PHARR-SAN JUAN-ALAMO
INDEPENDENT SCHOOL DISTRICT

PSJA
COLLEGE³
READY.CONNECTED.COMPLETE.™

Campus Improvement Plan

PSJA Early Start Pre-K School

2024-2025

PSJA COLLEGE³
READY.CONNECTED.COMPLETE™

OPPORTUNITIES FOR ALL

OUR VISION

In collaboration, PSJA Early Start Pre-K School together with the Hidalgo County Head Start Program, the Community Development Institute Head Start (CDI), and the Local Child Care Centers are focused on building a strong early foundation vital to ALL students. The PSJA Early Start Pre-K School is committed through the concerted efforts of the principal, staff, parents, and the community to implement effective developmentally appropriate teaching strategies and offer diverse opportunities that will provide a playful, planful, and purposeful program that will promote school readiness and future academic success of ALL students.

OUR MISSION

Through a supportive partnership, PSJA ISD's Early Start Pre-K School, with Child Care Centers, Hidalgo County Head Start Program (HCHSP), and the Community Development Institute Head Start (CDI), are committed to provide all students with high quality education that will help them develop their full potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten and beyond.

SCHOOL MOTTO

"Opportunities for ALL"

Mission: Through a supportive partnership, PSJA ISD's Early Start Pre-K School, with Child Care Centers, Hidalgo County Head Start Program (HCHSP), and United Migrant Opportunity Services (UMOS), is committed to provide all students with high quality education that will help them develop their full potential, nurture their sense of individual worth, and build a strong foundation for Kindergarten and beyond.

Demographics Summary: The current enrollment of Early Start Pre-K School as of June 2023 is 409 students. The student population at Early Start Pre-K School consists of 98.3% Hispanic, 1.5% White. Our students represent low socio-economic status of approximately 100% with 0.8% migrant students.
Approximately 3.2% of our student population receive special education services. The bilingual population is approximately 60.2% where most of the students' home language is Spanish. Most of our students live in our Tri-City Communities, Pharr, San Juan and Alamo. We currently have students who transfer into Early Start Pre-K School from various surrounding cities.

Comprehensive Needs Assessment Summary: In 2023 Early Start Pre-K School received an A rating, an overall 91 score, based on performance in three different areas, or domains as paired with the district ratings. In the Student Achievement domain, Early Start Pre-K School earned an 86, which shows how much students know and can do at the end of the school year. The School Progress domain earned a 93 for Early Start Pre-K School which shows how students perform over time and how that growth compares to similar schools. Early Start Pre-K School received an 87 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

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SUSTAINABLE DEVELOPMENT GOALS

Curriculum/ Instruction and Assessment: Teachers utilize the School Readiness Integration Model approach for language arts instruction with a focus on early literacy, math and all developmental domains. All students participate in a classroom environment that uses a Play-Based Learning Approach to impact the progress of children developing all the skills needed for school readiness. Early Start provides instruction for English learners using the One -Way Dual Language Model. All students participate in a high-quality Pre-K Program that develops language by including both Non-EL's and EL's in the collaboration classrooms. The mission for our campus is to support Early Learning to ensure students are Kinder Ready. Recognizing the importance that children at this age develop the necessary foundational skills that will support future academic success our teachers use data driven instruction to monitor progress.

Summary of Goals: In Goal Area 1 Student Achievement, the All Student group will increase performance by 7% On Track and Proficient Level in the Emergent Literacy Reading Domain by June 2025. Also, the All Student group will increase performance by 6% in the Proficient Level in the Language and Communication Domain by June 2025. In Goal Area 2 Closing the Gap, the English Learner (Emergent Bilingual), student group will increase in the Rapid Letter Name Measure by 3% or higher on the ON TRACK level of the Circle Progress Monitoring Assessment by June 2025. Also, the Economically Disadvantaged Student group will increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report. In Goal Area 3, Improve Safety, Public Support, Culture and Climate, the All Student group will increase by 3% or higher on the OnTrack Level of the Health and Wellness (Social Emotional) Domain by June 2025. Also, we will monitor 100 percent of the school attendance initiatives to ensure student academic success by June 2025. In Goal Area 4 Increase Staff Quality, Recruitment and Retention, the number of Effective Teachers based on the T-TESS Evaluation will increase from 37% to 42% by June of 2025. Also, the number of high-quality professional development trainings will increase by 2 or more by June of 2025.

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SUSTAINABLE DEVELOPMENT GOALS

PSJA School Board

PSJA School Board

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- **Dr. Orlando Noyola,** *Assistant Superintendent for Student Services*
- **Dr. Lauro Davalos,** *Assistant Superintendent for Technology*

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Campus Site-Based Decision Committee

Members

Name	Title
Yvette Mancillas	Principal
Michelle Garcia	Assistant Principal
Rena Chacon	Instructional Coach
Laura Garcia	Teacher
Natalia Alvarado	Teacher
Maria Gow	Teacher
Norma Davila	Teacher
Amy Valdes	Teacher
Roxanne Barbosa	Business Representative
San Juanita Gonzales	Parent

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Campus Demographics

Campus Demographics 2023-2024

	ALL	MALE	FEMALE	SPED	EBs/LEPs	M1	M2	SPED/LEP	MIGRANT	ECD	GT	CTE	AT RISK
Number	646	345	304	39	389	0%	0%	19	4	626	0	0	644
Percent	100%	53%	47%	6%	60.2%	0%	0%	3%	0.6%	97%	0%	0%	100%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian /Other	Two or More
Number	646	643	0	0	3	0	0	0
Percent	100%	99.5%	0%	0%	0.3%	0%	0	0%

Accountability Summary 2023-2024

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Early Start Pre-K School (131)/ PSJA ISD Paired with District Accountability Ratings	86	93	87	91	A

2022 - 2023 Accountability Rating: A

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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

GOALS:

GOAL 1 – Student Achievement

GOAL 2- Closing the Gaps

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

GOAL 4 – Increase Staff Quality, Recruitment and Retention

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

PSJA ISD At-A-Glance

Pharr-San Juan-Alamo Independent School District (PSJA ISD) has emerged as a leading force in providing diverse academic opportunities for students, earning recognition at both state and national levels. Serving a student population of over 30,000 across three cities and spanning from pre-kindergarten to 12th grade, PSJA ISD is committed to graduating students who are ready to succeed in today's global landscape.

Renowned for its effective dropout prevention strategies and commitment to college readiness, PSJA ISD boasts an impressive high school completion rate exceeding 97 percent. With all high schools designated as Early College, PSJA ISD has the only wall-to-wall Early College Program in the state and nation.

With an equity-focused approach, the Early College Program's success is rooted in a holistic approach, offering rigorous academics alongside unwavering support from dedicated teachers, counselors, and mentors. Each semester, over 3,000 high school students are enrolled in college-level courses through dual and concurrent enrollment initiatives through partnerships with South Texas College and other higher education institutions.

PSJA ISD's success stories include innovative programs like the **Dual Language Enrichment Program, Early College, Early Childhood, and Dropout Recovery Program**, all of which have significantly narrowed the pathway to post-secondary education for students. At PSJA ISD, students can earn college credits, become bilingual and biliterate graduates, participate in top-notch athletic programs, and engage in renowned fine arts programs, ensuring a well-rounded and enriched educational experience.

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2025.

- Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2025.
- Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2025.
- Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2025.
- Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2025.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2025.

- Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2025.

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

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

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

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.

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

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

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

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

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SUSTAINABLE DEVELOPMENT GOALS

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2025.

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

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

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

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Problem & Root Cause	Annual Goal(s)	Strategy
<u>Problem:</u> **As evidenced in the CIRCLE PROGRESS MONITORING PRE-K assessments, the results show an achievement gap as follows: (at the On-Track, or Meets)** • In the Rapid Letter Name Measure, there is an achievement gap of 8%, more students not at OnTrack Level or above, between EL's On Track 64 % and the EP's 72% On Track. EL's (36% Needs Support Level) and EP's (28% Needs Support Level) in 2022-2023. <u>Root Cause:</u> Due to COVID student absences increased and Campus Attendance Percentage decreased to 83%.	• 2024-2025 Goal among English Learners is to increase the Rapid Letter Name Measure of On Track Students by 5% or higher on the Circle Progress Monitoring Assessment.	• Train all Bilingual teachers who serve students in the ELA/Reading classrooms on the English Language Proficiency Standards. • Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities. • Implement language and content objectives for learner support to best meet the individual student needs.
<u>Problem:</u> In the Rapid Vocabulary Measure, there is an achievement gap of 1% less students of the On Track Level between EL's (57% On track) and EP's (56% on Track) in 2022-2023. <u>Root Cause:</u> Due to COVID student absences increased and Campus Attendance Percentage decreased to 83%. Failure to differentiate instruction designed for EL students.	• 2024-2025 Goal among the English Learners is to increase by 8% or higher on the Rapid Vocabulary Measure of the Circle progress monitoring assessment.	• Train all Bilingual teachers who serve students in the ELA/ Reading classrooms on Vocabulary teaching strategies. • Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities. • Implement language and content objectives for learner support to best meet the individual student needs.
<u>Problem:</u> As evidenced on the 2022-2023 State Accountability TPEIR report, in the Emergent Literacy Reading Domain, our end of year proficiency level is below 70%, therefore our goal is to increase in the All Student Group. The All Student Group will increase its 66% by a minimum of 5%. <u>Root Cause:</u> Due to COVID student absences increased and Campus Attendance Percentage decreased to 83%.Failure to differentiate instruction designed for EL students.	• 2024-2025Goal among All Student Group is to increase by 5% on the Emergent Literacy Reading Domain in the TPEIR state accountability report.	• Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum. • Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.

Root Cause Analysis

Problem & Root Cause	Annual Goal(s)	Strategy
Problem: As evidenced on the 2022-2023 State Accountability TPEIR report, in the Language and Communication Domain, our end of year proficiency level is below 70%, therefore our goal is to increase in the All Student Group. The All Student Group will increase its 43.3% by a 10%. Root Cause: Lack of alignment between the district Early Childhood instructional plans to help support campuses with resources and instructional strategies for differentiated support to all Pre-K.	• 2024-2025 Goal among All Student Group is to increase by 10% on the Language and Communication Domain in the TPEIR state accountability report.	• Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum. • Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.
Problem: In 2022-2023 Accountability Summary, out of our enrollment, 97% of our students were identified as Economically Disadvantaged. When compared to the State 60.3% we are (32.4%) above in the number of students that are Economically Disadvantaged. In the Emergent Literacy Reading Domain, there is an achievement gap of 14 % when comparing the Economically Disadvantaged students to the All student group for the District. Economically Disadvantaged students (74% scoring at Proficient) at the campus level and All student group (88% scoring at Proficient) at the District Level. Root Cause: Failure to differentiate instruction designed for students.	• Goal: 2024-2025 Goal among Economically Disadvantaged Student group is to increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report.	• Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum. • Provide training through data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Focus	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement Target Score: 90 **Circle Progress Monitoring Assessment**	**4 Year Olds** • In the required Domain of **Health and Wellness (Social Emotional)** on the Circle Progress Monitoring Pre- Kindergarten assessment for 2023-2024 **the results show that we scored at 95% English ON TRACK and 89% Spanish ON TRACK .** • Curriculum and Assessments are aligned to the Texas Pre-Kindergarten Guidelines and are included in a year-long Scope and Sequence. • Assessments are aligned to the Texas Pre-Kindergarten Guidelines and the appropriate level of rigor and are administered throughout the year to determine student progress. • The Scope and sequence, units of study and the assessments are aligned to the Texas Pre-K Guidelines in Pre-Kindergarten 3 and 4. • Instructional Materials with key ideas, essential questions, and recommended materials including content rich texts, are used across the 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 and formative assessments. • TSR mentoring/coaching for teachers and collaborating partners allows for expert one-to-one training at the centers. • In the **Mathematics Domain**, we have surpassed the district percentage by 11 points. All students (91% scoring at Proficient) at the Campus Level and (96% scoring On Track) at the District Level. • In the **Writing Domain**, we have surpassed the district percentage by 11.5 points. All students (92.5% scoring at On Track) at the Campus Level and (92.5% scoring at On Track) at the District Level.	**As evidenced in the TPEIR TEA Report 2022-2023, the results show an achievement gap as follows:** • In the **Emergent Literacy Reading Domain**, PSJA Early Start scored below a 70% proficient level. The All students group scored a 66% at the campus level. • In the **Language and Communication Domain**, PSJA Early Start scored below a 70% proficient level. The All students group scored a 43.3% at the campus level. • Ensuring teacher/collaborating partners implement high-quality prekindergarten components with fidelity.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

Focus	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps (Circle Progress Monitoring Assessment)	**As evidenced in the TPEIR TEA Report 2022-2023, the results show:** • In the Emergent Literacy Writing Domain, PSJA Early Start scored a 92.5%, which was 12 points above the District's 81% score. • Campus Results for Health and Wellness domain were 19.4 points higher at a 95.6%, when compared to the District Results of 76.2%.	**Needs:** **As evidenced in the TPEIR TEA Report, the results show an achievement gap as follows:** • In the **Emergent Literacy Reading Domain**, PSJA Early Start scored below a 70% proficient level. The All students group scored a 66% at the campus level. • In our **2023 EOY Circle Progress Monitoring Report**, our EB/EL student population scored a 64% in Letras Rapidas which is 8 points lower than the Non-Lep students, which scored a 72%. • In the **Language and Communication Domain**, PSJA Early Start scored below a 70% proficient level. The All students group scored a 43.3% at the campus level. • Ensuring teacher/collaborating partners implement high-quality prekindergarten components with fidelity.

Skill	Pre-K 4 English (62 students)	Pre-K 4 Bilingual (93 students)
Syllabication	93%	76%
Onset-Rime	65%	
Alliteration	84%	59%
Rhyming I	86%	82%
Overall PA	97%	91%
Rapid Letter Vocabulary	95%	78%
Rapid Vocabulary	94%	76%
Letter Sound Correspondence	86%	86%

Skill	Pre-K 3 English (144 students)	Pre-K 3 Bilingual (177 students)
Syllabication	69%	69%
Onset-Rime	56%	
Alliteration	28%	47%
Rhyming I	34%	78%
Overall PA	90%	90%
Rapid Letter Vocabulary	78%	73%
Rapid Vocabulary	81%	75%
Letter Sound Correspondence	92%	85%

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

Focus	Area Reviewed	Summary of Strengths	Challenges
3	School Culture and Climate	• School nurses are providing a school environment that promotes wellness for all students and staff. • Hearing and Vision screener for all PK students. • All staff is trained on creating a safe school culture and climate. Trained on yearly required state mandates such as bullying, Sexual abuse prevention and reporting, Sexual harassment • Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner. • Conscious Discipline SEL Component established in all classrooms • SEL Surveys for Families and Staff	• Increase in Student Enrollment and Retention • Integrate the police and security departments into all emergency situations • Accuracy, compliance, and consistency of student attendance(eg. Enrollment/Withdrawals.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

Focus	Area Reviewed	Summary of Strengths	Challenges
4	Staff Quality, Recruitment, and Retention	• All teachers are certified in the teaching assignment. • High employee retention, District is seen as an employer of choice • District owned alternative center program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. (Pre-K teachers included) • 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 selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders is aligned to the *Spirit of PSJA* and more rigorous with the goal of selecting top quality for the vacancy. • Funding opportunities for Masters degrees that support areas of need or improvement of quality of teaching • Improved the number of TIA	• Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • 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.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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

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

3. Instruction by highly qualified teachers.

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

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

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

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

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

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

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

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Goal Area: 1	Student Achievement
Annual Goal 1:	The All Student Group is to increase by 5% in the **Emergent Literacy Reading Domain by June 2025.**
Objective 1:	**The All student group will increase by 5% in Emergent Literacy Reading Domain by June 2025**

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Differentiation of Instruction-Small group instruction by age group and language.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Ed Teacher	District Curriculum- Frog Street Creative Curriculum-UMOS Collaboration I-Ready/LION/MMR/MMA SSRW Heggerty Phonemic Awareness Program Document Readers, Ipad covers for Ipads Cord and Box Charger Headphones Lakeshore materials-Letter Knowledge Readiness Kits Charging Stations Dry Erase board, Expo Markers, board cleaner HDMI Cables Calendar Math Circle Time Alpha and Number Bots Student Daily Activity Booklet Photo Libraries ,toner ,laminating film, cardstock, Canon, HP M750, Brother 18600	BOY- October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks	District/Campus Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs Data Analysis Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Fluency Progress Monitoring	Letter Naming Fluency Checks every 12 weeks Circle Progress Monitoring Assessment SLO Assessment Pre and Post	2. Reform Strategies a,b,c
Action Steps							
1) Unpack the Pre-K Guidelines of detailed Lesson plan to include Differentiated Instruction							
2) All Student Groups Data will be disaggregated at the campus level to determine student progress and increase performance at the On-Track Level							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress and drive intervention.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum I-Ready/LION/MMR/MMA SSRW Heggerty Phonemic Awareness Program	BOY- October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks	District Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Fluency	Rapid Letter Naming Fluency Checks every 6 weeks Circle Progress Monitoring Assessment	2. Reform Strategies a,b,c
Action Steps							Re
1) Allocate resources (SSRW, Istation, Heggerty Phonemic Awareness Program, Frogstreet Curriculumn, Creative Curriculum, Fairy Tales Big Books)							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							

Goal Area: 1	Student Achievement
Annual Goal 1:	All student group will increase performance by 10% Proficient Level in the **Language and Communication Domain by June 2025.**
Objective 2:	**All Students group will increase by 10 % or higher on the Language and Communication Domain by June 2025.**

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum I-Ready/LION SSRW Heggerty Phonemic Awareness Program The Literacy Architects Photo Library Cards Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Developing Talkers- RDDAE Vocabulary Development Strategy Letter Tubs English/Spanish Big Books- Fairy Tales for Read Alouds Flannel Boards for Retelling Big Book of Nursery Rhymes Bilingual	BOY-October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks	District/Campus Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs Data Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Vocabulary	Rapid Vocabulary Fluency Checks every 6 weeks Circle Progress Monitoring Assessment SLO Assessments Pre and Post	2. Reform Strategies a,b,c

Action Steps							
1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes in Emergent Literacy Domain and include in detailed Lesson plan.							
2) Implement learning walks during read aloud time to identify effective modeling of vocabulary teaching strategies.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication Domains.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum Istation Reading SSRW Haggerty Phonemic Awareness Program	BOY-October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks	District Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Data Wall Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Vocabulary Fluency	Rapid Vocabular Fluency Checks every 6 weeks Circle Progress Monitoring Assessment	4. High Quality and Ongoing Professional development a,b

Action Steps							Re
1) Provide job embedded professional learning opportunities to analyze performance data on language and communication domain outcomes for 3 and 4 yr olds to drive instruction.							
2.)Create action plans after each administration of progress monitoring assessment on Rapid Vocabulary measure and provide interventions.							

Goal Area: 2	Closing the Gaps
Annual Goal 2:	English Learners student group will increase in the Rapid Letter Name Measure by 5% or higher on the ON TRACK level of the LION Progress Monitoring Assessment by June 2025.
Objective 1:	English Learners student group will increase by 5% or higher on the Rapid Letter Name Measure ON TRACK level of the LION Progress Assessment by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train all Bilingual teachers who serve students in the ELA/ Reading classrooms on Phonological Awareness continuum.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Ed	District Curriculum- Frog Street Creative Curriculum I-Ready/LION SSRW- Canta, Deletrea,Lee y Escribe Lakeshore Materials- Letter Knowledge Readiness Kits Heggerty Phonemic Awareness Program The Literacy Architects Photo Libraries Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Spanish Materials	BOY-October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks At every marking period	District/Campus Data Reviews CLI Engage Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Name/Sound	Letter Name/Sound Fluency Checks every 12 weeks Circle Progress Monitoring Assessment SLO Assessments Pre and Post	2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a ,b

Action Steps							
1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes in Phonological Awareness and Letter Fluency and include in detailed Lesson plan with dual language instruction.							
2) Implement learning walks during Phonemic Awareness small group instruction to identify effective modeling of phonological awareness strategies in language of instruction.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Bilingual teachers will collaborate with the Co-Teacher ELA/Reading teachers during learning communities.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal	District Curriculum- Frog Street Creative Curriculum SSRW Espanol Haggerty Phonemic Awareness Program-Spanish	BBOY-October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks At Every Marking Period	District Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Dual Language Instruction –LOI lessons and activities Data Wall Pre-LAS Levels Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on Letter Name/Sound Fluency	Rapid Letter Name/Sound Fluency Checks at every marking period Circle Progress Monitoring Assessment	4. High Quality and Ongoing Professional development a,b

Action Steps							Re
1) Provide job embedded professional learning opportunities to analyze performance data on Emergent Literacy Domain-Rapid Letter Naming Measure outcomes for 3 and 4 yr olds to drive instruction.							
2.)Create action plans after each administration of progress monitoring assessment on Rapid Vocabulary measure and provide interventions in Language of instruction.							

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Goal Area: 2				Closing the Gaps			

Annual Goal 2:		Economically Disadvantaged Student group will increase by 7% or higher on the Emergent Literacy Domain in the TPEIR state accountability report.					

Objective 2:		Economically Disadvantaged Student group will increase by 7 % or higher on the on the Emergent Literacy Domain on the TPEIR State Accountability report by June 2024.					

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include emergent literacy and phonological awareness continuum.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Teacher	District Curriculum- Frog Street Creative Curriculum I-Ready/LION SSRW Heggerty Phonemic Awareness Program The Literacy Architects Photo Libraries Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction Spanish Materials Photo Library Teacher I Pads Holdsworth CPG Leadership Training Early Childhood Conference	BOY- October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks At every marking period	District TPEIR / Campus Data Reviews CLI Engage Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Blueprints, Roadmap, TCLC Agendas, Campus CLC – Effective School Framework	Increase percentage of On-Track students (CLI) Increase of Student Growth on Rapid Letter Name/Sound	Rapid Letter Nam/Sound Fluency Checks at marking period Circle Progress Monitoring Assessment	2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a,b
Action Steps							

1) Using Job Embedded professional learning during TCLC's to include Pre-K Guidelines outcomes in Emergent Literacy Domain and include in detailed Lesson plan.

2) Implement learning walks during Reading small group instruction to identify effective modeling of Emergent Literacy Domain skills in differentiated instructional formats.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data analysis that will ensure a deep understanding of the PK Guidelines outcomes for 3 and 4 yr olds in the Emergent Literacy and Language and Communication, Phonological Awareness Domains.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Teacher Instructional Coach	District Curriculum- Frog Street Creative Curriculum SSRW/Canta, LEE, Deletrea Heggerty Phonemic Awareness Program- English/Spanish Circle Activities Manual Student Daily Activity Booklet CIF Strategies and Protocols Questioning Pyramid	BOY- October 2024 MOY February 2025 EOY- April 2025 Every 6 Weeks	District/Campus Data Reviews CLI Engage Reports Fluency Progress Monitoring Lesson Plans Dual Language Instruction –LOI lessons and activities Data Wall Pre-LAS Levels Walkthroughs TCLC Reflections Action Plans	Increase percentage of On-Track students (CLI) Increase of Student Growth on Letter Name/Sound Fluency, Rapid Vocabulary and Phonological Awareness. SLO Assessment Pre and Post	Letter Name/Sound Fluency, Vocabulary, Story Comprehension Assessment at every marking period Circle Progress Monitoring Assessment- Phonemic Awareness Measures	4. High Quality and Ongoing Professional development a,b
Action Steps							Re

1) Provide job embedded professional learning opportunities to analyze performance data on Emergent Literacy Domain outcomes for 3 and 4 yr olds to drive differentiated instruction.

2.)Create action plans after each administration of Circle progress monitoring assessment on Emergent Literacy Domain and provide interventions in Language of instruction.

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Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	The All Student group will increase by 3% or higher on the On Track Level of the **Health and Wellness (Social Emotional) Domain** by June 2025.
Objective 1:	All Student group will increase by 3 % or higher on the On Track Level of the Health and Wellness (Social Emotional) on the TPEIR State Accountability report by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and campus leaders on research-based social emotional program Frogstreet - Conscious Discipline	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Training Instructional Coach	District Curriculum- Frog Street- Conscious Discipline The Literacy Architects Conscious Discipline Books English/Spanish Virtual Training Puppets, Read Aloud – Conscious Discipline Story Felt Boards Staff Development BOY, MOY Social Emotional Checklist Early Childhood Conference	BOY-October 2024 MOY February 2025 EOY- April 2025	District TPEIR /Campus Data Reviews CLI Engage Reports –Social Emotional Checklist Lesson Plans – Conscious Discipline Strategies Data Wall Walkthroughs Staff Development Sign Ins - BOY Social Emotional Checklist	Increase percentage of On-Track students (CLI) Increase of Student Growth on Social Emotional Checklist	Circle Progress Monitoring Assessment Social Emotional Checklist	2. Reform Strategies a,b,c 3. Instruction by Highly Qualified Teachers--c 4. High Quality and Ongoing Professional Development a,b
Action Steps							
1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes on the Health and Wellness Domain and include in detailed Lesson plan.							
2) Implement learning walks during Circle Time small group instruction to identify effective modeling of Health Wellness skills (Conscious Discipline) in differentiated instructional formats.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will align the Pre-K Guidelines Outcomes in the Health and Wellness Domain to the Circle Assessment and the Conscious Discipline Strategies.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Special Education Teacher Student Services Department – SEL Component, Surveys	District Curriculum- Frog Street- Conscious Discipline The Literacy Architects Conscious Discipline Books English/Spanish Virtual Training-Dr. Bailey Conscious Discipline Staff Development BOY, MOY Social Emotional Checklist SEL – Surveys Family, Staff, Student	BOY-October 2024 MOY February 2025 EOY- April 2025	District TPEIR/Campus Data Reviews CLI Engage Reports – Social Emotional Checklist Lesson Plans – Conscious Discipline Calming Strategies, Safe Place, Unite, Connect, Disengage Commitments Ritual Focus Wall Data Wall Walkthroughs	Increase percentage of On-Track students (CLI) Increase of Student Growth on the Social Emotional Domain of the Assessment	Rapid Letter Name/Sound Fluency, Vocabulary, Story Comprehension Assessment at every marking period Circle Progress Monitoring Assessment	3.. Instruction by Highly Qualified Teachers--c 4. High Quality and Ongoing Professional Development a,. High Quality and Ongoing Professional development a,b
Action Steps							**Re**
1) Provide job embedded professional learning opportunities to analyze performance data on the Health and Wellness Domain from the Circle Assessment.							
2.)Create action plans after each administration of progress monitoring assessment on Social Emotional Checklist and provide interventions.							

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

Annual Goal 3:	Monitor & track school attendance initiatives to ensure student academic success by June 2025.
Objective 2:	Monitor & track school attendance initiatives to ensure student academic success by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A consistent enrollment plan will be promoted to ensure student engagement and quality data by collaborating with student data department to improve online registration.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal PEIMS Clerk Parent Educators Nurse Secretary Child Care Directors Heads Start Center Managers Child Care Licensing Specialist	Pre-Registration Campaign Flyers- Promotional Print Materials Facebook Live Expo District Expo Count Down to Zero District Dashboard Campus One Drive File for Tracking Enrollment List of New Entries from ChildCares and HeadStarts Parent Educator Home Visits Scanners for Documents Laptops	Pre-K Roundup February 2025 EOY- April 2025 July-October	District Dashboard PEIMS Leaver Codes Daily Enrollment Reports Home Visit Logs –Travel	Increase of Enrollment of 3 and 4 year olds	Attendance Verification Reports every six weeks Yearly Enrollment Reports	7. Transition from Pre-School a,b,,c
Action Steps							
1) Use the District Dashboard, E-School Reports to monitor incoming applications for registration.							
2) Train all staff to assist parents with online registration processes.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance and Non-Attendance Guidelines and Truancy prevention measures will be implemented with all Collaborating Partners.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal PEIMS Clerk Parent Educators Nurse Secretary Child Care Directors Heads Start Center Managers Child Care Licensing Specialist Pupil Accounting PR Department Data Services Dept	Campus Intervention Dashboard Parent Notice –Friendly Letter on Truancy Prevention Measures Offer end of Marking Period Incentives for Attendance MOU ADA Pass Through Funding Childcare Student Sign in Sheets Attendance Verification Reports by 6 weeks Campus One Drive File for Tracking Enrollment – Attendance Forms List of New Entries from ChildCares and HeadStarts Parent Educator Home Visits Scanners for Documents Laptops	Pre-K Roundup February 2025 EOY- April 2025 July-October	District Dashboard PEIMS Leaver Codes Dashboard	Increase daily attendance Per student	Daily Attendance Reports District Goal	6. Strategies to Increase Parental Involvement a,
Action Steps							Re
1) Will send out parent letter regarding Truancy prevention Measures							
2) Monitor and Track Daily Attendance using ESchool Reports							

Goal Area: 4	Increase staff quality, recruitment and retention
Annual Goal 4:	Increase the number of Effective Teachers based on the TTESS Evaluation by June of 2025.
Objective 1:	Increase the number of Effective Teachers based on the TTESS Evaluation by June of 2025.

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Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching support will be provided for all teachers based on TTESS Effectiveness rating.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal ACT RGV Supervisor Instructional Coach HR Dept TXCEE Support	TTESS Rubric TTESS Staff Development Student Learning Objectives Self – Assessment PD Goals Pre-Conference/ Post Conference Summative Teacher Incentive Allotment Lesson Plan Guide	Follow TTESS Timeline Pre-Conference Mid-Year Conference Summative Conference	TEEMS Dashboard Classroom Environmental Checklist Classroom Observation Tool Walkthroughs Lesson Plan Guide	Increase in the percent of teachers with Highly effective rating on TTESS teacher Evaluation System	Pre- Post 1st observation 2nd Observation Summative Observation	3.Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c
Action Steps							

1) Use coaching strategies to support teachers with best practices to improve effectiveness rating.

2) Provide time for coaches and teachers to debrief after coaching visit to classroom.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development for new teachers is provided at the beginning of the school year and continue as needed.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal ACT RGV Supervisor Instructional Coach HR Dept TXCEE Support	TTESS Rubric TTESS Staff Development Student Learning Objectives Self – Assessment PD Goals Pre-Conference/ Post Conference The Summative	Follow the TTESS Timeline Pre-Conference Mid-Year Conference Summative Conference	TEEMS Dashboard Classroom Environmental Checklist Classroom Observation Tool	Increase in the percent of teachers with Highly effective rating on TTESS teacher Evaluation System	1st observation 2nd Observation Summative Observation	6. Strategies to Increase Parental Involvement a,
Action Steps							Re

1) Assign mentor for each new teacher through collaboration with New Teacher Mentor Program and ACT/RGV.

2) Provide coaching and support through collaborative learning leader and instructional coach via learning walks.

Goal Area: 4	Increase staff quality, recruitment and retention							
Annual Goal 4:	The number of highly quality professional development trainings will increase by 3 or more by June of 2025.							
Objective 2:	The number of high-quality professional development trainings will increase by 3 or more by June of 2025.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide all teachers with Social Emotional Training on Conscious Discipline Program.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Instructional Coach	Frog Street Curriculum- Conscious Discipline Conscious Discipline Platform Early Childhood Conference Holdsworth CPG Trainings- Dr. Iliana Alaniz Emergent Writers, Peer Based Learning, Developing Bilingualism, Culturally Responsive Instruction SSRW	BOY Staff Dev. AS scheduled in District Timeline	Lesson Plans Walk-thrus Sign in Sheets	Increase in the Social Emotional Checklist /Circle	Circle Assessment – Health and Wellness Domain	3.Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c
Action Steps							

1 Train all teachers with Conscious Discipline – Dr Bailey Program.

2) Provide training for parents on Conscious Discipline for home –school connection.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide teachers with job embedded professional development and TSR coaching.	Teachers Collaborative Learning Leader Grade Level Chairs Principal Assistant Principal Instructional Coach Campus Instructional Technologist TSR Coach/Strategist	Hoonuit Platform Technology Self Assessme nt Professional Development system Google Suite District Technology Specialist Laptops Newline Tru-Touch Panel Board Webcams Ipads Teacher Document Readers HDMI Cables Chargers for Ipads Charging Towers and Stations TSR/Circle STR Academies (TEA)	August – December – Virtual/Hybrid Instruct ion January – May 2023	Hoonuit Certificates Professional Development System Walk throughs Lesson Plans	Increase on teacher technology level of understanding.	1st observation 2nd Observation Summative Observation	3. Instruction by Highly qualified teachers a.b.c 8 Teacher Decision Making Regarding Assessments a, b, c
Action Steps							Re

1) Conduct CLCs and Professional development training at Early Start.

2) Provide support for TSR Coaches/Teachers/Collaborating Partners by allowing staff to participate as needed.

3) Provide support for teachers as they begin the reading academies (STR), as needed.

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2024 Elementary August
Professional Development Plan

August 12, 2024	August 13, 2024	August 14, 2024	August 15, 2024	August 16	August 17, 2024
Monday	Tuesday	Wednesday	Thursday	Friday ALL Day – CAMPUS Based	Saturday
				1st Day Procedures & Mandates **(8:00 – 4:00)** **AUDIENCE: ALL Staff** Welcome Back 1. Improper Relationships 2. Bullying 3. Cyberbullying (David's Law) 4. Student and Adult Sexual Harassment 5. Social Media 6. Texas School Safety Center Audit Requirements 7. Targeted Campus Safety Audit 8. Campus Handbook (Mandates) and Procedures	
August 19, 2024	August 20, 2024	August 21, 2024	August 22, 2024	August 23	August 24, 2024
Monday ALL Day – CAMPUS Based DATA Disaggregation	Tuesday	Wednesday ALL Day – BBA	Thursday ALL Day – CAMPUS Based	Friday ALL Day – CAMPUS Based	Saturday
(8:00 – 4:00) **AUDIENCE: ALL Staff** (AM) 1. Review the 2023-2024 Campus Performance Rating • Review CLI Campus Data	(AM) Convocation **(9:00 – 12:00)** **AUDIENCE: ALL Staff**	Lesson Internalization (click for details) • PreK3&4 @ BBA all day	Workday	Workday	

• Identify Focus Areas • Set Annual Goals for 2024-2025, work on Intervention Plans, and differentiated Instruction 2. Review status of 2023-2024 Targeted Improvement Plan • Problem Statements • Goals • Identify interventions that were successful and those that need to be refined _____ **(PM)** T-TESS Overview	**(PM)** **Childcare Licensing Guidelines** • Revision of Supervision and Safety • Reporting Child abuse and Neglect Module • Copyright Laws • Schedules	CLLs @ Strong Foundation Implementation: Product Academies **Day 1** **Time:** 8:00 – 4:00 pm **Location:** Room 292	CLLs @ Strong Foundation Implementation: Product Academies **Day 2** **Time:** 8:00 – 4:00 pm **Location:** Room 292		
			MEET THE TEACHER NIGHT (4:30 – 6:30)		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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CUSTOMER **SERVICE** **STANDARDS**

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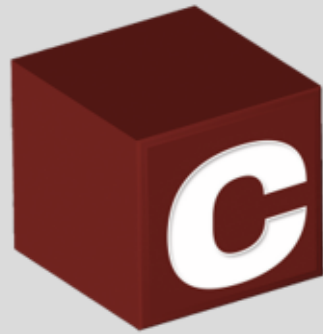
Courteous

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

Attentive

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

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

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
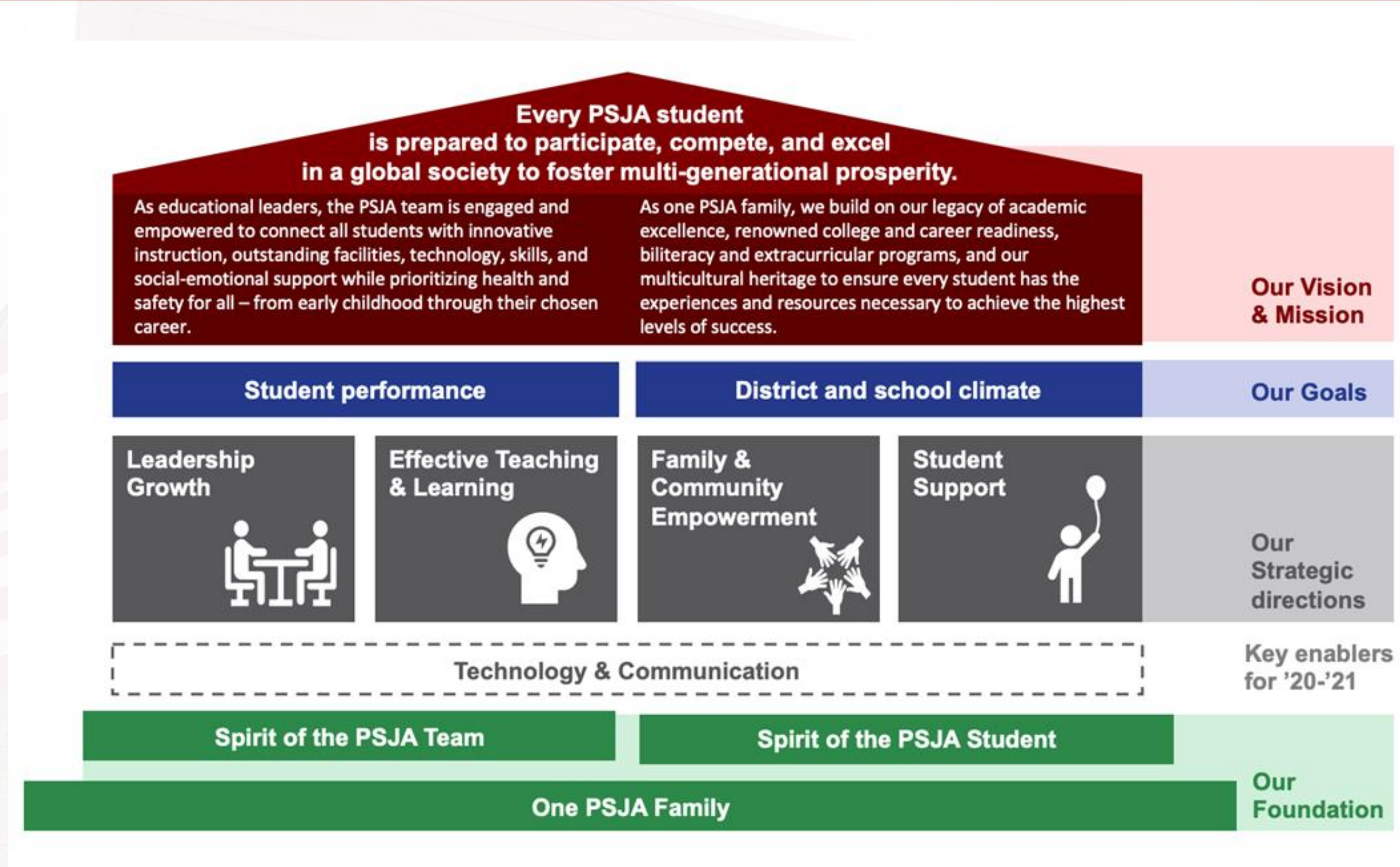
PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments have systemically adopted the Sustainable Development Goals (SDGs.

As part of these efforts, PSJA ISD integrated the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

PSJA ISD aims to emphasize sustainability at every level through a systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.