# PHARR-SAN JUAN-ALAMO
## INDEPENDENT SCHOOL DISTRICT

**PSJA COLLEGE³**
READY.CONNECTED.COMPLETE.™

# Campus Improvement Plan
## Carmen Anaya Elementary

CARMEN ANAYA ELEMENTARY

PSJA ISD
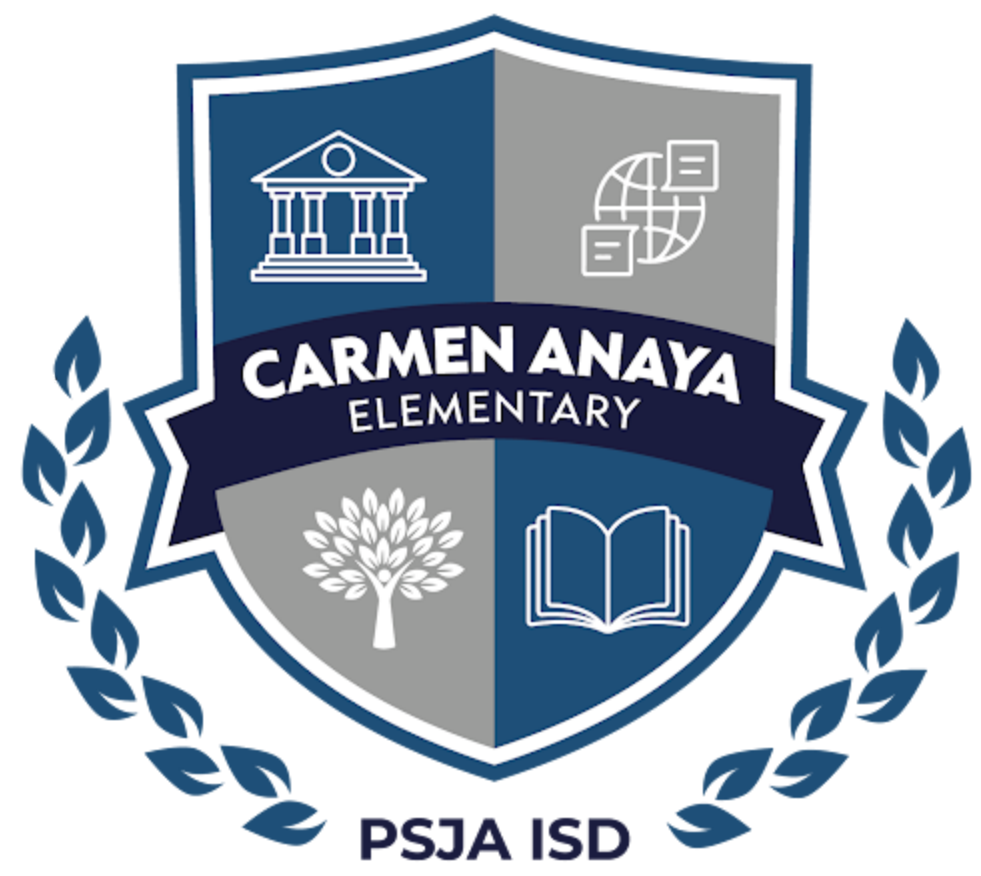
2024-2025

# PSJA COLLEGE³
## READY.CONNECTED.COMPLETE ™

# OPPORTUNITIES FOR **ALL**

# OUR VISION

*"At Carmen Anaya Elementary, we nurture young minds to thrive in a safe learning environment, fostering a culture of inclusivity where diversity is celebrated. Through innovative teaching and tailored support, we cultivate critical thinking and creativity, empowering students to become compassionate leaders and responsible global citizens."*

# OUR MISSION

*"At Carmen Anaya Elementary, we are committed to fostering a safe and vibrant learning community by providing a solid foundation to achieve excellence. Through collaborative efforts between stakeholders, we encourage and promote a culture of acceptance where every child is empowered to reach their fullest potential through our Dual Language program, sustainability goals, and innovative project-based learning. We allocate resources strategically to provide diverse growth opportunities, ensuring that each student flourishes academically, socially, and emotionally."*

# SCHOOL MOTTO

*"Dedicated to Excellence"*

# PSJA School Board and Superintendent's Cabinet

## PSJA School Board



**PSJA School Board**
Carlos G. Villegas, Jr., *President*
Diana Serna, *Vice-President*
Yolanda Castillo, *Secretary*
Jesús "Jesse" Vela, Jr., *Assistant Secretary*
Cynthia A. Gutiérrez, *Member*
Jesús A. "Jesse" Zambrano, *Member*
Jorge Zambrano, *Member*

**Superintendent's Cabinet**
Alejandro Elias, Ph.D., Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
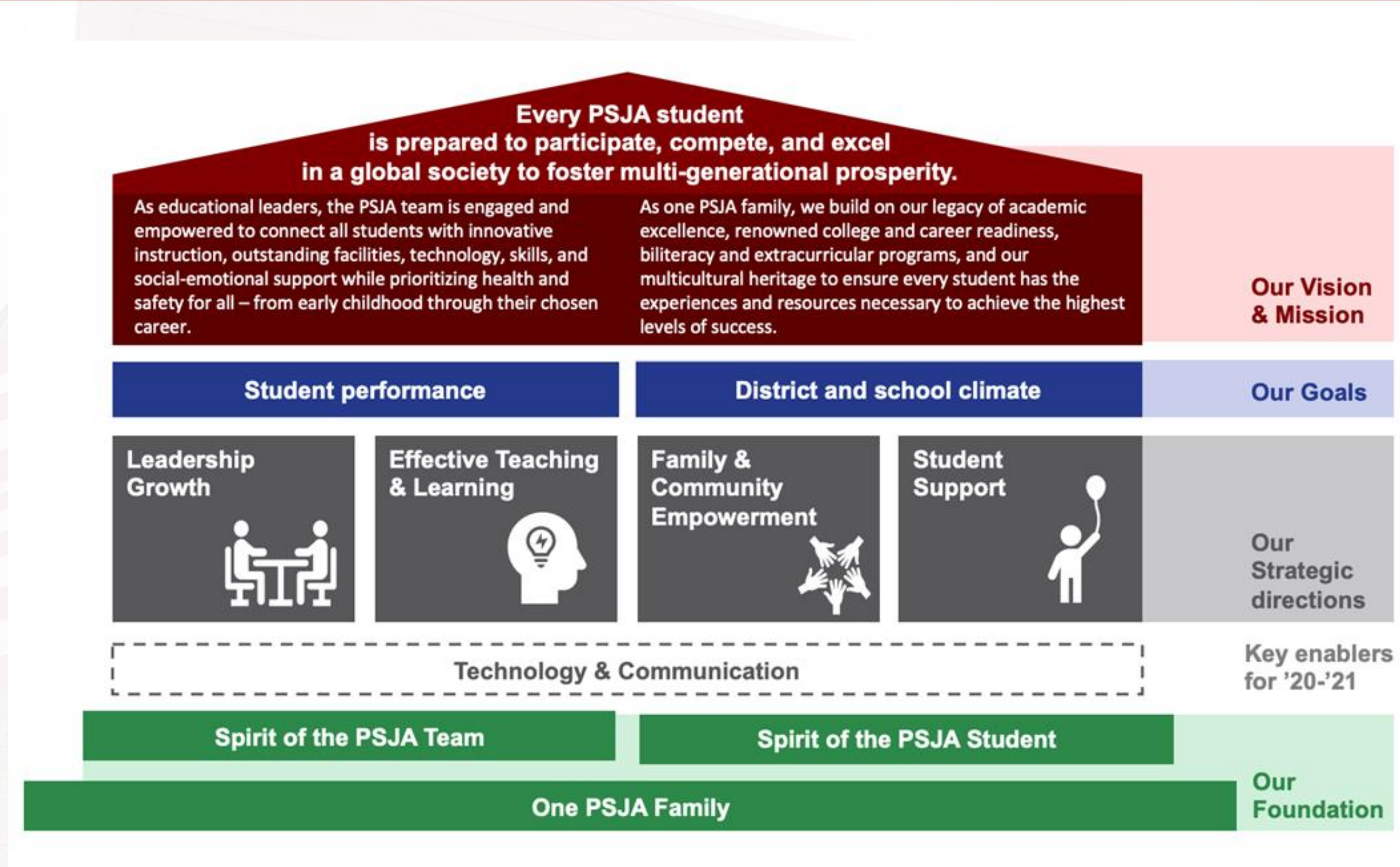Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Roel Faz, Chief of Operations

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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

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

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

**Our Vision & Mission**

**Student performance**

**District and school climate**

**Our Goals**

**Leadership Growth**

**Effective Teaching & Learning**

**Family & Community Empowerment**

**Student Support**

**Our Strategic directions**

Technology & Communication

Key enablers for '20-'21

**Spirit of the PSJA Team**

**Spirit of the PSJA Student**

**One PSJA Family**

**Our Foundation**

**PHARR-SAN JUAN-ALAMO ISD**
SUSTAINABLE DEVELOPMENT GOALS

## What We Believe In

*Guiding Principles*

- Dedication to Excellence
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

## What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

**PHARR-SAN JUAN-ALAMO ISD**
SUSTAINABLE DEVELOPMENT GOALS

# Campus Site-Based Decision Committee

## Members

| Name | Title |
|------|-------|
| Ana Smith | Principal |
| Laura Torres | Assistant Principal |
| Crystal Garcia | Counselor |
| Hilda Gonzalez | CLL |
| Graciela Esparza | Reading Coach |
| Rebekah Gonzalez | Teacher |
| Nayla Palacios | Teacher |
| Margarita Ortiz | Teacher |
| Eduardo Anaya | Business Representative |
| Elda Garcia | Committee Member |
| Elda Rodriguez | Parent |

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

# Executive Summary

**Mission:** We are committed to fostering a safe and vibrant learning community by providing a solid foundation to achieve excellence. Through collaborative efforts between stakeholders, we encourage and promote a culture of acceptance where every child is empowered to reach their fullest potential through our Dual Language program, sustainability goals, and innovative project-based learning. We allocate resources strategically to provide diverse growth opportunities, ensuring that each student flourishes academically, socially, and emotionally.

**Demographics Summary:** The current enrollment of Carmen Anaya Elementary as of August 2024 is 465 students. The student population at Carmen Anaya Elementary consists of 99.4% Hispanic and 0.43% White. Our students represent economically disadvantaged status of approximately 97.7% with 2.6% migrant students. Approximately 16% of our student population receive special education services, while 1% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 5% of our student population. The bilingual population is approximately 62% where most of the students' home language is Spanish. We have a total of % on special permission and 11% out of district. The attendance rate for the campus has consistently maintained between 94%. Most of our students live in central Pharr in Government Assistance Housing, bordering the city of McAllen, Texas.

**Comprehensive Needs Assessment Summary:** Carmen Anaya Elementary received an overall grade of 89 out of 100 based on performance in three different domains. In the Student Achievement domain, Carmen Anaya earned 85 scale score, which shows how much students know and can do at the end of the school year. The School Progress domain Part A was a 83 and Part B was 90 for Carmen Anaya, shows how students perform over time and how that growth compares to similar schools. Carmen Anaya scale score 59% in Closing Gaps, the domain which shows how well different student groups within a school are performing, which includes a component of TELPAS.

**Curriculum and Instruction and Assessment: Teachers use the CIF** (Collaborative Instructional Framework). All students participate in Sustainable Development Goals. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice through all content areas. Our campus follows the two-way dual language program. The mission for our campus is to develop students as bilingual, bi-literate, bi-cultural. Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on 21st century skills, as well as providing Social Emotional Learning. Writing will also be a focus of literacy instruction so that students will be able to make real-world connections, through written expression.

**Summary of Goals:** Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 10% in all subject areas and subgroups. Students in grades K-2 will show a 4% increase in the number of students performing in Tier 1 as determined by Iready reading and math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 10% between the economically disadvantaged, special education and non-continuously enrolled populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Carmen Anaya will continue to partner with community stakeholders to ensure student/campus success.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

# Campus Demographics

| October 2023 | ALL | MALE | FEMALE | SPED | EB | M1 | M2 | MIGRANT | ECD | GT | CTE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 421 | 225 | 196 | 57 | 262 | 3 | 0 | 8 | 411 | 22 | 0 |

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

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

## Data Resources Reviewed

1. 2023- 2024 STAAR Campus Summary
2. Report TPRI, Tejas Lee, CLI, TXKEA
3. 2021-22 Attendance/Enrollment
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. Software Reports: Summit K-12, AR, Living with Science, Istation, Imagine Math, Footsteps to Brilliance

**PHARR-SAN JUAN-ALAMO ISD**
SUSTAINABLE DEVELOPMENT GOALS

# Comprehensive Needs Assessment

| % in MASTERS LEVEL | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Subject** | **Carmen Anaya** | | **Special Ed** | | **Economically Disadvantaged** | | **EB** | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Reading | 28 | 21 | 28 | 12 | 27 | 20 | 25 | 18 |
| Math | 27 | 20 | 45 | 24 | 26 | 19 | 22 | 19 |
| Science | 16 | 12 | 0 | 0 | 16 | 10 | 18 | 4 |

# Comprehensive Needs Assessment

| % in MEETS LEVEL | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Subject** | **Carmen Anaya** | | **Special Ed** | | **Economically Disadvantaged** | | **EB** | |
| | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** | **2023** | **2024** |
| Reading | 68 | 57 | 32 | 25 | 67 | 56 | 74 | 54 |
| Math | 60 | 54 | 73 | 55 | 59 | 54 | 55 | 50 |
| Science | 43 | 40 | 67 | 29 | 42 | 39 | 41 | 35 |

# Comprehensive Needs Assessment

| % in APPROACHES LEVEL | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Subject** | **Carmen Anaya** | | **Special Ed** | | **Economically Disadvantaged** | | **EB** | |
| | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 | 2023 | 2024 |
| Reading | 86 | 82 | 100 | 68 | 86 | 82 | 87 | 81 |
| Math | 83 | 80 | 100 | 90 | 83 | 81 | 83 | 79 |
| Science | 75 | 74 | 83 | 100 | 74 | 73 | 76 | 69 |

# Comprehensive Needs Assessment

| DOMAIN 1 2024 STAAR PERFORMANCE | | | | |
|---|---|---|---|---|
| STAAR PERFORMANCE | READING | MATH | SCIENCE | ALL TESTS / ALL STUDENTS |
| TOTAL TESTS | 163 | 163 | 43 | 369 |
| APPROACHES GL or ABOVE | 137 | 133 | 32 | 302 |
| MEETS GL or ABOVE | 96 | 91 | 18 | 205 |
| MASTERS GL | 44 | 37 | 7 | 88 |
| TOTAL PERCENTAGE POINTS | | | | |
| COMPONENT SCORE | | | | |
| SCALE SCORE | | | | |

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

**Demographics**

**Demographics Summary**

**Special Education, ECD and Emergent Bilingual:**

The following sources from across our campus were used to review the Special Education, ECD, and Emergent Bilingual data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) indicators to determine strengths and needs of our Special Education, ECD and Emergent Bilingual students.

**Needs:**

As evidenced in the 2023-2024 STAAR assessments , the results show an achievement Meets level gap as follows:

- In Reading, the achievement
  - gap between Sp. Ed. and All students is  30%.
  - gap between Emergent Bilingual and All students is 3%.
- In Mathematics, the achievement
  - gap between Emergent Bilingual and All students is 4%.
- In Science, the achievement
  - gap between Sp. Ed. and All students is  11%.
  - gap between Emergent Bilingual and All students  is 5%.
- **Strengths:**
  - In TELPAS the achievement growth in all domains was from 49 from to 76

**Personnel Needs:**

Carmen Anaya Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.
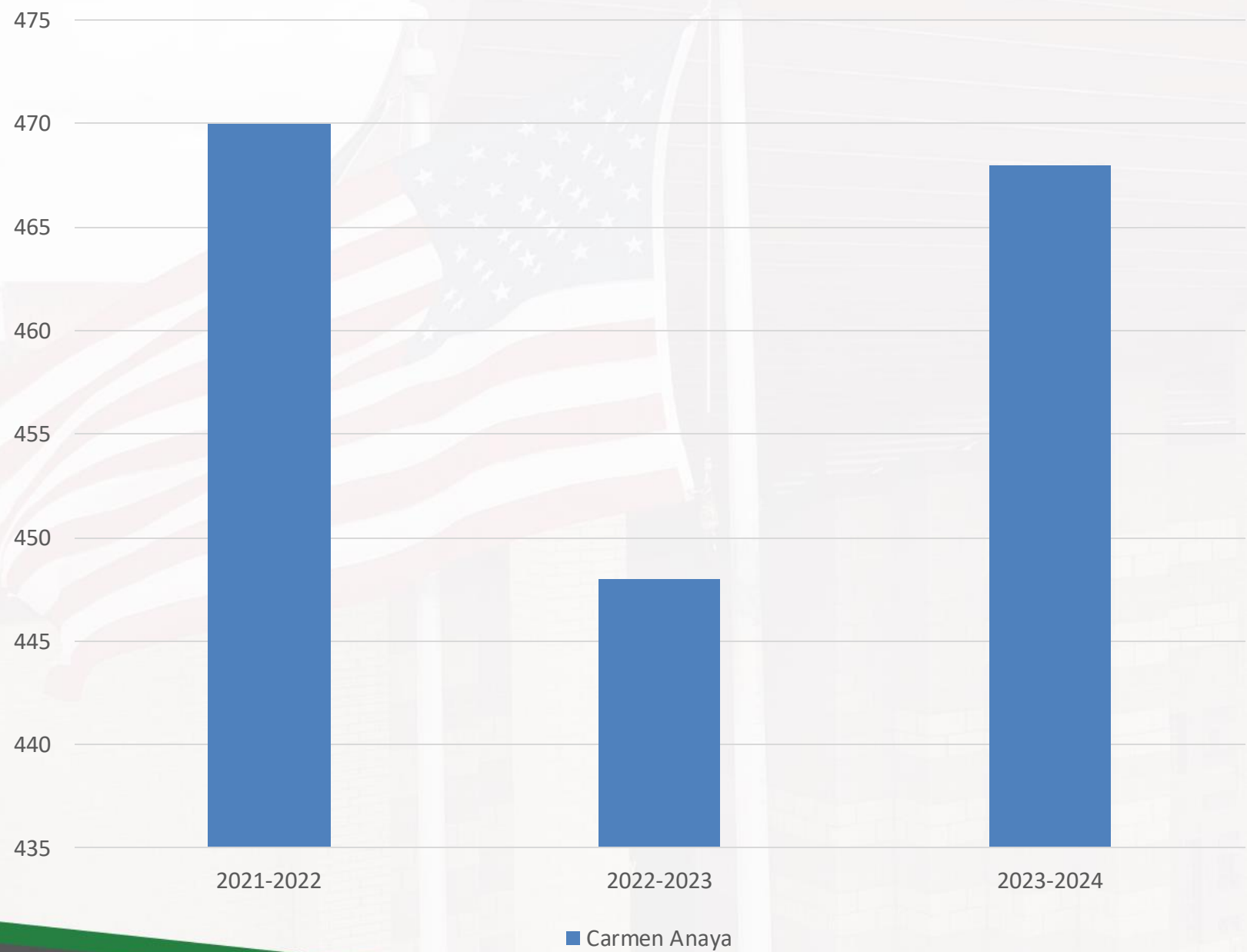
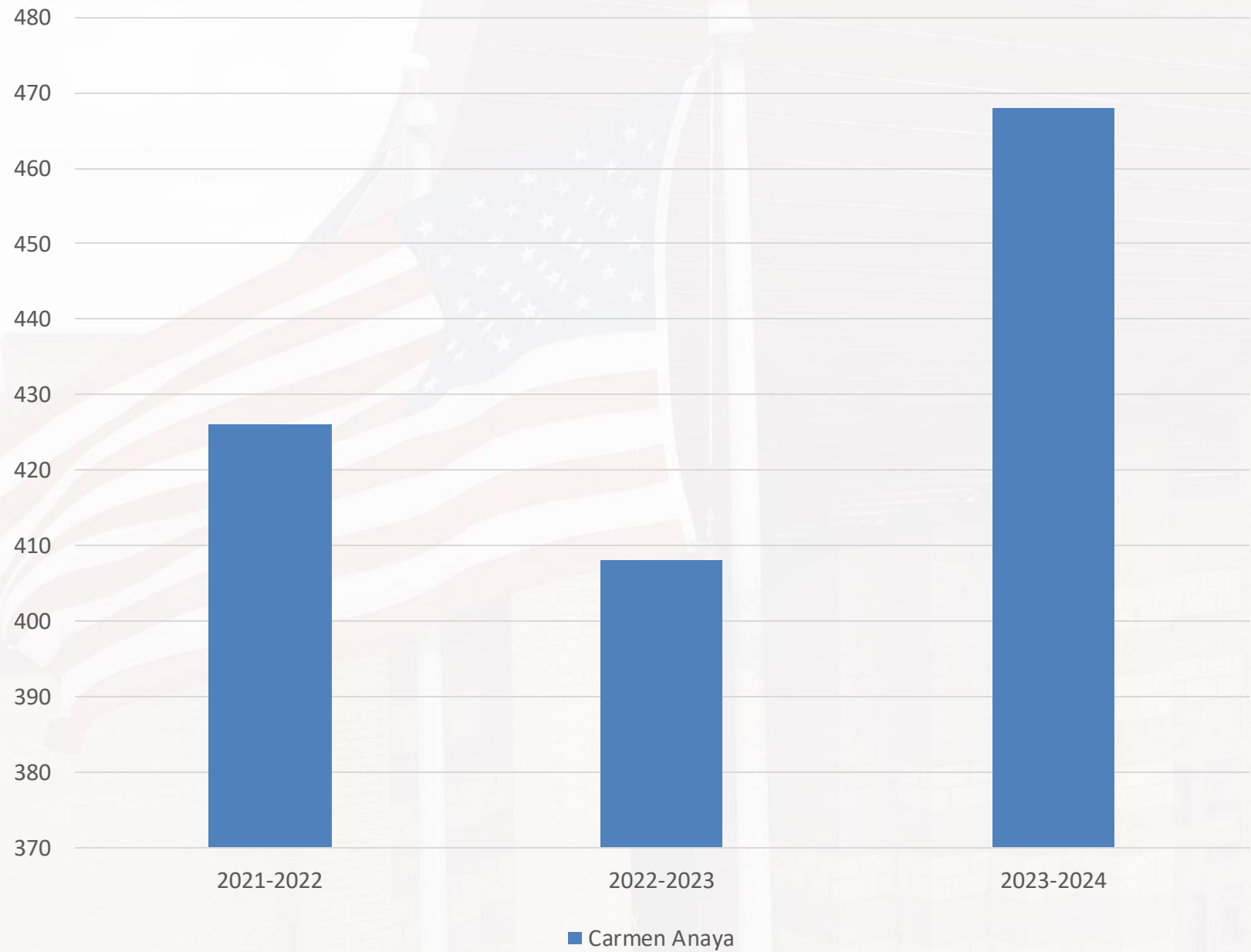## September Enrollment

## 3 Year Special Population Enrollment

|  | 2021-2022 | 2022-2023 | 2023- 2024 |
|---|---|---|---|
| GT | 4.7% | 4.5% | 4.7% |
| SPED | 11% | 11.6% | 15.8% |
| At Risk | 96% | 95.6% | 89.9% |
| ECD | 96.8% | 97.1% | 97.7% |

# Comprehensive Needs Assessment

## 1st Grade TPRI and TejasLee EOY

| | G01 EOY 2018-2019 | | G01 EOY 2020-2021 | | G01 EOY 2021-2022 | | G01 EOY 2022-2023 | | G01 EOY 2023-2024 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 55 | | 59 | | 63 | | 54 | | 45 | |
| 1- Masters | 43 | 78% | 42 | 71% | 26 | 41% | 28 | 52% | 37 | 82% |
| 2- Meets | 6 | 11% | 6 | 10% | 7 | 11% | 13 | 24% | 5 | 11% |
| 3- Approaches | 3 | 6% | 6 | 10% | 13 | 21% | 9 | 17% | 2 | 4% |
| 4- Does Not Meet+ | 3 | 6% | 3 | 5% | 10 | 16% | 3 | 6% | 1 | 2% |
| 5- Does Not Meet | 0 | 0% | 2 | 3% | 7 | 11% | 1 | 2% | 0 | 0% |

| | G01 TPRI EOY 2018-2019 | | G01 TPRI EOY 2020-2021 | | G01 TPRI EOY 2021-2022 | | G01 TPRI EOY 2022-2023 | | G01 TPRI EOY 2023-2024 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Total | 23 | | 20 | | 42 | | 34 | | 24 | |
| 1- Masters | 16 | 70% | 12 | 60% | 18 | 43% | 20 | 59% | 18 | 75% |
| 2- Meets | 2 | 9% | 3 | 15% | 6 | 14% | 6 | 18% | 4 | 17% |
| 3- Approaches | 3 | 13% | 4 | 20% | 8 | 19% | 4 | 12% | 1 | 4% |
| 4- Does Not Meet+ | 2 | 9% | 0 | 0% | 6 | 14% | 3 | 9% | 1 | 4% |
| 5- Does Not Meet | 0 | 0% | 1 | 5% | 4 | 10% | 1 | 3% | 0 | 0% |

# Comprehensive Needs Assessment

## 2nd Grade TPRI and TejasLee EOY

| | G02 EOY 2020-2021 | | G02 EOY 2021-2022 | | G02 EOY 2022-2023 | | G02 EOY 2023-2024 | |
|---|---|---|---|---|---|---|---|---|
| Total | 32 | | 62 | | 61 | | 57 | |
| 1- Masters | 13 | 41% | 32 | 52% | 47 | 77% | 38 | 67% |
| 2- Meets | 8 | 25% | 10 | 16% | 6 | 10% | 8 | 14% |
| 3- Approaches | 6 | 19% | 5 | 8% | 3 | 5% | 2 | 4% |
| 4- Does Not Meet+ | 3 | 9% | 6 | 10% | 1 | 2% | 2 | 4% |
| 5- Does Not Meet | 2 | 6% | 9 | 15% | 4 | 7% | 7 | 12% |

| | G02 Tejas LEE EOY 2020-2021 | | G02 Tejas LEE EOY 2021-2022 | | G02 Tejas LEE EOY 2022-2023 | | G02 Tejas LEE EOY 2023-2024 | |
|---|---|---|---|---|---|---|---|---|
| Total | 17 | | 27 | | 18 | | 17 | |
| 1- Masters | 4 | 24% | 15 | 56% | 15 | 83% | 11 | 65% |
| 2- Meets | 7 | 41% | 6 | 22% | 0 | 0% | 3 | 18% |
| 3- Approaches | 3 | 18% | 3 | 11% | 0 | 0% | 0 | 0% |
| 4- Does Not Meet+ | 1 | 6% | 0 | 0% | 1 | 6% | 0 | 0% |
| 5- Does Not Meet | 2 | 12% | 3 | 11% | 2 | 11% | 3 | 18% |

# Comprehensive Needs Assessment

## Goal 1 – 4 Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|---|---|---|---|---|
| **1** Student Achievement | **Academic Achievement** | • 5th Grade Math- Domain 1-71<br>• 5th Grade Reading- Domain 1 – 78<br>• 3rd Grade Math Domain 1- 55 | • 4th Grade Math – Domain 1 - 42<br>• 4th Grade Math – Domain 1 - 47<br>• 5th Grade Science Domain 1 - 40 | Improve student learning outcomes in<br>• 3rd-5th Math<br>• 5th Science |
| | **Technology** | CIT Monthly trainings<br>Implementation of technology in lessons<br>Computer assisted instruction in computer labs and classroom setting. | • Student typing skills<br>• Integration into curriculum with rigor<br>• Data Reports of software programs | • Integration into curriculum with rigor<br>• Online Testing |
| | **Special Pops** | EB's Growth in TELPAS 47-76 | Special Ed Reading – Meets<br>2024 (88) 2024 (27)<br>Special Ed - Meets<br>Math 2023 (73) 2024 (55) | Special Ed |
| **2** Closing the Gaps | **Student Targets** | Carmen Anaya Elementary:<br><br>Reading:    Meets -  57<br><br>Math:         Meets  - 54<br><br>TELPAS:      Goal 47% Growth<br>              Carmen Anaya 76% | Carmen Anaya Elementary:<br><br>Science:      Masters – 12<br>Math:          Masters- 21<br>Reading:      Masters- 20 | All students will receive additional support and  interventions in Science<br><br>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their grade level.<br><br>5th Grade Math/Reading growth |
| | **Academic Growth** | | Total with no points 59<br>Masters and current year Meets? | Teachers analyze data and identify student growth scores then create detailed lesson plans using the accelerated HB 4545 |

# Comprehensive Needs Assessment

## Goal 1 – 4 Summary of Findings

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|---|---|---|---|---|
| 3 Improve Safety, Public Support, Culture and Climate | **Family and Community Involvement** | • Open House<br>• Meet the Teacher Night<br>• Evening Programs<br>• Parent contact<br>• Academic Night<br>• Literacy Evening<br>• Counselor Café | • Partner with high school and middle schools to engage students in the community<br>• Parent Conferences<br>• Volunteer Program | • Increase parental involvement<br>• Increase parent/community members to events |
| | **School Culture and Climate** | • Training for faculty and staff on student sexual abuse and neglect, bullying and suicide. | • Improve the management, attendance education and care of children with needs | • Improve the management, attendance education and care of children with needs |
| | **Attendance and Recruitment** | • Increase of Enrollment | • Attendance<br>• Customer service | • Increase attendance by 3% to reach goal of 95% |
| 4 Increase Staff Quality, Recruitment, and Retention | **Staff Quality, Recruitment, and Retention** | • Continued staff retention<br>• Recruit highly qualified staff by attending job fairs<br>• All HQ teachers<br>• Staff recognition | • Staff development and support for new teachers and 2nd year teachers<br>• Align TTESS observation and walkthrough | • Staff development and support for new teachers and 2nd year teachers |
| | **Increase Learning Time** | • Morning routines for technology software<br>• Tutoring<br>• Quick transitions<br>• School Wide initiatives | • Schedule/program fidelity | • Schedule/program fidelity |

# Student Achievement Summary 2024

## 2023-2024

| | State | Region 1 | PSJAISD | Carmen Anaya | Goals 2025 |
|---|---|---|---|---|---|
| **Domain 1**<br>Student Achievement | 47 | 46 | 45 | Raw Score: 54<br>Scale Score: 82% | Scale Score: 90% |
| **Domain 2**<br>Growth<br>Relative Performance | | | Raw Score:<br>Part A: 66<br>Part B: 45<br>Scale Score:<br>Part A: 74<br>Part B: 82 | Raw Score:<br>Part A: 69<br>Part B: 54<br>Scale Score:<br>Part A: 77<br>Part B: 90 | Scale Score:<br>Part A: 80%<br>Part B: 95% |
| **Domain 3**<br>Closing the Gap | | | 67 | Raw Score: 79 | Raw Score: 85 |

Pending

- The following charts reflect the State Accountability results in 2023- 2024 (STAAR), including the mathematics 3-5, and all populations.

- This will allow us to analyze our needs and set attainable goals for the 2024-2025 school year.

# 2024 -2025 Campus Goals

## 3rd Grade Mathematics

| % of **Items** Needed to Meet State Performance Standard | | % of **Students** Passing State Assessment TARGET: 60% | Goal TARGET: 60% |
|---|---|---|---|
| | | 2024 | 2025 |
| Approaches | 8% | 82% | 90% |
| Meets | 5% | 55% | 60% |
| Masters | 10% | 20% | 30% |
| Domain 1 | | 55% | 60% |

## 4th Grade Mathematics

| % of **Items** Needed to Meet State Performance Standard | | % of **Students** Passing State Assessment TARGET: 60% | Goal TARGET: 60% |
|---|---|---|---|
| | | 2024 | 2025 |
| Approaches | 17% | 73% | 90% |
| Meets | 18% | 42% | 60% |
| Masters | 17% | 13% | 30% |
| Domain 1 | | 42% | 60% |

## 5th Grade Mathematics

| % of **Items** Needed to Meet State Performance Standard | | % of **Students** Passing State Assessment TARGET: 60% | Goal TARGET: 60% |
|---|---|---|---|
| | | 2024 | 2025 |
| Approaches | 0% | 90% | 90% |
| Meets | -11% | 71% | 60% |
| Masters | -1% | 31% | 30% |
| Domain 1 | | 71% | 60% |

## 5th Grade Science

| % of **Items** Needed to Meet State Performance Standard | | % of **Students** Passing State Assessment TARGET: 60% | Goal TARGET: 60% |
| --- | --- | --- | --- |
| | | **2024** | **2025** |
| Approaches | 16% | 74% | 90% |
| Meets | 20% | 40% | 60% |
| Masters | 18% | 12% | 30% |
| Domain 1 | | 42% | 60% |

## Goal Area 1 – Student Achievement

- **Focus Area 1- Student Achievement, CCMR, Graduation Rate**
- **Focus Area 2- School Progress, Academic Growth, Relative Performance**
- **Focus Area 5- Technology**
- **Focus Area 6- Increase Learning Time Goal Area 1 : Student Achievement**
  - Reading, Language Arts and Literacy
  - Mathematics
  - Accountability standard or domain
  - College, Career and Military Readiness
  - Instructional Technology (see appendix)
    - Dropout Prevention / Graduation Rate Improvement (MS, HS)
    - Sixth Grade Transition
    - Ninth Grade Promotion (HS)
    - Advanced Course / Dual Credit Enrollment (HS)
    - AP Exams Participation and Performance (HS)
    - PSAT/SAT/ACT Participation and Scores (MS, HS)
    - College Readiness (ES, MS, HS)
    - Synchronous & Asynchronous (see appendix)
    - Technology Educator Training and Support (see appendix)

## Goal Area 2: Closing the Gaps

- Special Education Program
- Gifted & Talented Program
- Migrant
- Dyslexia
- English Learners
  - STAAR/EOC Performance/ Participation
  - TELPAS-Listening, Speaking, Reading and Writing and Composite Scores
  - Special Education Placement in Instructional Setting 40/41
  - Student Groups
    - All Students
    - African American
    - Hispanic
    - White
    - Asian
    - Special Education (Current)
    - Economically Disadvantaged
    - English Learner (Current and M4)
    - Continuously Enrolled
    - Non continuously Enrolled

## Goal Area 3: Improve Culture and Climate

- Attendance
- Bullying Prevention
- Child Abuse & Sexual Abuse Prevention
- Dating Violence Awareness
- Drug, Tobacco, Alcohol Prevention
- Suicide Prevention
- Discipline Management – Safe Environments
  - DAEP Referrals
  - Special Education In-school Suspension
  - Special Education Out-of-School Suspension
  - Parent and Community Involvement
  - Social Emotional Learning (SEL)/Mental Health

## Goal Area 4 – Increase Staff Quality, Recruitment and Retention

- Focus Area 6- Increase Learning Time
- Focus Area 8- Staff Quality, Recruitment and Retention
- Professional Development Trainings
- Number of Hours of Instructional Coaching and Support
- Teacher Mentors
- Number of Teachers: Developing, Proficient, Accomplished, Distinguished
- Process for Effective Staff Interviews
- Screening of Staff
- Teacher Feedback & Coaching
- New Teacher Support
- Multiple site job postings
- Stipends for hard to staff positions

| 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 6 percentage points by June 2025. |
| Objective 1: | The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 54% to 60% 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. | Executive Officers<br>Content Coordinators<br>Principal (Mrs. A. Smith)<br>AP (Mrs. L. Torres)<br>Homeroom teachers | TEKS resources<br>Curriculum Templates<br>Curriculum Calendar<br>State and local student data | August 2024- May 2025 | Curriculum documents<br>Lesson plans<br>Collaborative Learning Leader [CLL] agendas<br>Walkthrough documents | Student Achievement gains on the STAAR<br>Teacher retention<br>TELPAS<br>Results Driven Accountability Report | Formative assessments<br>CBAs<br>Benchmarks [BMs]<br>STAAR<br>TELPAS<br>Results Driven Accountability<br>Student Growth Measures [SGMs] Pre/Post Test<br>Beginning Of Year Assessments | Title I<br>Title II<br>Title III<br>Special Ed. & Bilingual Funds<br>Migrant Funds |

**Action Steps**

1) Writing instruction will be provided for all students in grades PK – 5th grade.

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, iready, MyOn, Newsela, Accelerated Reader, Learning.com, and MackinVia.

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs (virtual and in-person). | Principal (Mrs. A. Smith)<br>AP (Mrs. L. Torres)<br>CLL<br>Content Coordinators | Walkthrough Portal<br>Pacing Guides<br>Teacher Reminders<br>Schedules | August 2024- May 2025 | Walk-through documentation | BM1 and BM2 scores show increases in student achievement and student performance growth<br><br>Teacher implementation of feedback | Formative assessments<br>TRPI/Tejas Lee<br>Circle<br>DRA<br>CBAs and Benchmarks<br>STAAR/TELPAS<br>STAR test from AR | Title I , II, III, IV<br>State Bilingual Funds<br>State Comp. |

**Action Steps**

1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.

2) Ensure appropriate pacing of the curriculum based on the timelines.

3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs. | Principal (Mrs. A. Smith)<br>AP (Mrs. L. Torres)<br>CLL<br>TXCEE support staff | Training Material<br>iReady<br>District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons<br>State and Local Data<br>Forde Ferrier WB<br>Mentoring Minds WB<br>STAAR Master WB<br>Leveled Readers<br>Trade books | August 2024- May 2025 | Agendas and sign-in sheets<br>Collaborative Learning Communities Meetings | BM1 and BM2 scores show increases in student achievement and student performance growth<br>Increase performance of students at Meets & Master performance level on STAAR/EOC | Formative assessments<br>TRPI/Tejas Lee<br>Circle<br>CBAs and Benchmarks<br>STAAR<br>TELPAS | Title I , II, III, IV<br>State Bilingual Funds<br>State Comp. |

**6Action 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.

| | Student Achievement |
|---|---|
| : | The percent of students who perform at meets grade level or above on STAAR Reading will increase by 6 percentage points by June 2025 |
| | The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 54% to 60% 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 |
|---|---|---|---|---|---|---|---|
| ...ar will be created to provide campus-wide ...ssessments and progress monitoring | Assessment Director Executive Officers Content Coordinators Principal (Mrs. A. Smith) AP (Mrs. L. Torres) CLL Grade Level Leaders | Assessment calendar Instructional timelines Assessed curriculum Campus based progress monitoring | Sep. 2024 – Aug. 2025 | Completed testing calendars and timelines Agendas and sign in sheets Completed assessment progress monitoring recording sheets | Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress on Monitoring sheets | Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year | Title I, II, III Special Education & Bilingual Funds, Migrant Funds |

**Action Steps**

...s and district Benchmarks will be administered campus-wide to monitor student progress in the curriculum.

...AC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.

...AC TAG/stem questions 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 |
|---|---|---|---|---|---|---|---|
| ...erformance Review sessions will be held ...level within 48 hours following the district ...enchmark. | Principal Campus Leadership Grade level Team CLL | STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings | Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 | Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data | 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 Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE | Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds |

**Action Steps**

...nitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).

...ach CBA or Benchmark, the campus admin team will analyze grade 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.

...cademic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.

...ll 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 assessment.

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| ...w Sessions will be held to review CBA and ...ta with grade level leaders identify areas ...rder to plan next steps. | Principal (Mrs. A. Smith) AP (Mrs. L. Torres) CLL Grade Level Leader | District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material Teachers Pay Teachers | Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 | Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar | CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels | Formative assessments CBAs and Benchmarks Progress Monitoring STAAR TELPAS | Title I, II, III, IV State Bilingual Funds State Comp. |

**Action Steps**

...ll be provided support in the implementation of writing across all subjects.

...hnology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.

...w for reading lesson planning during CLCs in order to create interconnection of subjects.

...e teachers will receive extra time to work collaboratively and align TEKS to student groups.

| 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 6 percentage points by June 2025 |
| Objective 3: | The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 54% to 60% 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 |
|---|---|---|---|---|---|---|---|
| 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<br>Assistant principals<br>Campus leadership team<br>CLL<br>Department chairs<br>Campus teachers | Lead4ward<br>Region 1<br>DMAC<br>State and federal accountability reports<br>Assessment Conference | August. 2024<br>April 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints | Student achievement gains<br>Closing achievement gaps<br>Increase in the percent of students at the Meets and Masters levels on STAAR<br>Increase in student progress | Formative assessments<br>CBAs<br>Progress Monitoring<br>Benchmarks<br>STAAR<br>TELPAS | Title I<br>Title II<br>Title III<br>Title IV |

| Action Steps |
|---|
| 1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC. |
| 2) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs. |
| 3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers 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 data analysis and fluency | Principals<br>Assistant principals<br>Campus leadership team<br>CLL<br>Department chairs<br>Campus teachers | Lead4ward<br>Region 1<br>DMAC<br>State and federal accountability reports | Aug. 2024 -<br>May 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints | Student achievement gains<br>Closing achievement gaps<br>Increase in the percent of students at the Meets and Masters levels on STAAR<br>Increase in student progress made | Formative assessments<br>CBAs<br>Benchmarks<br>STAAR<br>TELPAS<br>TPRI/Tejas LEE | Title I<br>Title II<br>Title III<br>Title IV |

| Action Steps |
|---|
| 1) Opportunities to participate in online technology professional development will be offered to address time constraint issues and fluency This will be done via Hoonuit. |
| 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 |
|---|---|---|---|---|---|---|---|
| All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught. | ELAR Coordinators<br>Instructional Coaches<br>Teachers<br>Campus Administration | Title I<br>Title II<br>Local Funds | Aug. 2024<br>March 2025 | Agenda<br>Sign-in sheets | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | CBAs<br>BMs<br>STAAR<br>TELPAS | Title I, II, III |

| Action Steps |
|---|
| 1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC & District trainings. |
| 2) Training on reading through district PD |
| 3) Training on fluency development. |

| 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 6 percentage points by June 2025. |
| Objective 1: | The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% 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. | Content Coordinators Content teachers Principal (Mrs. A. Smith) AP | TEKS resources Curriculum Templates Curriculum Calendar State and local student data Forde Ferrier WB Mentoring Minds WB STAAR Master WB Eureka Google Slides Teachers Pay teachers | 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, Eureka, Eureka Math and Imagine Math

3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-week

| 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 (in-person). | Principals Assistant principals Executive Officers Coordinators Strategists | Principals Assistant principals Executive Officers Coordinators Strategists Walkthrough portal Technology | 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 Progress Monitoring | 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 Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for teachers and paraprofessionals.

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Ongoing support for the implementation of the mathematics curriculum through CLCs. | Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists Principal (Mrs. A. Smith) AP (Mrs. L. Torres) | Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Manipulatives Visuals Calculating devices Google Slides Eureka | Sep. 2024- Aug. 2025 | Agendas and sign-in sheets Collaborative Learning Communities Meetings Math Journals CIF Strategies | BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR | Formative assessments CBAs and Benchmarks STAAR | Title I , II, III, IV State Bilingual Funds State Comp. |

**Action Steps**

1) Teachers will be provided support in the implementation of writing across all subjects including math.

2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons.

| 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 6 percentage points by June 2025 |
| Objective 3: | The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 54% to 60% 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 |
|---|---|---|---|---|---|---|---|
| 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 CLL Department chairs Campus teachers | Lead4ward Region 1 DMAC State and federal accountability reports Assessment Conference | August. 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 Increase in student progress | Formative assessments CBAs Progress Monitoring 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) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs. |
| 3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers 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 data analysis and fluency | Principals Assistant principals Campus leadership team CLL 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 Increase in student progress made | Formative assessments CBAs Benchmarks STAAR TELPAS TPRI/Tejas LEE | 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 and fluency This will be done via Hoonuit. |
| 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 |
|---|---|---|---|---|---|---|---|
| All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught. | ELAR Coordinators Instructional Coaches 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 reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC & District trainings. |
| 2) Training on reading through district PD |
| 3) Training on fluency development. |

| 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 6 percentage points by June 2025. |
| Objective 1: | The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% 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. | Content Coordinators Content teachers Principal (Mrs. A. Smith) AP | TEKS resources Curriculum Templates Curriculum Calendar State and local student data Forde Ferrier WB Mentoring Minds WB STAAR Master WB Eureka Google Slides Teachers Pay teachers | 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, Eureka, Eureka Math and Imagine Math |
| 3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-week |

| 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 (in-person). | Principals Assistant principals Executive Officers Coordinators Strategists | Principals Assistant principals Executive Officers Coordinators Strategists Walkthrough portal Technology | 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 Progress Monitoring | 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 Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for teachers and paraprofessionals. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Ongoing support for the implementation of the mathematics curriculum through CLCs. | Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists Principal (Mrs. A. Smith) AP (Mrs. L. Torres) | Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Manipulatives Visuals Calculating devices Google Slides Eureka | Sep. 2024- Aug. 2025 | Agendas and sign-in sheets Collaborative Learning Communities Meetings Math Journals CIF Strategies | BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR | Formative assessments CBAs and Benchmarks STAAR | Title I , II, III, IV State Bilingual Funds State Comp. |

| Action Steps |
|---|
| 1) Teachers will be provided support in the implementation of writing across all subjects including math. |
| 2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons. |

| 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 6 percentage points by June 2025. |
| Objective 2: | The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% 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 |
|---|---|---|---|---|---|---|---|
| Testing calendar will be created to provide district-wide alignment of assessments. | Assessment Director Executive Officers Content Coordinators Principal (Mrs. A. Smith) AP | Assessment calendar Instructional timelines Assessed curriculum YAG Teacher Created Calendars | Sep. 2024 – Aug. 2025 | Completed testing calendars and timelines Agendas and sign in sheets Progress Monitoring 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 Growth Measures [SGM] 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/stem questions 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 |
|---|---|---|---|---|---|---|---|
| Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark. | Principal Campus Leadership Team CLL | STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Substitutes | Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 | Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data | 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 SW/Eureka benchmarks | Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds |

| Action Steps |
|---|
| 1) Closely monitor and intervene when students are not performing on grade level. |
| 2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods. |
| 3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions. |
| 4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order to plan next steps. | Executive Officers Program Directors Coordinators Curriculum writers for all levels | District and Campus Benchmark Data Reports Plan for Interventions Forde Ferrier WB Mentoring Minds WB STAAR Master WB Incentives | 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 | 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. |

| 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 6 percentage points by June 2025. |
| **Objective 3:** | The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 54% to 60% 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 |
|---|---|---|---|---|---|---|---|
| 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<br>Assistant principals<br>Collaborative Learning Leader<br>Department chairs<br>Campus teachers<br>New Teacher Support Staff | Lead4ward<br>Region 1<br>DMAC<br>state and federal accountability reports | Oct. 2024 - April 2024 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints | Student achievement gains<br>Closing achievement gaps<br>Increase in the percent of students at the Meets and Masters levels on STAAR<br>Increase in student progress made | Formative assessments<br>CBAs<br>Benchmarks<br>STAAR | Title I<br>Title II<br>Title III<br>Title IV<br>State Textbook Allotment |

### Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.

2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the campus.

3) Spiral Reviews (from Assessed Curriculum) will be created by grade level leaders and be provided to teachers based on areas of concern.

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis. | Principals<br>Assistant principals<br>CLL<br>Department chairs<br>Campus teachers<br>New Teacher Support Staff | Lead4ward<br>Region 1<br>DMAC<br>state and federal accountability reports<br>CIT<br>Nearpod | Aug. 2024 – May 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints | Student achievement gains<br>Closing achievement gaps<br>Increase in the percent of students at the Meets and Masters levels on STAAR<br>Increase in student progress made | Formative assessments<br>CBAs<br>Benchmarks<br>STAAR | Title I<br>Title II<br>Title III<br>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.

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught. | District ELAR Coordinators<br>Instructional Coaches<br>Teachers<br>Campus Administration | Title I<br>Title II<br>Local Funds | Aug. 2024 - March 2025 | Agenda<br>Sign-in sheets | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR | CBAs<br>BMs<br>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 by Eureka/Eureka Math.

2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.

| Goal Area 1: | Student Achievement |
|---|---|
| Annual Goal 3: | The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by twenty percentage points by June 2025. |
| Objective 1: | The percent of students performing at meets grade level or above on STAAR Science 3-5 will increase from 39% to 50% 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 in-person learning for Science based on need's assessment using data and trends will be executed. | Executive Officers<br>Content Coordinators<br>Principal (Mrs. A. Smith)<br><br>AP (Mrs. L. Torres)<br>Homeroom teachers | TEKS resources<br>Curriculum Templates<br>Curriculum Calendar<br>State and local student data<br>Summit K-12<br>Rubric<br>Tutoring<br>Wal-Mart Supplies | -Sept. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Dec. 2024<br>-Jan. 2025<br>-Feb. 2025<br>-March 2025<br>-April 2025<br>-May 2025<br>-June 2025<br>-July 2025<br>-Aug. 2025 | Curriculum documents<br>Lesson plans<br>Collaborative Learning Leader [CLL] agendas<br>Walkthrough documents | Student Achievement gains on the STAAR<br>Teacher retention<br>TELPAS<br>Results Driven Accountability Report | Formative assessments<br>CBAs<br>Benchmarks [BMs]<br>STAAR<br>TELPAS<br>Results Driven Accountability<br>Student Growth<br>Measures [SGM] Pre/Post Test | Title I<br>Title II<br>Title III<br>Special Ed. & Bilingual Funds<br>Migrant Funds |

| Action Steps |
|---|
| 1) Depth of Knowledge (DOK) questions will be updated for science during curriculum development sessions |
| 2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, iready, MyOn, Newsela, Accelerated Reader, Learning Ally, and MackinVia. |

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs. | Principal (Mrs. A. Smith)<br>AP (Mrs. L. Torres)<br>CLL<br><br>Content Coordinators | Walkthrough Portal<br>Pacing Guides<br>Teacher Reminders<br>Schedules<br>Rubrics | -Sept. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Dec. 2024<br>-Jan. 2025<br>-Feb. 2025<br>-March 2025<br>-April 2025<br>-May 2025<br>-June 2025<br>-July 2025<br>-Aug. 2025 | Walk-through documentation | BM1 and BM2 scores show increases in student achievement and student performance growth<br><br>Teacher implementation of feedback | Formative assessments<br>CBAs and Benchmarks<br>STAAR | Title I , II, III, IV<br>State Bilingual Funds<br>State Comp. |

| Action Steps |
|---|
| 1) Observe and provide feedback to teachers on effective and rigorous instructional science strategies. |
| 2) Ensure appropriate pacing of the curriculum based on the timelines. |
| 3) Team Walks, with Principal and AP 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/integration of the Science curriculum through CLCs. | Content Coordinator<br>Principal (Mrs. A. Smith)<br><br>AP (Mrs. L. Torres)<br>CLL<br>TXCEE support staff | Training Material<br>Training Agenda<br>District Curriculum, Pacing guide, Year- at- a- Glance,<br>Weekly Lessons<br>State and Local Data<br>Forde Ferrier WB<br>Mentoring Minds WB<br>Primary Journals | -Sept. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Dec. 2024<br>-Jan. 2025<br>-Feb. 2025<br>-March 2025<br>-April 2025<br>-May 2025 | Agendas and sign-in sheets<br>Collaborative Learning Communities Meetings | BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC | Formative assessments<br>CBAs and Benchmarks<br>STAAR | Title I , II, III, IV<br>State Bilingual Funds<br>State Comp. |

| Goal Area 1: | Student Achievement |
|---|---|
| Annual Goal 3: | The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by 6 percentage points by June 2025 |
| Objective 2: | The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 52% to 58% 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 campus-wide alignment of assessments and progress monitoring | Assessment Director Executive Officers Content Coordinators Principal (Mrs. A. Smith)<br><br>AP (Mrs. L. Torres) CLL Grade Level Leaders | Assessment calendar Instructional timelines Assessed curriculum Campus based progress monitoring | Sep. 2024– Aug. 2025 | Completed testing calendars and timelines Agendas and sign in sheets Completed assessment progress monitoring recording sheets | Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress on Monitoring sheets | Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Growth Measures [SGM] Pre/Post Test | Title I, II, III Special Education & Bilingual Funds, Migrant Funds |

| Action Steps |
|---|
| 1) Aligned CBAs and district Benchmarks will be administered campus-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/stem questions 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 |
|---|---|---|---|---|---|---|---|
| Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark. | Principal Campus Leadership Grade level Team Science Lab Teacher | STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings | Oct. 2024 Nov. 2024 Jan. 2025 Feb. 2025 Mar. 2025 | Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data | 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 Progress Monitoring STAAR 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 admin team will analyze grade 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 assessment. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders identify areas of concern in order to plan next steps. | Principal (Mrs. A. Smith)<br><br>AP (Mrs. L. Torres) CLL Grade Level Leader Science Lab Teacher | District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material Kamico Primary Journals | Oct. 2024 Nov. 2024 Jan. 2024 Feb. 2024 Mar. 2024 | Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar | CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels | Formative assessments CBAs and Benchmarks Progress Monitoring STAAR 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 Science and Writing curriculum in order to enhance the virtual learning lessons. |
| 3) CLLs will allow for Science and Writing lesson planning during CLCs in order to create interconnection of subjects. |
| 4) PK-5th Grade teachers will receive extra time to work collaboratively and align TEKS to student groups. |

| Goal Area 1: | Student Achievement |
|---|---|
| **Annual Goal 3:** | The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by 6 percentage points by June 2025. |
| **Objective 3:** | The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 54% to 60% through data-driven instruction |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system. | Principals Assistant principals Collaborative Learning Leader Department chairs Campus teachers | Lead4ward Region 1 DMAC State and federal accountability reports Assessment Conference | Oct. 2024 - April 2024 | Agenda Sign-in sheets Data reports PowerPoints | Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress | Formative assessments CBAs Progress Monitoring 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) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs. |
| 3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers based on areas of concern. |

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis. | Principals Assistant principals Collaborative Learning Leader Department chairs Campus teachers | Lead4ward Region 1 DMAC State and federal accountability reports | Aug. 2024 - May 2024 | Agenda Sign-in sheets Data reports PowerPoints | Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student 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 Science. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught. | ELAR Coordinators Instructional Coaches Teachers Campus Administration | Title I Title II Local Funds Summit K-12 | Aug. 2024 March 2024 | Agenda Sign-in sheets | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | CBAs BMs STAAR TELPAS | Title I, II, III |

| Action Steps |
|---|
| 1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC and Summit K-12. |
| 2) Training on Science vertical alignment by Science Lab teacher |
| 3) Training on Reading vertical alignment by team leader. |

| Goal Area 1: | Student Achievement |
|---|---|
| Annual Goal 3: | The percent of students who perform at meets grade level or above on STAAR all grades all subjects will increase by 6 percentage points by June 2025. |
| Objective 3: | The percent of students performing at meets grade level or above on STAAR all subjects 3-5 will increase from 54% to 60% through data-driven instruction |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Students will be provided with experiences that allow them to make connections through real world experiences and project-based learning. | Principals<br>Assistant principals<br>Collaborative Learning Leader<br>Department chairs<br>Campus teachers | Project Materials<br>Field trips<br>State and federal accountability reports<br>Assessment data | Oct. 2024 - April 2025 | Sign-in sheets<br>Data reports<br>PowerPoints<br>Curriculum based projects embedded.<br>Field trips | Student achievement gains<br>Closing achievement gaps<br>Increase in the percent of students at the Meets and Masters levels on STAAR<br>Increase in student progress | Formative assessments<br>CBAs<br>Progress Monitoring<br>Benchmarks<br>STAAR<br>TELPAS | Title I<br>Title II<br>Title III<br>Title IV |

### Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.

2) Discuss effective reading strategies by high scoring teachers for other teachers across the campus during CLCs.

3) Progress Monitoring (from Assessed Curriculum) will be created by Grade Lever leaders and be provided to teachers based on areas of concern.

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis. | Principals<br>Assistant principals<br>Collaborative Learning Leader<br>Department chairs<br>Campus teachers | Lead4ward<br>Region 1<br>DMAC<br>State and federal accountability reports | Aug. 2024 - May 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints | Student achievement gains<br>Closing achievement gaps<br>Increase in the percent of students at the Meets and Masters levels on STAAR<br>Increase in student progress made | Formative assessments<br>CBAs<br>Benchmarks<br>STAAR<br>TELPAS | Title I<br>Title II<br>Title III<br>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 Science.

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught. | ELAR Coordinators<br>Instructional Coaches<br>Teachers<br>Campus Administration<br>CLL | Title I<br>Title II<br>Local Funds<br>Summit K-12 | Aug. 2024 March 2025 | Agenda<br>Sign-in sheets | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | CBAs<br>BMs<br>STAAR<br>TELPAS | Title I, II, III |

### Action Steps
1) Training on reading development skills (state reading academies) will be conducted for K-5th grade teachers by Region One ESC and Summit K-12.

2) Training on Science vertical alignment by Science Lab teacher

3) Training on Reading vertical alignment by team leader.

| Goal Area 2: | Closing the Achievement 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 to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2025. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| *Collect and assess data to monitor student progress weekly and drive interventions | *Principal<br>*Assistant Principal<br>*CLL<br>*Teachers | *District Curriculum<br>*iready Reading<br>*Iready Math<br>*Success Maker<br>*STAAR Release Assessments (BM I & II)<br>*Interim Assessments<br>*AR | *Aug. 2024<br>*Sep 2024<br>*Oct. 2024<br>*Nov. 2024<br>*Dec 2024<br>*Jan. 2025<br>*March 2025<br>*April 2025<br>*June 2025<br>*July 2025<br>*August 2025 | *DMAC data reports<br>* Cambium Reports<br>*Campus Performance Reviews (CPR)<br>*Progress Monitoring Reports<br>*Walk-through feedback<br>*LPAC notes<br>*Lesson Plans<br>*Language Acquisition Monitoring Application | *Closing the achievement gap among student groups<br>*Increase academic performance of all student groups in all BM<br>*STAAR Math (3rd-5th)<br>*STAAR Reading (3rd-5th)<br>*STAAR Science (5th) | *Weekly Assessments<br>*CBA I<br>*BM I & II<br>*STAAR<br>*TELPAS<br>*TX KEA<br>*Circle | *Comprehensive Needs Assessment<br>*Reform Strategies- a,b,c<br>*Teacher Decision Making Regarding Assessments-a,b,c<br>*Effective & Timely -Assistance to students experiencing difficulty- a,b,c<br>*Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

**Action Steps**

1) Use ongoing district and campus created  formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

2) Student groups' data will be disaggregated at the campus levels (CPR)  to determine student progress and increase performance at the Meets level and above

3) Use assessment data to drive intervention plans and build intervention time into the day

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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| *Use formative assessment results to establish priorities for weekly progress monitoring | *Principal<br>*Assistant Principal<br>* CLL<br>*Teachers | *District Curriculum<br>*Iready Reading<br>*STAAR Release Assessments (BM I & II)<br>*ireadyMath          *<br>myON | *Aug. 2024<br>*Oct. 2024<br>*Nov. 2024<br>*Jan. 2025<br>*March 2025<br>*April 2025<br>*June 2025 | *Student Progress Profiles<br>*DMAC Reports<br>*Campus Data Reports<br>*Campus Performance Reviews (CPR)<br>*Weekly assessments<br>*Walkthroughs<br> *CLCs | *Student achievement gains<br>*Closing achievement gaps<br>*Increase in the percent of students at the Meets and Masters levels on STAAR | *Formative assessments<br>*CBAs<br>*Benchmarks<br>*STAAR<br>*TELPAS<br>*TPRI/TEJAS LEE<br>*Interim Assessments | *Title I , II,III<br>*State Compensatory Funds<br>*Migrant Funds<br>*State Bilingual Funds<br>*Local Funds |

**Action Steps**

1) Re-establish priorities based on data and identified student needs

2) Use program systems to provide efficient and effective feedback within timelines to monitor progress

3) Provide equitable resources on a timely manner to ensure student success

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| *Provide technology resources to facilitate reading development and differentiate student learning | *Principal<br>*Assistant Principal<br>* CLL<br>*Teachers<br>*CIT | *District Curriculum<br>*iready Reading<br>*STAAR Release Assessments (BM I & II)<br>*MyON<br>*iPads | *Aug. 2024<br>*Oct. 2024<br>*Nov. 2024<br>*Jan. 2025<br>*March 2025<br>*April 2025<br>*June 2025 | *DMAC data reports<br>*Campus Performance Reviews (CPR)<br>*Progress Monitoring Reports<br>*Walk-through feedback<br>*LPAC notes<br>*Lesson Plans<br>*Language Acquisition Monitoring Application | *Closing the achievement gap among student groups<br>*Increase academic performance of all student groups in all BM,<br>*STAAR | *Formative assessments<br>*CBAs<br>*Benchmarks<br>*STAAR<br>*TELPAS<br>*TPRI/TEJAS LEE<br> *Interim Assessments | *Comprehensive Needs Assessment<br>*Reform Strategies- a,b,c<br>*Teacher Decision Making Regarding Assessments-a,b,c<br>*Effective & Timely -Assistance to students experiencing difficulty- a,b,c<br>*Integration of Fed., State, & Local Services, Programs and Funds- |

| Goal Area 2: | Closing the Achievement 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 providing high-quality, research-based instruction throughout the 2024-2025 school year. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Ensure effective delivery of instruction remains the key focus for student groups. | -Principal<br>-Assistant Principal<br>-Campus Leadership Team<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Imagine Math<br>-STAAR Release<br>-Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among Emergent Bilingual and the all student group | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-Interim Assessments<br>-STAAR<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1) Implement instructional programs with fidelity (e.g., iready, Imagine Math, Edusmart, Summit K-12, Grad. Point, Star/AR, and MyOn) |
| 2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs. |
| 3) Address various learning styles with clear and focused instruction |

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| -Use professional development time to address instructional needs of teachers as revealed by data | -Principal<br>-Assistant Principal<br>-Campus Leadership Team<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-STAAR Release<br>-Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -Teacher survey results, program reports, End of Six Weeks Survey Results | -Increase academic performance of English Learners on all BM and STAAR assessments | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR/EOC<br>-TELPAS<br>-Interim Assessments | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time. |
| 2) Allocate professional development time to coach and grow teacher efficacy |
| 3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Use information from walkthrough observations to collect data trends about systemic instructional needs | -Executive Officers<br>-Principal<br>-Assistant Principal<br>-Mentor Teachers<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-STAAR Release<br>Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-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<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS<br>-Interim Assessements | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1) Conduct instructional rounds to highlight research based instructional practices with proven student success |
| 2) Use multiple data points collected through observations to coach and provide specific feedback to teachers to improve instruction |

| Goal Area 2: | Closing the Achievement 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| -Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics. | -District Departments (DL, SpEd, Migrant, 504/RTI)<br>-District Strategists<br>-Principal<br>-Assistant Principal<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II) | Aug. 2024<br>Sept.2024<br>Oct. 2024<br>Nov.2024<br>Dec. 2024<br>Jan.2025<br>Feb. 2025<br>March 2025<br>April 2025<br>June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br> Application | -Closing the achievement gap among student groups<br>-Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR tested subjects<br>- An increase on our STAAR | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Comprehensive Needs Assessment- a,bc,<br>-Reform Strategies- a, b, c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
| --- |
| 1)Use ongoing district and campus created 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | 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. | -Principal<br>-Assistant Principal<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-iready Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR/EOC<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
| --- |
| 1) Students assist in placing their 2024 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| -Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents) | -Principal<br>-Assistant Principal<br>-Counselor<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR/EOC<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

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

| Goal Area 2: | Closing the Achievement 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 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| -Ensure specialized departments and personnel support the academic needs of the different student groups | -LPAC<br>-Diagnostician<br>-Sped Teachers<br>-Special Departments (DL, SpEd, Migrant, 504/RTI)<br>-Principal<br>-Assistant Principal<br>-Campus Leadership Team<br>-Teachers | District Curriculum, iready Reading, Iready Math STAAR Release Assessments | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | MAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among Special Education students and the all-student group | -Weekly and End of Unit Assessments<br>– Interim Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1)Determine teacher capacity and provide targeted professional development |
| 2)Ensure teachers are trained and utilize research-based effective instruction to meet student needs |
| 3)Ensure that student groups (i. e., Special Education & English Learners) are monitors and are on track to graduate |
| 4)Monitor that all student groups from grades PK3-5th are on grade level or showing growth |

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| -Provide professional development for teachers and teacher assistants assigned to determine the best way to provide on-grade level instruction for special education students throughout the district | -District Directors (DL, SpEd, Migrant, 504/RTI)<br>-Title I Coordinator<br>-Content Coordinators<br>-Principals and Assist. Principals | -District Curriculum<br>-iready Reading -Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-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<br>-CBA I<br>-BM I & II<br>-Interim Assessments<br>-STAAR/EOC<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1) Ensure special education teachers are involved in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum) |
| 2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress |
| 3) Ensure a core content teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements. |
| 4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| -Ensure there is professional development, alignment of services, instruction, and resources for English Learners | -LPAC<br>-Diagnostician<br>-Sped Teachers<br>-Special Departments (DL, SpEd, Migrant, 504/RTI)<br>-Principal<br>-Assistant Principal<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-ARD notes<br>-Virtual and In-class walk-throughs | -Closing the achievement gap among special education students and all student group<br>-Increase academic performance of special education students in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-Interim Assessments<br>-STAAR/EOC<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1) Provide training in language acquisition strategies for all teachers |
| 2) Ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources |
| 3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population |

| Goal Area 2: | Closing the Achievement 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The progress of special education students will be monitored, and appropriate academic interventions will be provided. | -Diagnostician<br>-LPAC<br>-Language Coaches<br>-Sped Teachers<br>-Special Departments<br>(DL, SpEd, Migrant, 504/RTI)<br>-Principal<br>-Assistant Principal<br>-Teachers | DMAC Program<br>iready Reading<br>Success Maker<br>Iready Math<br>Benchmarks<br>IEP Goal Progress | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | Campus Administrator Walk-throughs<br>Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists<br>LPAC notes<br>Lesson Plans | -Academic progress in Reading and Math | Weekly Assessments<br>CBAs<br>BMs<br>STAAR/EOC<br>TELPAS<br>Lexia Core (BOY, MOY, EOY)<br>Unique monthly assessments | Special Ed 162, 224, 225 and 429.<br>Title I provides Instructional Aides to support students in mainstream settings |

| Action Steps |
| --- |
| 1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports. |
| 2)Provide specialized materials and supplies as per students' IEP. |
| 3)Provide specialized equipment and assistive technology as per students' IEP. |

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Special education personnel will support the academic needs of students with disabilities. | Director of Special Education<br>Special Education Coordinators<br>Special Education Assessment Staff<br>Related Service Providers<br>Principal<br>Assistant Principal<br>SpEd Teachers (Special Education Instructional Staff) | Special education data management system<br>Eschool Plus/COGNOS<br>DMAC | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | Campus Administrator Walk-throughs<br>Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists<br>Special education teacher service schedules<br>Student daily service logs<br>Completed student IEP progress reports | -Academic progress in Reading and Math | Weekly Assessments<br>CBAs<br>BMs<br>STAAR<br>STAAR ALT<br>TELPAS<br>TELPAS ALT | Special Ed 162, 224, 225 and 429.<br>Title I provide Instructional Aides to support students in mainstream settings |

| Action Steps |
| --- |
| 1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students. |
| 2)Provide consultation to campus staff and parents to ensure student needs are met. |
| 3)Provide specialized materials and supplies as per students' IEP. |
| 4)Provide specialized equipment and assistive technology as per students' IEP. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| -Collect and assess data to monitor student progress and drive interventions | -Diagnostician<br>-LPAC<br>-SpEd Teachers<br>-Special Departments (DL, SpEd, Migrant, 504/RTI)<br>-Principal<br>-Assistant Principal<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
| --- |
| 1)Use ongoing district built and campus 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 campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above |
| 3)Use assessment data to drive intervention plans and build intervention time into the day for every grade level |

| Strategy 4 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students. | -Diagnostician<br>-LPAC<br>-SpEd Teachers<br>-Special Departments (DL, SpEd, Migrant, 504/RTI)<br>-Principal<br>-Assistant Principal<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR/EOC<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Goal Area 2: | Closing the Achievement 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 Emergent Bilingual will demonstrate a 3% increase of academic progress in the areas of Reading and Mathematics by June 2025. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| 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/strategists/coaches). | -Dual Language Strategists/Coaches<br>-Instructional Coaches<br>-Principal<br>-Assistant Principal<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II) | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM and STAAR tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS<br>-Interim Assessments | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1)Use ongoing district and campus created 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 campus levels (CPR) to determine student progress and develop goals and plans to increasing performance to 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Provide specialized professional development that addresses the ELPS for Reading and Mathematics. | Dual Language Strategists/Coaches<br>-Instructional Coaches<br>-Principal<br>-Assistant Principal<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-iready Math<br>-STAAR Release Assessments (BM I & II)<br>-MyOn<br>-Accelerated Reader<br>-summit k12 | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS<br>-Interim Assessments | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
|---|
| 1)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching |
| 2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs |
| 3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| -Differentiate instruction for English Learners based on their individual academic growth needs. | Dual Language Strategists/Coaches<br>-Instructional Coaches<br>-Principal<br>-Assistant Principal<br>-CLL<br>-Teachers | -District Curriculum<br>-iready Reading<br>-Iready Math<br>-STAAR Release Assessments (BM I & II)<br>-MyOn<br>-Accelerated Reader<br>- Summit k12 | -Aug. 2024<br>-Oct. 2024<br>-Nov. 2024<br>-Jan. 2025<br>-March 2025<br>-April 2025<br>-June 2025 | -District Review Sessions (DRS)<br>-DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Language Acquisition Monitoring Application | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, Interim Assessments and STAAR tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-Interim Assessments<br>-STAAR<br>-TELPAS | -Comprehensive Needs Assessment- a,b,c,<br>-Reform Strategies- a,b,c<br>-Teacher Decision Making Regarding Assessments-a,b,c<br>-Effective & Timely -Assistance to students experiencing difficulty-a,b,c<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

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

| Goal Area 2: | Closing the Achievement Gaps |
|---|---|
| Annual Goal 3: | Emergent Bilingual will advance by at least one level of TELPAS composite rating from June 2024 to June 2025. |
| Objective 1: | By June 2025, the campus will effectively implement the adopted dual language programs in PK to 5th grade. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | 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. | Dual Language Director Dual Language Coordinator & Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers | DLTI Region One Chapter89 ELPS/SLPS/TEKS Summit K-12 | August 2024 - June 2025 | Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs | Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS | STAAR TELPAS CBA's Benchmarks Biliteracy Checks Interim Assessments | -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 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | 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. | Executive Officers for Elementary Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach | DLTI RegionOne Chapter89 ELPS/SLPS/TEKS Summit K-12 | August 2024-May 2025 | Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs | Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS | STAAR TELPAS CBA's Benchmarks Biliteracy Checks | -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 have multiple trainings/meetings with all DL contents teachers and administrators throughout the school year. |
| Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Conduct parent trainings/meetings on the program model implemented at the elementary campus. | Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Parental Engagement Director Parent Educators Principal Teachers | Elementary DL Models PowerPoints Chapter89 Grading Policy | September 2024- May 2025 | Flyers, Agendas, Sign-In Sheets, Meeting Recordings | Increase in student achievement Closing achievement Gaps Increase in parental involvement | STAAR TELPAS CBA's Benchmarks Biliteracy Checks | 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 |

| |
|---|
| Dual Language depaetment collaborates with Parental Engagement Director, parent educators and campus administrator to set meeting dates. |
| Create flyers that campus PR will posts on Social Media |
| Collaborate with campus Parent Educators to make contact with parents. |

| Goal Area 2: | Closing the Achievement Gaps |
|---|---|
| Annual Goal 3: | Emergent Bilingual will advance by at least one level on the TELPAS composite rating from June 2024 to June 2025. |
| Objective 2: | By June 2025, staff servicing Emergent Bilingual will be proficient in all dual language support systems. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Specialized personnel will facilitate professional development on the English Language Proficiency Standards. | -District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists Bilingual Strategist -Content Coordinators English Language Development Coach -Principal -Assistant Principal -Teachers | -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 - CBAs - Benchmarks -Interim Assessments | -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 |

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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | 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 Assistant Principal CLL Teachers | -English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations Checklist  New Teacher Institute | Aug. 2024- June 2025 | -LEP Strategic Plans completed -EL Accommodations Checklist 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  Composite Level Progression | -TELPAS Benchmark  TELPAS Software Quizzes -TELPAS Assessment  Coaching/Mentoring Forms (plan of action) | -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)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings. |
| 2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content. |
| 3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action). |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS. | -Language Development Specialists and Strategists English Language Development Coach -Principal -Assistant Principal -CLL -Teachers | -ELPS                     -District Curriculum -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide          EL Accommodations Checklist Data Reports Region One Summit K-12 Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student TELPAS Plan | Aug. 2024- June 2025 | -LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans | -Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students          Increased progression in individual domains | -TELPAS Benchmark -TELPAS Assessment  Student Artifacts | -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 |

Team prepares training by disaggregating 2021 TELPAS data and reviewing TEA updates

| Goal Area 2: | Closing the Achievement Gaps |
| --- | --- |
| Annual Goal 3: | Emergent Bilingual 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Embed TELPAS writing practice across all content areas. | Language Development Specialists<br>Bilingual<br>Coach<br>Principal<br>Assistant Principal<br>Teachers | English Language Proficiency Standards<br>District Curriculum<br>Types of Writing<br>TELPAS Educator Guide     PLDs<br>Summit K12 | Sept. 2024 - May 2025 | Writingsamples<br>   TELPAS Writing Prompts<br>Sign-Sheets<br><br>Agendas<br>PowerPoint Presentations<br>Summit K12 | 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<br>-Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |

| Action Steps |
| --- |
| Embed TELPAS prompts across all curriculums for student to 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 | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking. | Language Development Specialists     Bilingual Strategist     English Language Development Coach<br>Principal<br>Assistant Principal<br>Teachers | -<br>ELPS                     -<br>District Curriculum<br>-PLDs<br>-TELPAS Educator Guide<br>-LEP Strategic Plan<br>-Linguistic Instructional Alignment Guide     EL Accommodations<br>Rubric Data Reports<br>Region One<br>Texas Gateway<br>Listening & Speaking Practice Sets<br>Speaking Scoring Guides<br>TELPAS<br>Tutorials     TELPAS Software Program<br>Summit K-12 | Sept. 2024 - May 2025 | Student<br>Rosters<br>Usage Reports<br>Walk-through | Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level Progression in individual Domains | TELPAS Software Program Quizzes<br>TELPAS Benchmark<br>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 |
| --- |
| Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark. |
| Schedule English Learners to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by the TEA. |
| Administer the TELPAS Reading Benchmark as scheduled in the TELPAS calendar. |

| Strategy 3 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Embed ELPS across all | Directors (Dual, SPED, | English Language | Sept. 2024 - | ELPS embedded in | Student achievement gains | Curriculum Audit TELPAS | -Effective & Timely -Assistance to |

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate |
|---|---|
| Annual Goal 1: | By June 2025, the campus's positive culture and climate will increase for teachers and staff perception of staff-student relationships. |
| Objective 1: | By June 2025, student social and emotional learning knowledge and skills will increase. |

| 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 Counselor | *Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys | August 2024 – August 2025 | *Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys | *Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement | * Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through Software/Portal | Title I:  #2, #9, #10 |

| Action Steps |
|---|
| 1) Implement Pre-K through 5th 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 *Counselor | *District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback | August 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, dance, Folklorico, choir,  UIL academic events, Enrichment Camps, guitar, etc. |
| 3) Analyze data collected from Panorama SEL skills surveys and needs assessments |

| 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 based on teachers and staff perception of staff-student relationships. |
| Objective 2: | By June 2025, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships. |

| Strategy 1 | Persons Responsible | 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 | *Assistant Superintendent for Student Services<br>*Director of Counseling & Guidance<br>*Executive Officers<br>*Principals<br>*Counselors | *PowerPoint Presentations<br><br>*Timelines<br><br>*Tools and resources to monitor its effectiveness | August. 2024 – August 2025 | *Agendas<br>*Sign in Sheets<br>*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 |

| 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 | *Assistant Superintendent for Student Services<br>*Director of Counseling & Guidance<br>*Executive Officers<br>*Principals<br>*Counselors | *Lessons on SEL interventions<br><br>*Curriculum timeline<br><br>*Tools and resources to monitor its effectiveness | Aug. 2024 – May 2025 | *Walk Through Reports<br>*Completed Teacher Surveys<br>*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 |

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate |
|---|---|
| Annual Goal 2: | By June 2024, the students' perception for their physical and psychological school safety will improve. |
| Objective 1: | By June 2024, 100% of the campus will implement safety and violence prevention protocols that will increase school safety |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Provide staff development for administrators, security, and campus police officers on safety procedures to increase school safety | *Assistant Superintendent for Student Services<br>*Director of Student Management Services<br>*Director for Security and Safety Department<br>*Chief of Police | *Training equipment<br>*Power Point Presentation<br>*Security cameras<br>*Security/Safety audits | *August 2024<br>*January 2025<br>*August 2025 | *Agendas<br>*Sign-in sheets<br>*Security/Safety audit reports<br>*School lockdown documentation | *No active threat situations<br>*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 administrators, security, and campus police officers on violence prevention procedures to increase school safety | *Assistant Superintendent for Student Services<br>*Director of Student Management Services<br>*Director for Security and Safety Department<br>*Chief of Police | *Training materials<br>*Power Point Presentation<br>*Safe2SpeakUp App<br>*Student Surveys | *August 2024<br>*January 2025<br>*August 2025 | *Agendas<br>*Sign-in sheets<br>*PEIMS Discipline Data<br>*Student Survey Data | *Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell)<br>*Students' perception of school safety has improved | *BOY, MOY, and EOY student surveys<br>*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 |
| |

| Goal Area 3: | Improve Safety, Public Support, Culture and Climate |
|---|---|
| Annual Goal 3: | By June 2024, family involvement and their interaction with their child's school will increase. |
| Objective 1: | By June 2024, 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<br>*Site Managers<br>*Parental Educators<br>*Community Engagement Recruiters<br>*District Staff<br>*South Texas College Coordinator<br>*Region One Director | *Region 16 and State Conference Parent Materials<br>*Research Based Best Practices<br>*District Policy Handbook<br>*Texas Education Agency Material<br>*ESL/GED<br>*Reading Material and Technology Programs | August 2024-August 2025 | *Meeting<br>*Invites<br>*Agendas<br>*Minutes<br>*Sign-In Sheets<br>*Power Points<br>*Photos of Meetings<br>*District Master Course Scheduler<br>*Attendance Reports | *Parent Surveys<br>*Meeting Chats<br>*Number of Parents at Meetings<br>*Course Statistics using District Dashboard | *Assessment Results<br>*Participation<br>*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<br>*Parental Director<br>*Counselor Director<br>*Administrators<br>*Parental Coordinator<br>*Parental Educators<br>*Site Managers<br>*Counselor | *District Social Media<br>*Weekly Calendar<br>*Parent Surveys<br>*Parent Questions on Chat and One on One Meetings | August 2024-August 2025 | *Sign-in Sheets<br>*Invites<br>*Agendas<br>*Minutes<br>*Brochure<br>*Power-Point<br>*Calendar Planning Dates<br>*Counselor's Café Calendar<br>*Video Recordings of Meetings | *Parent Surveys<br>*Public Relations Data<br>*Parent Feedback based on Chat and One on One Meetings<br>*Accountability Report | *State/Local Assessments (STAAR, TELPAS, etc.)<br>*Participation<br>*Performance<br>*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 |

| 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. | | | | | | |
| 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 | *Parental Director<br>*Parental Coordinator<br>*Parent Educators<br>*Site Managers<br>*Region One<br>*South Texas College<br>*Mexican Consulate<br>*District Recruiters | *District Registration Page<br>*Literacy Center Calendars<br>*Technology Designated Classrooms<br>*Community Pamphlets and Brochures | August 2024-August 2025 | *Community Service Projects<br>*Sign-In Sheets<br>*Program Data Charts<br>*Parent Created Artifacts<br>*Certificate Ceremonies<br>*Parent Feedback | *District Master Schedule Dashboard<br>*Parent Created Projects<br>*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<br>*Parental Coordinator<br>*Administrator<br>*Parental Educators<br>*Community Partners | *MOUs<br>*Parent Survey Results<br>*Program Needs Assessment | August 2024-August 2025 | *Meeting Notes<br>*Mastery Rate Reports | *Program Participation<br>*Program Completion Certificates<br>*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 |

| 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: | Implement any updates done to the Instructional Focus Walkthrough form to align to TTESS Teacher Evaluation System by December 2025. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to TTESS evaluation system. | Principals, Assistant Principals, CLL, and Leadership Team | Instructional Focus Walk-Through Form T-TESS Evaluation Rubric/Tool Pacing guides Technology | Complete by Fall 2024 | Development of revised Instructional Walk-through focus tool. Collect and review data. | Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on evaluation | 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 walkthrough form to the T-TESS teacher evaluation system to align the form with a focus on observation of highly effective instructional deliver |
| 3) Schedule meetings with teachers in order to provide feedback. |

| 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 | Principals, Assistant Principals, CLL | Instructional Focus Walk-Through form T-TESS Evaluation tool Pacing Guides Technology | Complete by Fall 2024 | Development of revised Instructional Walk-through focus tool. Collect and review data. | Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on their delivery of instruction | Review walk-through focus tool mid-year and end of year. | Local Funds |

| Action Steps |
|---|
| 1) Administration will ask for feedback from teachers and campus leadership team |
| 2) Revise/Update Walk-Through Form |
| 3) Train campus 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 deliver | Principals, Assistant Principals, CLL | Instructional Focus walk-through form Gathered data T-TESS Rubric | Weekly Reviews | Walk-through Data Reports, Feedback on teacher/admin meetings | Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teacher growth on delivery of instruction | 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 CLL. |
| 2) Use feedback to revise and update form to meet campus needs. |
| 3) Collect observation data on delivery of instruction. |

| 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 | Instructional walk-through focus tool Pacing Guides | Aug. 2024 - May 2025 | campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction schedule | Professional growth and high-quality teaching Student academic achievement data from assessments | Weekly walk-through data | Local funds Title I funds SCE Funds State Bilingual funds Migrant funds |

1) Create campus walk-through schedule

2) Complete 10 walk-throughs per week.

3) Review 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 | Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions | Aug. 2024 - May 2025 | CLC agendas Admin/teacher conferences | Professional growth and high-quality teaching  Student academic growth | 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, i.e…. peer observations to observed effective strategies based on areas of need. |
| 3) Monitor and follow up with next 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, CLL | Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Collaborative 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, delivery of instruction | 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, CLL, Reading Resource Teacher | Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Professional Learning Communities. | -Aug. 2024 -Oct. 2024 -Nov. 2024 -Jan. 2025 -March 2025 -April 2025 -June 2025 | Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences | Increased quality instructional time, implementation of best practices | Walk-Through Data Reviews | Local funds Title I funds SCE Funds State Bilingual funds Migrant funds |

| Action Steps |
|---|
| 1) Campus 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. |

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention |
|---|---|
| Annual Goal 2: | Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025. |
| Objective 1: | Develop the skills in teachers 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 campus teachers based on their professional development goals. | Principals, Assistant Principals, CLL | Funding, professional development needs data, professional development trainers, Research-Based Resources | 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, T-TESS | T1 #3,#5 |

| Action Steps |
|---|
| 1)  Collect evidence of teacher 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 teachers based on  professional individual development goals. | Principals, Assistant Principals | Funding, professional development needs data, professional development trainers, calibration trainings opportunities | Quarterly | teacher evaluation a true reflection of teacher performance and student growth | Data showing increase alignment between teacher evaluation and student performance | T-TESS evaluation data, student performance data | T1 #3,#5 |

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

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention |
|---|---|
| **Annual Goal 2:** | Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025. |
| **Objective 2:** | Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback using T-TESS 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 (T-TESS) to increase staff quality, | Campus principal, assistant principal,       CLL | T-TESS  Evaluation, Materials | August 2024- May 2025 | T-TESS evaluations, Sign-in sheets Coaching logs and schedules | Increase student achievement Higher teacher retention Higher School report card based on TAPR | T-TESS Evaluations | Local |

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

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Teachers will receive annual T-TESS review sessions | –TxCEE, Principal Assistant Principal CLL | T-TESS Evaluation Tool , Materials T-TESS Guide | August 2024- May 2025 | "T-TESS evaluations           ER O Numbers | Submit quality PD goals Growth in Standards Walkthroughs | –TxCEE, -HR Dept. -Principal -Assistant Principal | T-TESS 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. |
| 4) Additional support for new teachers and 2nd year teachers. (walkthroughs,  CLL conferences, Modeling of lessons) |

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention |
|---|---|
| Annual Goal 2: | Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025. |
| Objective 3: | Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a T-TESS evaluation tool. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Provide training for staff on the Spirit of PSJA Evaluation Tool. | Campus principal, assistant principal, CLL | 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 |

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention |
|---|---|
| **Annual Goal 2:** | Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025. |
| **Objective 4:** | Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Use data to identify district wide areas of Needs and create professional development opportunities for staff. | Talent Development Dept., NTS Dept., EOs, Director | PD funds | Quarterly | Professional development offered | Improved staff morale, and customer service | PD surveys | T1, #3, #5 |

| Action Steps |
|---|
| 1) Conduct PD goals survey |
| 2) Work with staff to create trainings |
| 3) Schedule and hold training |

| Strategy 2 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| Offer career pathway professional leadership growth opportunities | Talent Development, Professional Development, NTS | Funds, time to develop trainings | Quarterly | Career pathways PD trainings | Improved staff morale, and customer service, increase retention rate | PD feedback survey | T1 #3, #5 |

| Action Steps |
|---|
| 1) Conduct survey to identify areas of interest |
| 2) Create trainings based on data collected |
| 3) Conduct trainings and evaluate results |

| Goal Area 4: | Increase Staff Quality, Recruitment and Retention |
|---|---|
| **Annual Goal 3:** | All teachers will be certified for teaching assignment by May 2025. |
| **Objective 2:** | All Elementary Bilingual teachers will be certified by May 2025. |

| Strategy 1 | Persons Responsible | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative Evaluation | Title-I School- Wide Component |
|---|---|---|---|---|---|---|---|
| New teachers sign a Need to complete certification letter when signing contract | Human Resources, Dual Lang. Dept | Letter | During Onboarding | Letter on file | All bilingual teachers 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 |
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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

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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