Buell Central DAEP
Campus Improvement Plan
August. 2024 - August 2025

Executive Summary
Campus Improvement Plan: School Year 2024-2025
Campus Name: Buell Central DAEP

Mission:

Buell Central DAEP is committed to move beyond a focus in basic competency to promote understanding of academic content by integrating 21st century interdisciplinary themes into the state curriculum, while focusing on the United Nations 17 Sustainability goals as a catalyst for implementing a higher level of learning.

Demographics Summary:

The current enrollment of Students at Buell as of June 2024 is 67 students; 12 middle school 55 High School 9 students that receive special education, 5 Dyslexia and 15 that receive 504 services. The population consists of 98% Hispanic. Our students represent low socio-economic status of approximately 95% with 12 migrant students and a high percentage of mobility. The bilingual population is approximately 65% where most of the student's home language is Spanish. The attendance rate for the campus has consistently maintained between 90-88%. We receive students for different infractions from their home campus; they stay from six weeks to a full school year; with a yearly average of approximately 220 students at max.

Comprehensive Needs Assessment Summary:
Literacy through every subject area including CATE and electives has been our approach to meet student success. Our classrooms focus on Figure 19 (Comprehension skills) that are part of our District's curriculum. All of this is done through Project Based lessons focusing on listening and speaking to improve literacy levels.

Curriculum/ Instruction and Assessment:
Buell students learn through state mandated curriculum by incorporating the 21st century learning proficiencies and the United Nations 17 Sustainability Goals, as a concept to teach the Texas essential knowledge and skills. Students work on Real World application dealing with the environment, finance, and civic current events.

Summary of Goals:
At Buell our primary focus is on the higher levels of learning by embedding the 21st century skills and interdisciplinary themes into the state curriculum. Our students 6-12th grade, when given the right situation, resources, and environment tend to make better choices and become part of the learning community. As a compliment to academics, we also provide them the socio /emotional support to help them succeed.

Luis Villareal   **Principal Signature**

2024 PSJA School Board

Carlos Villegas Jr.	President
Diana Serna	Vice President
Yolanda Castillo	Secretary
	Assistant Secretary
Jesus "Jesse" Zambrano	Member
Dr. Cynthia Gutierrez	Member
Jorge Zambrano	Member

Campus Performance Council Members

Committee	Name	Position	Signature
Administration-Principal	Luis Villareal	Member	*Luis Villareal*
Administration-Assistant Principal	Joseph Alvarez	Member	*Joseph Alvarez*
Administration-Assistant Principal	Melissa Oliva	Member	Melissa Oliva
Life Coach	Concepcion De la Rosa	Member	Concepcion De la Rosa
Classroom Teacher	Joel Cavazos	Member	Joel Cavazos
Classroom Teacher	Sergio Sanchez	Member	Sergio Sanchez
Non-Classroom Professional	Reymundo Garza	Member	Reymundo Garza
Parent		Member	
Student		Member	

Buell Central DAEP

Mission Statement

Buell DAEP is committed to the academic success of

its students and to their continued development as UN

Junior ambassadors to achieve a better and more

sustainable future by providing 21st Century

education. In collaboration with the home and

community, this Chapter 37 campus equips its

students with knowledge, attitudes, and skills needed

to acknowledge and manage their emotions;

demonstrate caring and concern for others; establish

positive relationships; make responsible decisions.

What We Believe In

Guiding Principles

- Second chances for our students

- Global Learners

- 21st Century Workforce Education

What We Want to Accomplish

Every student will leave with knowledge of 21st Century/Global Education.

Through Project Based Learning and Real-World Applications, Our students will

not only achieve regional but global Success. Rehab/empathy/stay on campus.

PSJA COLLEGE³
READY.CONNECTED.COMPLETE.™

PHARR-SAN JUAN-ALAMO ISD

CARE CUSTOMER SERVICE STANDARDS

Excellent service first. Family always.

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

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

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

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

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

psjaisd.us/CareStandards

Comprehensive Needs Assessment

Data Resources Reviewed

1. STAAR High School Campus Summary Reports

2. Attendance

3. PEIMS

2022-2023 Campus Goals

- **Goal Area 1:** Student Achievement

- **Goal Area 2:** Closing the Gaps

- **Goal Area 3:** Culture & Climate, Safety, Public Support

- **Goal Area 4:** Increase Staff Quality, Recruitment and Retention

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition: Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance. A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university. All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner. The district TSI Student Success Intervention Plan includes Phase I, Phase II and Phase III Curriculums for math, writing and reading that have resulted in increases of TSI passing rates.	The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. All students may not be able to engage effectively in remote learning. Teachers meeting students' academic and virtual needs Student reading on level by third grade is an area that we as the district continue to work on and monitor. Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. Professional development for teaching writing must be provided at all grade levels. Campus schedules need to reflect a dedicated time for writing instruction at all campuses Middle school blocked reading and writing instruction must be monitored each year for effective implementation. Elementary, Middle and High School Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. Train teachers on curriculum effectiveness. CCMR dashboard needs to be monitored and utilized for successful CCMR Plan completion of ALL students in 9-12. Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject. The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions between assessment. Students being TSI ready requirements is a continued challenge.

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Special Population Goals & Strategies	• Special Education students met all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain. English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain. Economically disadvantaged student group met all targets in closing the gaps domain. Hispanic student group met all closing the gaps domain targets. In the area of participation, all student groups met all targets at 98% or higher. In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance. Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs	As per the TAPR data, We have a 17% achievement gap at the Meets level on the STAAR/EOC between students identified as Special Education and the all-student group in the area of ELA/Reading. We have a minimum of 20% achievement gap at the Meets level on the STAAR/EOC between students identified as English Learners and the all-student group in the areas of English I and English II Grade ELA/Reading. English Learners(LEP) with Parental Denials, are behind the All-student group by 23% in achievement. Within the Domain III report, Former Special Education students missed the growth target in the area of math by 12% points. Both English Learners and Special Education students missed the graduation rate by 5.5% and 12.4% respectively. The English Language proficiency status was 2% points away from the target of 36%.

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate-Including Safety & Violence Prevention	• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope. Parent resources, materials and communications are provided in both English and Spanish. The district website and parental website informs parents of all events. Parent educators' professional development is based on local, state and national standards for parental involvement. Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents. Literacy centers are accessible and convenient for parents throughout the school district. Community partners provide practical classes for parents district-wide. Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. Student resources, materials and communication are provided in both English and Spanish. District Pre-K-12 Counseling and Guidance Curriculum and Structured Timelines District Counselor Café for Teachers: PD Workshops	• Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships Staff needs training on how to effectively share assessment strategies with parents about their children's progress. Provide parents webinar training and phone links to help them better understand the STARR student reports. Videos on state accountability have to be readily available for parents. Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently. Integrate the police and security departments into all emergency situations. District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom. Allocate funding for Teacher Professional Development on SEL or Restorative Practices

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	• High employee retention, District is seen as an employer of choice District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. The Spirit of PSJA selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies. Electronic Instructional Focus Walkthrough form The full development of the electronic Spirit of PSJA Evaluation tool Strong commitment and financial support to professional development and professional growth opportunities for staff District support for all teachers to be fully certified for assigned teaching assignment.	• TEA's new rules require all English Language Arts teachers to be bilingual or ESL certified. Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. Seeking continuation of funding to support NTC with Meadows grant funds. Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. Support and funding master's programs so that teachers can teach dual credit classes. Funding for teacher stipends (hard to staff, Dual credit), and professional development

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement

Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase from 41% to 44% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Principals Asst Principals LIFE Coach Teachers Staff	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 TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS 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) Writing instruction will be provided for all students in grades PK - 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,, Newsela, Accelerated Reader, Learning Ally, Read 180, MackinVia 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 Executive Officers Coordinators Strategists Directors Chief Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2024– May 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 and embed proficiencies and PBL strategies for all students

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	Resource Headphones	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the ELAR/SLAR & PBL curriculum through CLCs.	Principals Assistant Principals LIFE Coach Teachers Staff	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2024- Aug. 2025	Agendas and sign-in sheets Collaborative Learning Communities Meetings Summer School Rosters	BM1 and BM2 scores show increases in student achievement and student performance growth STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR Texas Success Initiative (TSI) TELPAS ARK Summer School	Title I , II, III, IV State Bilingual Funds State Comp.

The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.

Objective 2: The percent of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase from 41% to 44% through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle and 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 the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives [SLOs] Pre/Post Test	Annual Goal 1:

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 Officers	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	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.	Chief Academic Officer Executive Officers Program Directors Coordinators Curriculum writers for all levels	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 April 2025 May 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.

Goal Area 1:	Student Achievement

Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
Objective 3:	The percent of students performing at meets grade level or above on STAAR Reading 3-8/EOC will increase from 41% to 44% through job-embedded instructional practices.

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 LIFE Coach Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Oct. 2024 - April 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) PBL and data analysis.	Principals Assistant principals Campus leadership team LIFE Coach Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2024 - May 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 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
ELAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators LIFE Coach Teachers Campus Administration	Title I Title II Local Funds	Aug. 2024 - March 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 PBL and district curriculum guides to embed 21st century proficiencies through sustainability PBL's

2) Training for Middle School ELAR teachers on literacy by Region One ESC and Dr. Louis.

3) Ongoing training for teachers on PBL and profieencies

Goal Area 1:	Student Achievement

Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2025.
Objective 1:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase from 53% to 55% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	Principals Asst Principals LIFE Coach Teachers Staff	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 , 3D printer

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 Officers Coordinators	Principals Assistant principals Executive Officers Coordinators Strategists Directors Laptops, Headphones , document cameras, printers, toners, copiers	Sep. 2024– May 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.	Chief Academic Officer Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	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 Texas Success Initiative (TSI) knowledge of 21st century proficiencies/global goals	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.

Goal Area 1:	Student Achievement

Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2025
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase from 53% to 55% through data-driven instruction.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle and 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 (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 Camp us Leadership Team Executive Officers	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 progress	Formative assessments CBAs Benchmarks STAAR 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 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.	Principal Asst. Principal LIFE Coach Teachers Staff	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 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 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.

Student Achievement							

Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase two percentage points by June 2025.
Objective 3:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-8/EOC will increase from 53% to 55% through job-embedded instructional practices.

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 LIFE Coach Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Oct. 2024 - April 2025	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the progress level in 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) Enhance curriculum by embedding financial literacy into math instruction

3) Focus will be provided on a one to one basis according to data needs and strengths

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 hands on learning and exposure to Science, Engineering, and Math and support the use of field based or service learning to enhance students understanding if STEM subjects and data analysis.	Principals Assistant principals Campus leadership team LIFE Coach Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2024 - May 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

Goal Area 1:

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 practical application will be embedded to every lesson through PBL Lessons   (literacy will be embedded throughout with focus on processing standards)

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 / financial literacy analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators LIFE Coach Teachers Campus Administration	Title I Title II Local Funds	Aug. 2024 - March 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 level of complexity within the SEs and will focus on 21st century/global for relevance on the state exam.

Goal Area 1:	Student Achievement

Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 69% to 75% by June 2025.
Objective 1:	The percent of graduates who earn an industry certification will increase from 4% to 10% by June 2025.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully introduce an industry-based certification in their chosen career pathway.	Executive Officer for High School Executive Officer for College Readiness Principals AP in charge of CTE CTE Director	TEKS Components of Industry Certification Computers Specialized Software and Equipment (3D printer)	June - July 2025	Sign-in sheets Agendas Curriculum developed in SharePoint	Certification results	Teacher created Benchmarks Certification Exam	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research

Action Steps

1)Teachers create curriculum to include activities that simulate requirements to be successful on certification exam

2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	AP in charge of CTE CTE Director CTE Coordinators	Certifying entity	August 2024 December 2024	Sign-in sheets Agendas ERO Certificates	Certifying entity	Based on district timeline trainings	#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate

Action Steps

1) Schedule professional development training

2)Identify teachers who need professional development

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Student data for industry certifications will be reviewed every six weeks based on our school data	Principal Asst Principal CTE Director CTE Coordinators PEIMS	Student reports by name by certifying entity	October 2024 - August 2025	Student reports by name by certifying entity	Increased certification awards Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard	#1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform

Action Steps

1) Provide professional development on data entry for industry certificates

2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator

3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool

Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 69% to 75% by June 2025.	
Objective 2:	The percent of graduates who earn 3 hours of dual credit (ELAR/Mathematics) or 9 hours in any subject (including technical) will increase from 51% to 55% by June 2024.	

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	College Readiness High School Administration ELA and Math Content Coordinators Assigned TSI Teachers Early College Director	TSI District Curriculum AP Curriculum	September 2024-May 2025	Cohort Tutorials Cohort Attendance Curriculum Usage	An increase in the number of students who pass the TSI assessment	TSI Reading, Writing, and Math Assessment Reports	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

Action Steps

1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.

2) TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.

3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development will be provided Project based learning , fast paced	Principal AP Content Coordinators LIFE Coach CATE Teachers Faculty Staff	CATE Materials PBLS	September 2024 - May 2025	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increased number of students successful	PBLS Presentation s	#4a High-Quality and Ongoing Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate

Action Steps

1)21 st century Workforce skills

2)Global Context and comprehensive skills literacy/PBL

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Thematic Units between subject areas and CATE	Principal Asst. Principal LIFE Coach teacher's	Sample Degree Plan PSJA District Dashboard Career Pathway Videos	October 2024 - May 2025	Sign-in sheets Agendas Sign-in to district portal	Increase confidence and knowledge in presentations skills	SIX WEEKS data reviews on number of students enrolled in PSJA Academies. Degree audits (Fall, Spring, Summer)	#2c Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

Action Steps

Goal Area 1:	Student Achievement						

Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 69% to 75% by June 2025.						
Objective 3:	The percent of students earning a score of 3 or higher on any subject AP exam will increase from 19% to 22% by June 2025.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development on 21ST CENTURY WORKFORCE SKILLS	Principal Asst. Principal LIFE Coach Teachers	Current events 21st century literacy Global literacy NEWSELA, Scholastic, Time magazines 3D Printer Headphones	June - July 2025	Sign-In sheets ERO Certificates Agendas Curriculum developed in SharePoint	Increase CCMR	Project Based learning product	#4a/b 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

Action Steps

1) Professional Development for PBL teachers' strategies

2) attend Professional Development sessions through virtual and one to one CLC

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for student's success and global context	Principal Asst Principal LIFE Coach Teachers Faculty Staff	Virtual Professional Development through Ivy league universities.	2024-2025 School year	Sign-In sheets Agendas Curriculum developed in SharePoint	Increased number of students prepared for PBL	PBL's Products	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research

Action Steps

1) Writing across curriculum

2) PBL Curriculum presented during CLC

3) Teachers implement Complete Project Based Learning through thematic units

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
One to one to fill in the gaps where our at-risk students truant attendance students.	Principal Asst. Principal LIFE Coach Teachers Faculty/Staff	AP Curriculum District created curriculum	September 2024- May 2025	Student Sign-in sheets Teacher Sign-in sheets Agendas Lesson Plans	Increased number of students prepared for PBL	Benchmarks AP Exams	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

Action Steps

1) Data Review of qualitative vs quantitative information to focus a prescribe instruction for students needs/strength's

2) Delivery of instruction will focus on 21st century/global project-based lessons

3) Student recruitmant

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps

Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 80% 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	Principals Asst Principals CLC	PBL /District Curriculum -I station Reading -Imagine Math --Systems 44- 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 progress

3)Use assessment data to drive intervention plans and build intervention time into the day at every level for listening, speaking, and writing

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
Using Content rich curriculum relevant to the P21 framework	Campus Leadership Team Teachers Directors	Community partnerships Current events 21st century literacies 3D printer		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	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

Use ongoing

Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 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 Scho
Reading/Writing Curriculum will be developed /revised using PBL and CIF teaching strategies including the proficiencies	-Principals Asst Principals LIFE Coach Teachers	District Curriculum, I station Reading, Imagine Math, Success Maker, Systems 44, Read 180, STAAR Release Assessments (BM I & II), Criterion, Study Sync, Newsela	-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	-Comprehe a,b,c, -Reform St -Teacher D a,b,c -Effective & experiencin -Integratio Programs a

Action Steps							

1. Provide training for teachers on district curriculum

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I Scho
-Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters' level	Principals Asst. Principals	-Current EVents District Curriculum -Read 180 -STAAR Release Assessments (BM I & II)	-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	-Comprehe a,b,c, -Reform St -Teacher D a,b,c -Effective & experiencin -Integratio Programs a

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 desegregate 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 Scho
-Ensure the English teacher is present at the ARD committee meetings representing the	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, Sped, Migrant, 504/RTI)	-District Curriculum -Systems 44 -Read 180	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	-Closing the achievement gap among special education students and all student group -Increase academic performance	-Weekly Assessments -CBA I -BM I & II	-Comprehe a,b,c, -Reform St -Teacher D a,b,c

Goal Area 2:	Closing the Gaps						

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.

Objective 2: 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 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	Asst. Principals -Content Coordinators -Principals CLL's Faculty and staff	District Curriculum, Istation Reading, Imagine Math, Success Maker, Systems 44, Read 180, STAAR Release Assessments (BM I & II), Criterion, Study Sync, NewsELA	-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							

Provide training on DMAC, PBL's,

Provide training for ELL's and Learning strategies

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Building Literacy Skills will be implemented in all contents using the six literacy proficiencies and newspapers, journals, class sets of books, scholastic magazines, Newsela	, Migrant, 504/RTI) LIFE Coach -Content Coordinators -Principals and Assist. Principals	-District Curriculum -PBL -STAAR Release Assessments (BM I & II)	-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

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 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and 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.	Principals Asst Principal LIFE Coach Teachers	Credit Recovery -STAAR Release Assessments (BM I & II)	-Aug. 2024 - Sept. 2024 -Oct. 2024 -Nov. 2024 - Dec. 2024 -Jan. 2025 - Feb. 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 Summer School ARK Program	-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,bc, -Reform Strategies- a, b, c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							

1)Use ongoing district 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.	-Principals Asst. Principal LIFE Coach Teachers	PBL's -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) Students assist in placing their 2019 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
				-District Review Sessions (DRS)			-Comprehensive Needs Assessment-

Goal Area 2:	Closing the Gaps					

Annual Goal 2: At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.

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 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	Princpals, Asst. Princpal LIFE Coach Teachers Staff	DMAC Program Unique Benchmarks IEP Goal Progress	-Aug. 2025 -Oct. 2025 -Nov. 2025 -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

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
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/COGNOS DMAC Systems 44 Unique	-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

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
	-District Directors (DL, SpEd, Migrant,		-Aug. 2024 -Oct. 2024	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR)	-Closing the achievement gap	-Weekly Assessments

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups 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 S
The progress of EL students' academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	Principals Asst Principals LIFE Coach Faculty	-District Curriculum -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	-Comp a,b,c, -Refor -Teach a,b,c -Effect experie -Integr Progra

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 S
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	Principals Asst. Principals LIFE Coach Faculty	-District Curriculum -Read 180 -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	-Comp a,b,c, -Refor -Teach a,b,c -Effect experie -Integr Progra

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 S
-Differentiate instruction for English Learners based on their individual academic growth needs.	Principals Asst Principals LIFE Coach Faculty	-District Curriculum --STAAR Release Assessments (BM I & II)	-Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 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	-Comp a,b,c, -Refor -Teach a,b,c -Effect experie

Goal Area 2:	Closing the Gaps						

Annual Goal 3: English learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.

Objective 1: By June 2021, the district will effectively implement the adopted dual language programs in PK to 12th 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 researched based instructional strategies and practices for the dual language model implemented at the elementary level.	Principals Asst. Principals LIFE Coach	DLTI RegionOne Chapter89 ELPS Ivy leagues	August 2024 - June 2024	Sign in Sheets PowerPoint Presentations Curriculum	Agendas Distrrct Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice Sets TELPAS Benchmark	State Bilingual

Action Steps							

Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.

Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation		Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	Principal Asst. Principal LIFE Coach Teachers	DLTI RegionOne Chapter ELPS TexasGateway Ivy league research		Sign in Sheets Presentations Curriculum	Agendas PowerPoint District Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice TELPAS Benchmark	State Bilingual

Action Steps							

Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.

Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards analysis to determine depth and complexity of each student expectation taught.	Bilingual Strategist -Content Coordinators English Language Development LIFE Coach Princpal Asst. Principals	English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide	Aug. 2024 - June 2025	-Sign in Sheets Agendas PowerPoint Presentations Lesson Plans Language Objectives posted and aligned	-Closing the achievement gap among student groups -Increase in student progress by domain Increase in student progress on composite level	-Weekly Assessments -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Specialized personnel will offer multiple trainings throughout the school year.

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

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	Language Development Specialists Bilingual Strategist English Language Development Coach Principal Asst. Principals LIFE Coach	-English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric	Aug. 2024- June 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	-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

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

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

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

Strategy 3	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 TELPAS data for student	- 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	Aug. 2024 - June 2025	-LEP Strategic Plans completed -EL Accommodations Rubric completed -Agendas, Sign in Sheets -Language Objectives posted and aligned	-Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int	-TELPAS Benchmark	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c

Goal Area 2:	Closing the Gaps						

Annual Goal 3: English learners will advance by at least one level on the TELPAS composite rating from June 2024 to June 2025.

Objective 3: 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
Embed TELPAS writing practice across all content's areas.	Specialist Bilingual Strategist English Language Development Coach Principals Asst. Principals CLLS	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2024 - May 2025	Writing samples Writing Prompts Sheets Presentations	TELPAS Sign-In Agendas PowerPoint	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							

Train curriculum coordinators on the TELPAS writing "Types" and embed TELPAS prompts across all curriculums for student practice at least biweekly.

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

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

Strategy 2	Persons Responsible/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.	Specialists Bilingual Strategist English Language Development Coach Principals Asst. Principals LIFE 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 Program	Sept. 2024 - May 2025	Student Rosters Reports	Usage	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in indivudial 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							

Goal Area 3: Improve Safety, Public Support, Culture & Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 1:	By June 2025, the district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.

Objective 1:	By June 2025, student social and emotional learning knowledge and skills will increase by 9%.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Executive Officers 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 I: #2, #9, #10

Action Steps

1) Implement Pre-K through 12 comprehensive counseling and guidance curriculum during advisory period

2) Deliver virtual Social Emotional Learning Student Academies

3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities	*Principals *Teachers *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 I: #2 #9, #10

Action Steps

1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

2) Promote the five competencies in extra curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.

3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 1: By June 2021, the district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.

Objective 2: By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Executive Officers *Campus Principals *Campus Counselors Asst Principal Social Workers	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Aug. 2024 – August 2025	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps

1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics

2) Train teachers and staff on the counseling and guidance lessons and resources

3. Provide alternatives to out of school suspensions for all students

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Executive Officers *Campus Principals *Campus Counselors Asst Principal Social Workers	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Aug. 2024 –May 2025	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps

1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms

2) Use restorative practices and de-escalation techniques

3.) A back on track committee for DAEP students returning to home campus.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 29% to 10%.

Objective 1: By June 2025, 100% of the district will implement safety and violence prevention protocols that will increase school safety.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for campus administrators, security, and school district police officers on safety procedures to increase school safety	*Security and Safety Department *Chief of Police On Campus Police officer *Executive Officers *Campus Principals *Campus Counselors *Asst Principal *Social Workers	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits *2 way Radios /Earpieces	*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	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps

1)Train on lockdown procedures and active threat situations

2) Conduct daily security/safety audits at all campuses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for campus administrators, security, and school district police officers on violence prevention procedures to increase school safety	Security and Safety Department *Chief of Police On Campus Police officer *Executive Officers *Campus Principals *Campus Counselors Asst Principal Social Workers	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*August 2024 *January 2025 *August 2025	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Action Steps

1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices

2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

3. Have the following on campus counseling services to help with high risk behavior: Chemical dependency, counseling, Palmer Drug Abuse and Mesquite Treatment center,

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 3: By June 2023, family involvement and their interaction with their child's school will increase from 5% to 10%.

Objective 1: By June 2023, 50% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director Parental educator Principal Asst. Principal LIFE Coach Faculty	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	August 2024- August 2025	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	*Title I-#2,#4

Action Steps

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

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

3) Schedule literacy and entrepreneurship sessions to support families

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators Parent educator Faculty/staff	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	August 2024- August 2025	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	*Title I-#2,#4

Action Steps

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

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

3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 3:	By June 2025, family involvement and their interaction with their child's school will increase from 25% to 50%.
Objective 2:	By June 2025, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of district sessions and courses which include community partners and volunteer instructors	Parent Educator Principal Asst Principal Social Workers Faculty	*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 Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6

Action Steps

1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses

2) Promote community partners such as Texas A&M, Community Partner Program , STEPS, Behavioral Solutions of South Texas, etc.

3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director Parent educator Social workers Principal Asst Principal	*MOUs *Parent Survey Results *Program Needs Assessment	August 2024- August 2025	*Meeting Notes ***Mastery** Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6

Action Steps

1) Analyze grant specifications and/or community program key points addressing goals and expectations

2) Create community service projects based on parent needs/feedback/surveys

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 2:	Improve safety, public support of individual students
Objective 3:	Give students a second chance to build upon strengths of student's success.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Students with individual needs will receive assistance (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services Nursing Staff	-SCE and T1, SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers	August 2024- June 2025	Assistance provided to students as needed	Health needs met	Side by side data analysis	Title 1--#10

Action Steps

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:	Director of Health Services Nursing Staff	-Child nutrition department -Coaching staff -Dietician DHR school-based clinic	August 2024- June 2025	Assistance provided to students as needed	Health needs met	Side by side data analysis	Title 1--#10

Action Steps

Support services will be provided including determent of bullying/emotional abuse, suicide risk through bullying/suicide box

Social Workers will work with students individually and with the various agencies as needed

Social workers will keep track of students that come and go from campus for mentorship program

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The following counseling services will be provided to help with high-risk behavior: • *Chemical Dependency Counseling* - Palmer Drug Abuse Program (PDAP) • Mesquite Treatment Center • Evolving Steps	Licensed Chemical Dependency Counselors, Licensed Professional Counselors	Title I, Local Funds, Other Funds	August 2024- June 2025	Sign-In Logs	Decrease in discipline referrals, ISS, OSS and DAEP Social Worker provides on-going training for key personnel on campus – suicide awareness, mental health awareness	Parental Responsibility: parent Consent Form, Full Disclosure, Follow Through, Ind./Group Counseling, Rehabilitation Services, Recommending Outside Counseling, Establish Communication b/w social worker's office and their psychiatrist/psychologist, establish safety net b/w home, student, and key personnel on campus: Nurse, Ambulance	Title 1, #10

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 3: Improve safety, public support of individual students

Objective 1: Give students a second chance to build upon strengths of student's success.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Increase the safety of all students and staff Action Steps: -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place	Director of Health Services Nursing Staff Principal Asst Principal Faculty/staff	Emergency medical services from Pharr, San Juan and Alamo	August 2024- June 2025	Assistance provided to students as needed	Health needs met	Side by side data analysis	Title 1--#10

Action Steps

1/ Work with campus safety committee to make a plan/response team

2. Have staff development on set plan/response team

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The district will ensure the development of each student as a whole person by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities.	Director of Health Services Nursing Staff Principal Asst Principal Faculty/staff	Emergency medical services from Pharr, San Juan and Alamo	August 2024- June 2025	Assistance provided to students as needed	Students' success and back to school focus	Side by side data analysis	Title 1--#10

Action Steps

1. Work on building student relationships with teachers, staff, and students

2. Teachers work on building strengths, belonging, and participation through PBLS

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate

Annual Goal 3:   Safe environment

Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Objective 2:

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The district will provide a school environment free of drugs and violence through:	Principal Asst Principal Liaison Social Workers	*MOUs *Parent Survey Results *Program Needs Assessment	August 2024-June 2025	assistance provided to students as needed	Students' success and back to school focus	Side by side data analysis	Title 1--#10

Action Steps

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk	Principal Asst Principal Liaison Social Workers	*MOUs *Parent Survey Results *Program Needs Assessment	August 2024-June 2025	assistance provided to students as needed	Students' success and back to school focus	Side by side data analysis	

Action Steps

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-train students on how to develop a positive view of self and learn to use effective interpersonal skills.	Principal Asst Principal Liaison Social Workers	*MOUs *Parent Survey Results *Program Needs Assessment	August 2024-June 2025	assistance provided to students as needed	Students' success and back to school focus	Side by side data analysis	

Action Steps

Goal Area 4: Increase Staff Quality, Recruitment and Retention

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:	Update the Instructional Focus Walkthrough form to align to TTESS Teacher Evaluation System by December 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to McREL evaluation system.	Executive Officers, Principals, Assistant Principals	Instructional Focus Walk-Through Form TTESS 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.	Review walk-through focus tool mid year and end of year.	Local funds

Action Steps
1) Retrieve the current walk-through from form for programmers.
2) Compare the current walk through form to the TTESS teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.
3)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Update the Instructional Focus Walk-Through Form	Executive Officers, Principals, Assistant Principals	Instructional Focus Walk-Through form TTESS 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.	Review walk-through focus tool mid-year and end of year.	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.	Executive Officers, Principals, Assistant Principals	Instructional Focus walk-through form	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	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 form to meet district needs.
3)

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 2:	Use walk-through data to monitor and support teacher effectiveness.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators, district leaders,	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

Action Steps
1) Create campus walk-through schedule
2) Complete 10 walk-throughs per week.
3) Review walk-through data and address areas of need.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators, district leaders,\	Instructional walk-through focus tool	Aug. 2041 - May 2025	CLC agendas conferences Admin/teacher	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, ie... peer observations to observed effective strategies based on areas of need.
3) Monitor and follow up with next steps

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO 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
3) Monitor and revise action plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO 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 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.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 August 2024
Objective 1:	Develop the skills in teacher 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 district teachers based on their professional development goals.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principals, Assistant Principals	Funding, professional development needs data, professional development trainers	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SGM's, TTESS	T1 #3,#5

Action Steps

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teacher evaluators based on professional development goals.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principals, Assistant Principals	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	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	TTESS evaluation data, student performance data	T1 #3,#5

Action Steps

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 August 2024.
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using TTESS evaluation system twice per year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (McREL) to increase staff quality,	Executive Officers, Campus principal, assistant principal, LIFE Coach ,	TTESS Evaluation Tool, Materials	August 2022 - May 2023	TTESS evaluations, Numbers ERO Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	TTESS Evaluations	Local

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

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continue providing annual McREL calibration certification training	–TTESS, HR Dept. and Executive Officers	TTESS Evaluation Tool , Materials	August 2021 - May 2023	TTESS evaluations, Numbers ERO	Continue providing annual TTESS calibration certification training	–TxCEE, HR Dept. and Executive Officers	TTESS Evaluation Tool , Materials

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 August 2024.
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a TTESS 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	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5

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

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

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

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 August 2024.
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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	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5

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

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

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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	All teachers will be certified for teaching assignment by August 2024.
Objective 1:	All Secondary ESL ELA teachers will be certified by August 2024

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 Officers, Chief of Staff, Chief of Instructions, ACTRGV, Dual Language Director	Staffing Reports, Certification records, SBEC, Funding	August 2024 - May 2025	All teachers certified	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 1	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	Office of Curriculum and Instruction, ACTRGV, Dual Language Dept.	TEA test preparation materials	August 2024- May 2025	100% ESL or bilingual teachers 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

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Annual Goal 3: All teachers will be certified for teaching assignment by August 2024

Objective 2: All Elementary Bilingual teachers will be certified by August 2024

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept	Letter	During Onboarding	Letter on file	All bilingual 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 bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept.	funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students academic needs	Improved scores for the bilingual students	STAAR	–Title I: #3 and #5

Action Steps

1) Review student performance data to determine areas needing support

2) Develop trainings and schedule the PD for teachers

3) Monitor and adjust as needed to support the teachers

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention | | | | | | |

| Annual Goal 3: | All teachers will be certified for teaching assignment by May 2022. | | | | | | |
| Objective 3: | 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 offer to recruit and retain staff in hard to staff dual credit teaching assignments	College Readiness, HR, HS EO,	Funding, Job Fairs, Recruitment efforts,	Early Spring	Hard to staff DC classes taught by certified district teacher	District certified DC teacher	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

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.	College Readiness, HR, HS EO, Talent Development, Professional Development Director	Funding, Job Fairs, Recruitment efforts,	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 needs for growth trainings
2) Develop trainings
3) Holds the trainings

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	Persons Responsible
August 19-22	Campus Based-All departments PSJA Literacy District Based- All departments	Campus Needs Assessment Campus Goal Setting TTESS Evaluation System District Curriculum Roll Out Restorative Practices	TTESS Evaluation Rubric District Reports District Content Coordinators	Principal \Assistant Principals LIFE Coach
October 14	Campus Based-All departments	Weekly/Units/Six Weeks Exams Data Analysis Evaluation of the implemented Academic Strategies Modifications to Campus Academic Plan	Weekly/Units Exams Reports Campus Improvement Plan Document Guiding documents	Principal \Assistant Principals LIFE Coach Teachers
January 6	Campus Based-All departments	Differentiation Instruction for Special Population- ELs and Special Education	Instructional Strategies for Diverse Learners	Principal \Assistant Principals LIFE Coach Special Education Teachers