Bilingual Updates Sing, Spell, Read & Write Estrellita Fundamental 5 Book Study <ul style="list-style-type: none"> Paired Selections NEWSELA articles Progress Monitoring Forms Goal Setting Forms Student Conference Notes and Finding Plans of Action Templates District Assessments Tutors Title 1 Tutoring Reading Strategies Accommodations Trainings Sight Word Practice Interactive Word Walls Weekly Fluency Checks Targeted Spelling Skills Intentional planning for Differentiated grouping of students Unpacking the TEKS during planning period (Lead4ward)

Comprehensive Needs Assessment - Grades 1st – 2nd Math

Items Reviewed	Improved Areas	Key Findings for Improvement	Recommendations for Improvement	
			Development	Staff Resources
1st and 2nd Grade Math	<ul style="list-style-type: none"> <u>1st Grade EOY Math</u> Assessment Data indicates our campus showed growth of: ---46% (MOY 42%) more of our students passed the EOY assessment <u>2nd Grade EOY Math</u> Assessment Data indicates our campus showed growth of: ---11% (MOY 55%) more of our students passed the EOY assessment 	<p><u>1st Grade EOY Pearlized Test</u> (70% passing score) ___66___ Total Students _58_ Passed (88%) _8_ Did not pass (12%)</p> <p><u>2nd Grade EOY Sharon Wells Test</u> (70% passing score) ___53___ Total Students _35_ Passed (66%) _18_ Did not pass (34%)</p>	<ul style="list-style-type: none"> Understanding the Eureka Math Curriculum Intentional Weekly curriculum planning by each grade level. Understanding the TEKS for their grade level Fundamental 5 Book Study 	<ul style="list-style-type: none"> Math Manipulatives CIF Protocols Eureka Curriculum Lead4ward Resources I-Ready – Teacher Toolbox



Comprehensive Needs Assessment - Grades 3rd – 5th – Math

Items Reviewed	Improved Areas	Key Findings for Improvement	Recommendations for Improvement Staff	
			Development	Resources
3rd-5th Math STAAR	<ul style="list-style-type: none"> 4th grade students outperformed the other grades by 8% in math at the approaches grade level in the 2023-2024 STAAR. 4th grade EB students performed at 16% at the masters grade level in math, only 2% difference from the ALL group at 18%. 4th grade EB students performed at 49% at the meets grade level in math, meeting the 49% interim goal for Domain 3 Academic Achievement Status in Math. 	<ul style="list-style-type: none"> 3rd grade SPED students underperformed by 31% at the approaches grade level in mathematics compared to the ALL group who performed at 58%. 4th grade SPED students underperformed by 35% points at the approaches grade level in mathematics compared to the ALL group who performed at 71%. 5th grade SPED students underperformed by 37% at the approaches grade level in mathematics compared to the ALL group who performed at 67%. 	<ul style="list-style-type: none"> Eureka Math trainings for teachers Intentional Lesson Planning I Ready trainings Classroom Manipulatives Modules and Trainings Problem Solving Model 	<ul style="list-style-type: none"> Classroom Manipulatives TEKsing Towards STAAR Summit K12 Scope and Sequence District Benchmarks and Data Analysis Vocabulary Cards for Interactive Word Walls Forde Ferrier



Comprehensive Needs Assessment - Grades 3rd – 5th –

Items Reviewed	Reading Improved Areas	Key Findings for Improvement	Recommendations for Improvement	
			Development	Staff Resources
3rd-5th Reading STAAR	<ul style="list-style-type: none"> 3rd grade EB students performed at 65% at the approaches grade level in reading, 1% higher than the ALL student group. 3rd grade EB students performed at 20% at the masters grade level in reading, 5% above the all student group at 15%. 3rd grade outperformed the ALL Grades by 2% at the approaches grade level. 5th grade students performed at 47% at the meets grade level in readding, compared to 41% for the ALL Grades who performed at 41%. 	<ul style="list-style-type: none"> SPED students in all grade levels underperformed at the approaches at 17%, compared to the ALL student group who performed at 64%. SPED students in 3rd grade underperformed at the meets grade level at 7%, compared to the ALL student group who performed at 36%. SPED students in 4th grade underperformed at the meets grade level at 9%, compared to the ALL student group who performed at 40%. SPED students in 5th grade underperformed at the meets grade level at 10%, compared to the ALL student group who performed at 47%. 	<ul style="list-style-type: none"> Short and Extended Constructive Response Training K-5 ELAR and SLAR Field Guides Countdown to STAAR Paired Selections Training Vocabulary STAAR Practices Affixes STAAR Practices Context Clues STAAR Practices Bilingual Resources and Trainings Content and Language Objectives Training Fundamental 5 Book Study Summit K12 Training and 90/120 Day Plan for Success 	<ul style="list-style-type: none"> Paired Selections NEWSELA articles Countdown to STAAR resources Summit K12 Progress Monitoring Forms Goal Setting Forms Student Conference Notes and Finding Plans of Action Templates TEKSing Towards STAAR District Benchmarks and Data Tutors Title 1 Tutoring Reading Strategies Accommodations Trainings



Comprehensive Needs Assessment - Economically

Disadvantaged/ Items Reviewed	Improved Areas	Key Findings for Improvement	Recommendations for Improvement Staff Development Resources
Economically Disadvantaged	<ul style="list-style-type: none"> Current Economically Disadvantaged percentage is at 93.4%. 	<ul style="list-style-type: none"> Verify parental income surveys to determine if they are filled correctly. 	<ul style="list-style-type: none"> Title 1 budgetary trainings
Technology	<ul style="list-style-type: none"> 100% of teachers have Smartboards 100% of teachers have iPads and pens to teach remotely. 100% of classrooms have Screen Beams 100% of teachers have charging stations. 	<ul style="list-style-type: none"> Chargers still need to be purchased to have extra ones available, if needed. IPad cases need to be ordered to replace broken ones. Laptops for teachers need to be ordered so that all teachers have upgraded ones. 	<ul style="list-style-type: none"> Marquee use training



Comprehensive Needs Assessment - Facilities

Items Reviewed	Improved Areas	Key Findings for Improvement	Recommendations for Improvement Resources
Facilities	<ul style="list-style-type: none"> Lab room classroom wall was covered and repainted. Outside walkway cover by Station 1 has been built to walk students for pick up after school. Playscape has been washed and rubber mulch has been added for student use. Teacher workroom has been cleared and copiers have been placed. Project Care room has been cleaned and is ready. Teacher Care Room has been cleaned and decorated with sofas. School pond has been built. 	<ul style="list-style-type: none"> Fire alarm is not functioning at 100%. Security alarm is not functioning. Water stations must all be operational. Old furniture must be upgraded and replaced. Front office needs to be upgraded and remodeled. Remodel lobby area. Paint cafeteria Replace stage curtains Replace ceiling tiles due to mold. A cement walkway with cover is needed in Station 2. (Safety) 	<ul style="list-style-type: none"> Garden Beds must be kept clean and maintained. Little Einstein Science Lab must be cleared and prepared for student use. Broken equipment needs to be sent to fixed assets. Glass doors need to be installed in the front lobby area / entrance to the main office. Cement needs to be repainted in front of the school as it is scraping off. Designated Principal, Assistant Principal, Counselor, and Secretary parking spaces need to be designated and identified. Moldy entrance brick columns have to be powerwashed. Entrance and exit main doors have to be repainted and have mold removed. The poles in the back atrium area need to be repainted. The roof area by drop off needs to be fixed.



Goal 1

Student Achievement



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 1:		Student Achievement					
Annual Goal 1:		All students will strive to achieve 90% mastery on grade level assessments by the Spring of 2025					
Objective 1:		Increase student achievement through a strong literacy foundation for all students.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Complete Reading Academies for pending teachers (HB3). Implement the science of reading strategies learned through the Reading Academies.	Chief Executive Officer Principals Assistant Principals Campus Leadership Team Life Coach Grade Level Chairs Teachers	Technology	Oct 2024-May 2025	Certificates of module completion; walkthroughs	to provide a phonics curriculum using systematic direct instruction in grades K-3 and place highly effective teachers in K-2.	Online through Region 1 and Canvas training	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1. Effective reading instruction will be provided for all students in grades Pk-5							
2. Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Summit							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All students in grades Pre-K-2 will meet or exceed grade level expectations in reading as determined by Reading assessment.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	District and Campus Benchmark Data Reports Plan for Interventions	As per grade level assessment 2024-25 cycle	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 and summative assessments CBAs, Benchmarks STAAR TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1. Monitor data for TX-Kea, TPRI, Tejas Lee, Circle, BOY, interim assessments and local assessments.							
2. Monitor dyslexia /RTI/504 reading progress through weekly fluency checks, progress monitoring and RTI/504 Committee progress checks							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	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 and DMAC	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Sept. 2024 - Jan 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 Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1. Data will be used to identify students in need of extended learning opportunities. Collaborative Learning Communities [CLCs] will be scheduled weekly for unpacking the TEKS, data study, and							
2. Provide opportunities for parents to assist students with lessons and assessments. Parent meetings geared toward knowledge of curriculum and assessment							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 1:		Student Achievement					
Annual Goal 1:		All students will strive to achieve 90% mastery on grade level assessments by the Spring of 2025					
Objective 2:		Assessments aligned to the curriculum will be used to monitor student progress toward meeting state standards, at the Meets Level, in 2024-2025.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Measure, monitor and sustain individual student growth in order to target achievement gaps using STAAR Ready, Frog Steet Press, Sing Spell Read and Write, Estrellita, Boost, Forde Ferrier, Kamico, Voyager, Read Well, Motivation Math, Measuring Up, Texas Coach,	Principals Assistant Principal Campus Leadership Team Life Coach Grade Level Chairs Teachers	District and Campus Benchmark Data Reports Plan for Interventions District Curriculum -Istation Reading -Imagine Math	September 1, 2024 - August 31, 2025	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR, tested subjects G5- An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1. Provide timely intervention for students of all subgroups							
2. Small group instruction and interventions will take place inside the classroom							
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM 1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Parent conferences held to inform parents of individual student progress.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers Parent Educator	Student Reports, TEK/STAAR data, brochures, Title I funds	Nov. 2024- Jan 2025 Feb 2025 March 2025	Sign in sheets, Agendas, increased use of available resources, increased attendance to intervention classes.	Student achievement gains and increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1. Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.							
2. Create parent workshops to support technology integration.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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 Assistant Principal Campus Leadership Team	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	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	Formative assessments CBAs Benchmarks STAAR TELPAS TPR/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-							
3) 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.							
4) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 1:		Student Achievement					
Annual Goal 2:		Progress levels will meet state standards/averages for all student groups.					
Objective 1:		Doedyns Elementary will build teacher capacity through the utilization of coaching feedback protocols and the implementation of teacher collaborative learning					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
The CLL and administration team will provide coaching support to all teachers on differentiated instruction.	Principals Assistant principals Campus leadership team Life Coach	Region 1, best practice research on differentiated instruction (Marzano) CIF The Fundamental 5 Revised Book Study	Oct. 2024 - Jan 2025	Agenda Sign-in sheets Data reports PowerPoints Classroom Observations	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1. Individual and group coaching sessions will occur every three weeks at minimum to ensure proper implementation of strategies coached.							
2. A special focus for intervention will include grades K-2nd grade students who showed a regression over the course of last year to ensure they meet the expected learning goals for this year							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will track individual student progress to ensure success	Principals Assistant principals Campus leadership team Life Coach	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	August 2024 - April 2025	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Individual student tracking charts.	-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	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1. RTI committee review sessions.							
2. Monitor students through progress reports and report cards every 3/6 weeks.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Ongoing support for the implementation of the district created and assessed curriculum through CLCs.	Principal - Assistant Principal. Life Coach Campus leadership team Coordinators Coaches, Strategists	Training Material Training Agenda District Curriculum Pacing guide Year-at-a-Glance Weekly Lessons State and Local Data	Weekly CCLC and TCLCs	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM 1and BM 2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR	Formative assessments CBAs and Benchmarks STAAR TELPAS, TPRI/TL	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Support technology integration within the curriculum in order to enhance the virtual learning lessons and increased engagement.							
2) Life Coach will allow for lesson planning during CLCs in order to create consistency among the classes and objectives being taught.							
3) Ensure appropriate pacing of the curriculum based on the timelines.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 1:		Student Achievement					
Annual Goal 2:		Progress Levels will meet state standards/ averages for all student groups.					
Objective 2:		Contact parents of students who are achieving at the Approaches level or below grade level and provide parents individualized information and resources to use to help their student excel.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Students will receive small group acceleration, after school and Saturday tutoring.	Principal; Campus leadership team; Asst Principal; Teachers	STAAR, TELPAS, DMAC, Circle, TPRI, STAR, BOY, interim assessment data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student	Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025	STUDENT sign in sheets; timesheets; lesson plans; Campus data reports	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1. Linguistic accommodations and strategies will be used							
2. 504, RTI, SPED, LPAC will meet regularly to review data.							
3) Closely monitor and intervene when students are not performing on grade level.							
4) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Curriculum nights will be held to inform parents about accountability standards and expectations.	Life Coach; Principal, Asst Principal; teachers, parent educator	Assessment calendar Instructional timelines Assessed curriculum; individual student information sheets	Nov 2024 Feb. 2025	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs] Sign in sheets, agendas	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1. Hold grade level meetings to inform parents on intervention and curriculum strategies.							
2. Individual conferences for students falling below grade level.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Weekly collaboration time will be embedded into daily schedule to unpack the standards and strengthen alignment of the instructional core	Principal; assistant principal; Life Coach; campus leadership team	STAAR and DMAC data reports Action Plans and timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group	Weekly CCLs and TCLCs	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs], TEKS teacher guides, TEKS.org, student work, item analysis	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student	Formative assessments CBAs Benchmarks STAAR TELPAS TPRI/TEJAS LEE	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Create a campus action plan and individual teacher plans.							
2) Contact parents of students in need to discuss intervention.							
3) Hold individual progress meeting with parents as necessary.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 2:		Special Populations Goals & Strategies/ Closing the achievement gap					
Annual Goal 1:		50% of English learners will advance by at least one level of the composite rating from June 2024 to June 2025					
Objective 1:		By September 2024, English Learners will receive time for authentic practice for TELPAS.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	Principal, assistant principal, CLL, Grade level chairs; Curriculum Coordinators Language Development Specialists Bilingual Strategist	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs, TELPAS Curriculum Plan, Summit K12, TELPAS release tests	September 2024 -March 2025	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	-Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Campus level monitoring of the implementation of curriculum and strategies via walkthroughs/classroom observations.							
2. Spot check student writing journals randomly to ensure journal writing for TELPAS practice is ongoing.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide. Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking. All practices must include supplemental aids, dictionaries, interactive word walls, and graphic organizers. The campus will increase the number of books available in Spanish, and provide the services of a Dual Language tutor. These resources and services will strengthen the TELPAS practice sessions.	Principal, assistant principal, CLL, Grade level chairs; Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	-ELPS -District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials	September 2024- Feb 2025	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	-Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Use district related curriculum practice to hold practice sessions.							
2. Follow district initiative and implement Benchmark for TELPAS as schedule in 2024-2025 for Beginners and Intermediates to monitor growth/progress.							



Goal 2

Closing the Gaps



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 2:		Special Populations Goals & Strategies					
Annual Goal 1:		English learners will advance by at least one level of the composite rating from 2024 TELPAS					
Objective 2:		By June 2025, progress in second language acquisition will occur through embedded supports in the curriculum.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	Principal Assistant Principal-District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists and Strategists English Language Development Coach	-ELPS District Curriculum -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide -EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student	September 2024 - March 2025	-LEP Strategic Plans completed -EL Accommodations Rubric completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students Increased progression in individual domains	-TELPAS Benchmark -TELPAS Assessment	-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 how to implement TELPAS practice strategies daily throughout the curriculum.							
2. Provide training for teachers on how to provide extended practice for students on the Listening, Speaking domains.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Principal, Assistant Principal, Life Coach, Campus Leadership Team, Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	-ELPS District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide -EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software	Sept. 2024 - April 2025	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	-Effective & Timely - Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Collaborate with district personnel to ensure all teachers are familiar with strategies that target Beginner and intermediate students.							
2. Monitor and ensure teachers working with target group are provided differentiated instruction to meet students needs on the 4 domains.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS writing practice across all contents areas.	Principal Assistant Principal, Life Coach, Campus Leadership Team, Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2024 - May 2025	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	-Effective & Timely - Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1. Embed TELPAS prompts across all curriculums for student practice at least biweekly.							
2. Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.							
3. Monitor and support teachers to ensure that writing practice is implemented in all content.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 2:		Special Populations Goals & Strategies					
Annual Goal 2		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by April 2025					
Objective 1:		All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2023-2024					
Strategy 1	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, classroom data, and teacher input for individualized professional development for teachers.	Principals Assistant Principal Campus Leadership Team and Teachers	-District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 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 -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) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Display teacher classroom data in ELA and Mathematics in the data room. Students and teacher will set and track their progress.	Principals Assistant Principal Campus Leadership Team and Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -Mar. 2025 April 2025	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 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) Provide training for teachers on district curriculum, testing strategies for STAAR and online platforms							
2) Teacher will take STAAR assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth and present information on data walls.							
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)	Principals Assistant Principal Campus Leadership Team and Teachers parent educator, all staff	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	Nov. 2024 Feb.2025 March 2025 May 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 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 2019 STAAR performance.							
3) Communicate student growth with parents after each Benchmark.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 2:		Special Populations Goals & Strategies					
Annual Goal 2:		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by April 2025					
Objective 2:		All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by April 2025.					
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 acceleration plans	Principals Assistant Principal Campus Leadership Team and Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025	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 tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Use ongoing district created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day 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
Provide technology resources to facilitate reading development and differentiate student learning. The campus will purchase student devices. The campus will purchase a toner.	Principals Assistant Principal Campus Leadership Team and Teachers, content coordinators, Technology department,	*District Curriculum *Istation Reading *STAAR Release Assessments (BM I & II) *myON	*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 Service Logs for BT/504/eed/Dislexia	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, STAAR tested subjects	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRV/TEJAS LEE *Program assessments options	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Allocate resources (e.g., Istation, Accelerated Reading STAR, myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Ensure that campus schedules allow for instructional time for program implementation							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress and acceleration of special education students will be monitored. Research based resources will be utilized such as Read Well, Heggerty, Herman Method and Voyager in English and Spanish.	Campus Administration Instructional Coaches Language and Math Specialists Diagnostic Resource staff	DMAC Program Istation Reading Success Maker Imagine Math Systems 44 Benchmarks Unique Benchmarks IEP Goal Progress	August 2024 October 2024 Nov. 2024 January 2025 March 2025 April 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 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.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 3:		Improve Safety, Public support, culture and climate (Safety & violence prevention)					
Annual Goal 1:		By June 2025, Provide a school environment that promotes wellness for its students that yield increased attendance (98%) and higher academic achievement.					
Objective 1:		By June 2025, Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Learning experiences will be routinely differentiated to meet the unique needs of each student through guidance lessons that build on the social emotional development.	Teachers Principals Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	August 2024–August 2025	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1. Monitor and evaluate Student products, lesson plans, mastery performance on district and state assessments, and classroom observation							
2. Teachers will employ effective strategies to differentiate and individualize learning for all students through purposeful planning, flexible grouping, scaffolding, and CLC planning.							
3. The administrative team will conduct classroom weekly visits to provide feedback, observe differentiation strategies, and connect and build relationships with staff and students.							
4. Teachers will engage in weekly purposeful CLC's using protocols to build common assessments, review data, increase rigor and relevance, and grow professionally to meet the needs of all students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
In grades 3-5, all subgroups will show growth as measured by TEA.	Campus admin; teacher; content coordinators, resource staff	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II) Special education data management system Eschool Plus/COGNOS DMAC Systems 44	August 2024–April 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 tested subjects	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE *Program assessments options	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1. Teachers will collaborate with support staff, Life Coach and other experts to meet the needs of all learners.							
2. A variety of formative assessments tools such as teacher created formal and informal assessments, CBA's, district benchmarks, etc. will be used to assess current levels of performance and drive instruction for each							
3. Provide opportunity for extended day instruction, Saturday tutorials, academic academies.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2024 through Aug. 2025	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title 1
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra-curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments.							



Goal 3

Improve Safety, Public Support, Culture & Climate



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Goal Area 3: Improve Safety, Public support, culture and climate (Safety & violence prevention)							
Annual Goal 1: By August 2024, implement a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.							
Objective 2: 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	Teachers Principals Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1) Utilize district workshops for teachers and staff which provide social emotional learning and safety topics							
2) Train teachers and staff on the counseling and guidance lessons and resources							
3). Launch, implement and monitor the STOPit app for students and teachers							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2024–August 2025	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title 1
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms and during Bronc Time							
2. Survey students, staff, and families for wrap around services needs							
3) Use restorative practices and de-escalation techniques							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 3:		Improve Safety, Public support, culture and climate (Safety & violence prevention)					
Annual Goal 2:		Build and deepen a positive school climate through social emotional learning (SEL)					
Objective 1:		Provide support to school staff, parents & community members to increase student achievement and success.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train teachers, administrators, and parents using a comprehensive guidance program that addresses the social and emotional needs of students to better understand individual student needs .	Teachers Principals Asst Principal Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2024 –August 2025	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1. Provide ongoing SEL professional development.							
2. Individual Parent meetings with counselor and parent educator							
3. classroom guidance lessons, individual plans for academic success, individual counseling, crisis intervention.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collaborate with all stakeholders on interventions and strategies for students in need of support.	Teachers Principals Assistant Principal Campus Counselors Counselor Director *Parent educator	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and	Aug. 2024–May 2025 at IPR intervals	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *decrease in students in need of support *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	Title 1
Action Steps							
1. Provide SEL professional development to teachers and parents through Leadership and Staff meetings							
2. Provide information regarding available community resources							
3. Refer students to outside agencies and therapists when needed.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attend staff development for campus administrators, security, and school district police officers on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police *Campus Admin *Safety representative *Custodial Staff	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys *Region 1	*August 2024 *January 2025	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Drill logs	*Decrease in behavior intervention forms, ISS, OSS *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	Title 1
Action Steps							
1) conduct lockdown drills, fire drills, and active threat drills.							
2) Review and address security/safety audits.							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Goal Area 3:		Improve Safety, Public support, culture and climate (Safety & violence prevention)					
Annual Goal 2:		Build and deepen a positive school climate through social emotional learning (SEL)					
Objective 2:		Teach students to understand and respect themselves and others through SEL, positive reinforcement, and increased parental involvement.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide guidance lessons and other strategies to promote responsibility, respect and safety among students.	Teachers Principals Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	August 2024 Monthly calendar	*Attendance Reports *Walk Through/Observation Reports *Timelines *PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	*Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title 1
Action Steps							
1. Counselor will implement SEL and growth mindset learning activities & guidance lessons (positive announcements, bucket fillers, individual counseling, etc)							
2. Counselor will implement mindfulness learning activities campus wide (journal, announcements, etc.)							
3. Implement and carry out monthly kindness activities that involve school and home.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed SEL skills into classroom practice and instruction daily.	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	August 2024 - May 2025	*Walk Through/Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	*Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title 1
Action Steps							
1. Teachers will integrate EVERFI activities within the curriculum.							
2. Classroom management that is developmentally appropriate and motivating (restorative practices)							
3. Provide specific and positive feedback to students.							
4. Create instructional balance by provide opportunities for both individual and collaborative learning.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	Begin in August 2024 and continue with monthly meetings	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	Title 1
Action Steps							
1. Utilize tools such as school messenger and social media outlets to promote parent participation							
2. Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							
3. Conduct meeting with campus leadership team and parent educator on ways to engage more parents.							



Goal 4

Increase Staff Quality, Recruitment and Retention



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



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 1:	Use the data collected from the Instructional Focus Walk through form to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Instructional walk-through focus tool	Aug. 2024 - May 2025	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
1) Create campus walk-through schedule							
2) Complete 10 walk-throughs per week.							
3) Review and Reflect on walk-through data and address areas of need.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Instructional walk-through focus tool	Aug. 2024- May 2025 within two days of walkthroughs	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
Action Steps							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							
2) Provide learning opportunities based on observation needs or teacher request i.e....peer observations to observed effective strategies based on areas of need, campus survey to collect teacher requests for campus PD, mentor assignment							
3) Monitor and follow up with next steps							



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



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:	Provide professional learning opportunities for staff based on data collected from the Instructional Focus Walk-Throughs.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities, The Fundamental Five Revised.	"-Aug. 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			Oct-24				Title I funds
			Nov-24				SCE Funds
			Jan-25				State Bilingual funds
			Mar-25				Migrant funds
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators in collaboration with CLL and teacher will identify areas of growth by teacher	Campus Administrators, district leaders, curriculum coordinators, directors, CLL	Instructional walk-through focus tool, McREL observations, SLO data, TLCs and CCLCs, student achievement reports	Aug-24	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
			Oct-24				Title I funds
			Nov-24				SCE Funds
			Jan-25				State Bilingual funds
			Mar-25				Migrant funds
			Apr-25				
			Jun-25				
S							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							

