



Campus Improvement Plan

2025-2026



Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

PSJA ISD Vision

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

PSJA ISD Mission

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.

Adopted June 22, 2020, by the PSJA School Board of Trustees



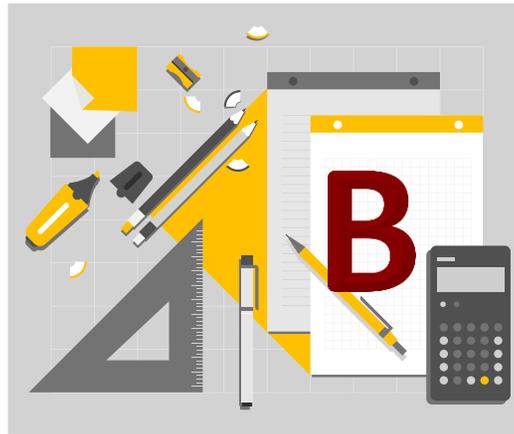
Campus Vision

To empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance, inclusion, and excellence.

Campus Mission

To provide a high-quality education in a safe, respectful, and inclusive environment that builds a foundation for life-long learning. A wolverine is PROUD— Positive, Responsible, Optimistic, University-Bound, and Dedicated.

Texas Accountability System



[2024 Campus Accountability Report](#)
[2025 Campus Accountability Report](#)

Strategic Direction



PSJA School Board

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Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
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Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Ranulfo Marquez, Assist. Supt. for Academics
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Dr. Orlando Noyola, Assist. Supt. For Student Services
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Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff

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Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Dr. Yolanda Gomez, Executive Officer for Student Services
Alfredo Carrillo, Executive Officer for Human Resources
Mario Bracamontes, Sustainability Administrator

Campus Executive Summary

Demographics:

Pharr San Juan Alamo ISD serves students across three communities—Pharr, San Juan, and Alamo—many sharing similar cultural and socioeconomic backgrounds, with strong ties to Mexico. The district-wide student population is overwhelmingly Hispanic and includes a high proportion of students qualifying for economically disadvantaged status and emergent bilingual services.

At Memorial ECHS, approximately **10.8%** of students receive special education services, and roughly **41.3%** are emergent bilingual learners (Spanish spoken at home) campus maintains a high rate of economic disadvantage among students, aligning closely with district trends (~96% economically disadvantaged)

The student body at PSJA Memorial ECHS is majority Hispanic with the following breakdown of student populations:

Comprehensive Needs Assessment Summary:

	Male	Female	SPED	LEP	Mig	ECD	GT	At Risk
Count	970	976	210	838	20	1,880	136	1,150
Percent	49%	51%	10.8%	43.1%	1%	96.5%	7%	59.1%

Student Performance:

Based on preliminary 2024–2025 accountability results, PSJA Memorial Early College High School earned an overall score of 82, resulting in a “B” rating from the Texas Education Agency. The campus showed growth in several key areas, reflecting ongoing efforts to strengthen instruction and student outcomes across content areas.

In Domain I: Student Achievement, the campus earned a score of 79, indicating consistent performance across STAAR EOC assessments and college/career readiness indicators. In Domain II: School Progress, the school scored 64 in Academic Growth (Part A) and 80 in Relative Performance (Part B). With Part B being the higher of the two, this domain contributed significantly to the overall rating. The weighted contribution of Domain I/II was 56.4 points.

In Domain III: Closing the Gaps, PSJA Memorial earned a strong score of 92, contributing 27.6- points to the overall score. This domain reflects the school’s effectiveness in addressing equity and supporting the academic success of all student subgroups. The campus continues to focus on targeted interventions and high expectations for all learners.

Executive Summary Continued

Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

- Increase the percentage of students achieving Meets Grade Level or Above in STAAR Reading and Math combined by 3 percentage points by June 2026.
- Improve STAAR Reading performance at the Meets level or above by +3 percentage points, and Math by +2 percentage points.
- Raise the Domain I Student Achievement score from 79 to 85 and increase the Relative Performance score to 90 or higher.
- Improve Academic Growth (Domain II Part A) from 62 to 72 through strengthened Tier 1 instruction and targeted support.
- Increase the CCMR (College, Career, and Military Readiness) rate by expanding access to college-level courses, certifications, and military readiness opportunities.
- Increase the percentage of students earning industry certifications by strengthening career pathways and program alignment.
- Ensure the ALL-student group meets 70% of ESSA Long-Term and Interim Goals in Academic Growth by June 2026.
- Increase score of 87 in Domain III to 92 by continuing focused support for English learners, students with disabilities, and other student groups.
- Raise the overall accountability score from 82 to 90 or higher to earn an A rating for the 2025–2026 school year.

Effective Teaching and Learning:

PSJA ISD's Curriculum & Instruction Office continues to lead the implementation of a TEKS-aligned curriculum that is rigorous, engaging, and culturally relevant to meet the diverse needs of all students, including those at PSJA Memorial Early College High School. Curriculum alignment remains an ongoing priority, with the integration of TEKS Resource System, comprehensive unit planning, and job-embedded professional development that is responsive to teacher and student needs.

For the 2025–2026 school year, PSJA Memorial ECHS continues to advance instruction through:

- Curriculum refinement and alignment led by department chairs and instructional leadership teams
- Strategic planning driven by data analysis of STAAR, TELPAS, EOC, and CCMR indicators
- Ongoing coaching and PLCs to support teachers in lesson design and high-yield strategies
- Integration of STAAR 2.0 assessment format in classroom practices, with emphasis on constructed responses and academic vocabulary

As a designated Early College High School, PSJA Memorial offers students the opportunity to graduate with a high school diploma and up to 60 college credit hours. The campus continues to build a college-going culture through:

- Dual Enrollment and Dual Credit offerings via STC and UTRGV partnerships
- Expansion of Advanced Placement (AP) courses and supports, with 216 students meeting AP/IB criteria (10% of enrollment)
- Active collaboration with the counseling and Go Center teams to support FAFSA/TASFA completion, college applications, and scholarship readiness

Executive Summary Continued

Aligned with PSJA ISD's sustainability vision, the campus continues to embed the UN's 17 Sustainable Development Goals (SDGs) into instruction, student projects, and environmental campus practices. The district's multi-departmental approach, in which PSJA Memorial participates, emphasizes:

1. Embedding SDG principles into unit lessons and interdisciplinary activities
2. Involving students in authentic problem-solving projects with local and global impact
3. Promoting leadership and civic engagement through service-learning connected to sustainability

In addition, the Dual Language Enrichment Program continues to be implemented through a Pre-K to 12th grade pathway, allowing students to develop bilingualism and biliteracy in Spanish and English. This program empowers students at PSJA Memorial ECHS to graduate fully equipped to thrive in bilingual professional environments, with the ability to critically read, write, and communicate in two languages.

PSJA Memorial ECHS teachers are committed to student-centered instruction, preparing all learners for post-secondary success and competitiveness in a global workforce. Instruction is designed to challenge students, foster inquiry, and leverage 21st-century skills across content areas.

Curriculum/ Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned to district and state standards that include college- and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling);
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.

Summary of Goals:

For the 2025–2026 academic year, the campus is committed to improving student outcomes through a comprehensive set of goals and objectives. The primary focus is to increase overall student performance on state assessments (STAAR and TELPAS) by 5% by June 2026. This includes raising the Approaches level for first-time testers in English I and II, as well as enhancing ELA II scores using targeted reading and writing strategies. Algebra I EOC performance for first-time testers and high-focus students is expected to increase by at least 5% across Approaches, Meets, and Masters levels. Biology EOC scores will improve by 5% in Approaches and Meets and by 10% in Masters. Social Studies will target increases in the Meets and Masters performance levels. TELPAS scores will rise by 5% across all four domains, with an increase of 30 students reclassified during the year.

Dr. Raquel Garcia, Principal

[REDACTED], SBDM Teacher Leader

[REDACTED], SBDM Parent

CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2025-2026

Dr. Raquel Garcia- Principal

Dr. Gina Saenz- Dean of Instruction

Esteban Trevino- Early College Director

Daleth Juarez- Assistant Principal

Joseph Alvarez- Assistant Principal

Lee Garcia- Assistant Principal

Rebecca Youngberg- Assistant Principal

Teachers	Non-Teaching Professionals
Donna Herrera	Rosa Cardenas
Carlos Flores	Sindy Martinez
Heriberto Valentin	Lesley Martinez
Elizabeth Cuadra	Janelle Whitelaw
Vernonica Garza-Flores	
Ishmael Villescascas	Parents
Diana Reyes	Rosa Grimaldo Luna
Jimmy Young	Guadalupe Victoria Vargas
Rebecca Robles	
	Community Member
	Business Member

Campus Educational Improvement Committee Members

Effective Teaching and Learning		Student Support	
Dr. Raquel Garcia	Principal	Dr. Raquel Garcia	Principal
Dr. Gina Saenz	Assistant Principal	Joseph Alvarez	Assistant Principal
Otila Bazan	ELA	Georgina Vazquez	ELA
Brenda Vazquez	Math	Ruben Mora	Math
Jessica Ortega	Science	Vanessa Rodriguez	Science
Javier Villarreal, Liz Cuadra,	Social Studies	Belinda Tenorio, Maria Anzaldua, Erick De Los Santos	Social Studies
Robert Contreras	CTE	Melba Elizondo	CTE
Martin Trevino	Fine Arts	Arnold Salazar	Fine Arts
Maria Garcia	Foreign Language	Maria Mora Ochoa	Foreign Language
Jimmy Young	PE	Monica Cortez	PE
Norma Zavala	Special Education	Ilse Esparza	Special Education

Leadership Growth		Family and Community Empowerment	
Dr. Raquel Garcia	Principal	Dr. Raquel Garcia	Principal
Esteban Trevino/Daleth Juarez	Assistant Principal	Lee Garcia	Assistant Principal
Zerlynda Cervantes	ELA	Claudia Rivera	ELA
Javier Gonzalez	Math	Becky Silva	Math
Beverly Lemus	Science	Imelda Kalata	Science
Jason Vallejo, Lorenzo Carmona	Social Studies	Luz Cepeda, Lisa Rubio, Mark Lopez	Social Studies
Michael Sandoval	CTE	Linda Gutierrez	CTE
Jose Alvarado	Fine Arts	Julissa Alaniz	Fine Arts
Monica Alvarez	Foreign Language	Patricia Garza	Foreign Language
Michael Gonzalez	PE	Kerry Wheatfall	PE
Ashley Miketta	Special Education	Marisa Mata	Special Education

2024-2025 STAAR

OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD	11867		80	77	87	87	87	62.3	88	27.6	87	B	85	+2
PSJA Memorial ECHS	1982	9.6	79	64	80	80	80	56	92	26.1	84	B	84	=

2023-2024 STAAR

OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	21104		79	77	86	86	86	59.8	84	25.3	85	B	86	-1
PSJA Memorial ECHS	1946	9.2%	83	75	84	84	84	58.8	85	25.5	84	B	89	-5

2023 – 2025 STAAR/STAAR ALT 2 District Results

All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

	2025			2024			2023		
	Appr %	Meets %	Master %	Appr %	Meets %	Master %	Appr %	Meets %	Master %
English I	55%	40%	7%	62%	44%	13%	69%	44%	9%
District	64%	49%	12%	68%	50%	13%	71%	47%	10%
Region	62%	47%	13%	63%	50%	14%	68%	51%	12%
State	66%	51%	16%	70%	52%	16%	72%	52%	13%
English II	58%	45%	6%	67%	51%	6%	67%	48%	7%
District	69%	55%	7%	73%	57%	7%	70%	48%	5%
Region	67%	52%	6%	70%	56%	7%	68%	51%	7%
State	71%	56%	8%	75%	58%	9%	74%	54%	9%
Algebra I	79%	46%	24%	81%	42%	20%	81%	39%	15%
District	86%	64%	45%	88%	61%	39%	88%	58%	39%
Region	78%	49%	30%	82%	46%	24%	81%	47%	23%
State	76%	47%	29%	81%	43%	24%	79%	43%	23%
Biology	85%	43%	4%	85%	36%	7%	82%	35%	9%
District	88%	51%	10%	87%	45%	10%	85%	43%	11%
Region	88%	55%	14%	88%	49%	11%	87%	51%	15%
State	91%	62%	21%	91%	57%	19%	89%	57%	22%
US History	94%	55%	23%	94%	60%	25%	95%	64%	30%
District	93%	59%	24%	95%	61%	24%	95%	64%	28%
Region	93%	62%	29%	95%	63%	28%	94%	66%	32%
State	94%	68%	37%	95%	69%	37%	95%	71%	39%

2023 – 2025 STAAR/STAAR ALT 2 District Results

SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend

	2025			2024			2023		
	Appr %	Meets %	Master %	Appr %	Meets %	Master %	Appr %	Meets %	Master %
English I	25%	18%	0%	43%	29%	15%	30%	13%	2%
District	27%	13%	1%	29%	15%	2%	34%	13%	0%
Region	27%	13%	2%	63%	50%	14%	32%	14%	1%
State	31%	15%	2%	30%	16%	2%	35%	17%	2%
English II	14%	8%	0%	29%	8%	0%	23%	9%	3%
District	30 %	17%	1%	36%	20%	0%	25%	10%	2%
Region	30%	15%	0%	36%	18%	1%	31%	13%	1%
State	34%	17 %	1%	38%	19%	1%	38%	18%	1%
Algebra I	75%	43%	17%	73%	32%	18%	82%	20%	6%
District	75%	43%	21%	69%	31%	15%	77%	29%	13%
Region	54%	21%	9%	57%	16%	6%	57%	18%	5%
State	49%	17%	7%	52%	14%	5%	52%	14%	5%
Biology	69%	22%	2%	71%	28%	11%	62%	13%	6%
District	69%	19%	2%	68%	14%	1%	59%	16%	2%
Region	69%	21%	3%	70%	18%	2%	66%	19%	3%
State	74%	26%	4%	74%	22%	4%	70%	22%	4%
US History	86%	20%	2%	77%	16%	2%	97%	36%	15%
District	76%	27%	8%	77%	19%	5%	86%	29%	12%
Region	78%	30%	11%	80%	27%	8%	80%	33%	10%
State	80%	32%	12%	83%	32%	11%	82%	35%	13%

2023 – 2025 STAAR/STAAR ALT 2 District Results

Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

	2025			2024			2023		
	Appr %	Meets %	Master %	Appr %	Meets %	Master %	Appr %	Meets %	Master %
English I	39%	23%	2%	52%	34%	10%	60%	32%	3%
District	46%	29%	4%	21%	36%	8%	53%	32%	3%
Region	45%	28%	3%	28%	34%	6%	68%	51%	12%
State	41%	24%	2%	44%	29%	4%	48%	28%	2%
English II	41%	27%	1%	46%	31%	0%	48%	25%	1%
District	53%	36%	2%	57%	40%	2%	36%	17%	0%
Region	47%	30%	1%	53%	35%	1%	49%	28%	1%
State	45%	27%	1%	50%	32%	1%	47%	24%	1%
Algebra I	74%	36%	15%	80%	38%	18%	79%	35%	13%
District	80%	50%	31%	84%	55%	34%	84%	57%	32%
Region	72%	38%	19%	78%	38%	18%	76%	38%	16%
State	66%	32%	16%	71%	32%	15%	69%	31%	13%
Biology	77%	28%	1%	75%	26%	4%	80%	36%	9%
District	80%	32%	3%	82%	34%	6%	84%	45%	12%
Region	82%	38%	6%	84%	37%	6%	87%	51%	15%
State	81%	38%	6%	83%	36%	6%	89%	57%	22%
US History	90%	32%	9%	90%	44%	11%	90%	44%	13%
District	88%	39%	10%	90%	44%	12%	90%	44%	12%
Region	87%	41%	13%	90%	45%	13%	88%	45%	14%
State	87%	40%	14%	89%	43%	13%	87%	42%	13%

Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT**GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING****Areas Reviewed:** Student Performance**Strengths**

Algebra I	<ul style="list-style-type: none"> • Implementation of DESMOS online testing calculator • Curriculum and assessment are aligned across EOC teachers • Increase in meets and master's performance
Biology	<ul style="list-style-type: none"> • Curriculums and assessments are aligned • The scope and sequence, units of study, and assessments are aligned • Increase in meets performance level
ELA	<ul style="list-style-type: none"> • Use of digital tools in instruction • Consistent at Masters Level for English 2 • Increased student engagement with diverse texts
US History	<ul style="list-style-type: none"> • EB and SpEd passing rates continue to increase • Teamwork and collaboration among the EOC teachers and the department at large • Consistent instruction of standards differentiated by special pops
TELPAS	<ul style="list-style-type: none"> • Speaking- increased progress • Summit K-12 usage increased • Reclassification increased from 58 students to 115 students

Challenges

Algebra I	<ul style="list-style-type: none"> • Decrease in approaches performance by all populations • Targeted instruction for redesign type question and smooth integration of virtual calculator • Student daily in class attendance
Biology	<ul style="list-style-type: none"> • Significant decrease in Masters level performance • Scheduling of students in specific groups • Insufficient targeted intervention and remediation
ELA	<ul style="list-style-type: none"> • Decrease in growth for English 1 • Decline in EOC writing performance • Struggling with rigorous vocabulary
US History	<ul style="list-style-type: none"> • Significantly increasing Meets and Masters scores from BMII to the actual assessment • Scheduling of special pops students that are scheduled in PSJA half-day academies • Student in-class attendance
TELPAS	<ul style="list-style-type: none"> • Writing declined in student progress • Teachers understanding how the TELPAS is assessed • Integrating ELPS to the content in the instructions

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 1: By May 2026, **English I** will increase the number of students passing at meets from 39% to 50%; moving an additional 71 students from approaches to meets.

Strategy 1: We will meet weekly to internalize district curriculum and spiral out activities through collaboration and data desegregation, as well as keeping track of progress monitoring.

Timeline: September 2025 - May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- 1) Conduct vertical alignment sessions across grade levels to ensure TEKS-aligned reading and writing instruction that targets the tested standards for English I and II EOCs.
- 2) Develop and implement common formative assessments (CFAs) embedded in units of the curriculum to monitor mastery of priority standards, using data to guide reteach and intervention plans.
- 3) Facilitate monthly professional learning communities (PLCs) focused on lesson internalization, student work analysis, and integration of scaffolded supports for English learners and special populations, based on TELPAS and STAAR data.
- 4) Implementation will be monitored through walkthroughs; teacher support and adjustments will be provided during PLC meetings based on student data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System •Curriculum Templates/Calendar/Daily Lessons •IXL, No-Red-Ink, Study Sync, and Quill •Lowman Instructional Resources •State and local student data 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports Improved performance on CFAs 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] and Common formative assessments [CFAs] •STAAR •TELPAS •Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 2: By May 2026, **English II** will increase the number of students passing at approaches to 64%.

Strategy 1: Teachers will implement reading and writing instruction focused on academic vocabulary and evidence-based writing to increase student performance through planning, intentional grouping, and progress monitoring.

Timeline: September 2025 - May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- 1) Analyze benchmark data to identify gaps in TEKS mastery and strategically group students during classroom instruction and tutoring to provide targeted, needs-based support.
- 2) Plan and deliver instruction using close reading strategies and the development of academic vocabulary to support rigor and performance at the Meets and Masters levels.
- 3) Facilitate PLCs and coaching cycles to support teachers in adjusting instruction-based on student performance, sharing best practices, and monitoring growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource System • Curriculum • Pacing Calendar/Daily Lessons • IXL, Study Sync, No-Red-Ink, and Quill • Lowman Instructional Resources • State and local benchmarks • PLC and coaching protocols 	<ul style="list-style-type: none"> • Lesson plans • Walkthrough and observation documentation • PLC sign -ins • Student Data • Student Grouping • Tutoring/intervention rosters • Meeting notes 	<ul style="list-style-type: none"> • Student achievement gains • Increase in STAAR and TELPAS scores • Improved student performance in benchmarks and CFAs • Growth in student writing samples 	<ul style="list-style-type: none"> • Weekly formative assessments • District and state Benchmarks • Common Formative Assessments (CFAs) • Student portfolios • Increased TELPAS proficiency

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 3: By May of 2026, the **Algebra 1** EOC approaches level performance for first time tester and high focus students will increase by at least 5%.

Strategy 1: Algebra 1 teachers will receive training to analyze TEKS for depth, complexity, and embedded academic vocabulary to plan instruction that supports the communication of mathematical concepts. Identifying key language demands and practicing with redesign-type STAAR questions to ensure students are prepared for the rigor and format of the Algebra 1 EOC.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Analyze TEKS and disaggregate benchmark data to identify the depth, complexity, and academic vocabulary of high-priority standards, as well as target student groups for interventions such as pullouts, tutoring, and Saturday academies.
- 2) Collaboratively plan instruction that integrates key academic vocabulary, supports mathematical communication, and incorporates effective practices based on teacher performance data and student outcomes
- 3) Attend targeted professional development on addressing STAAR redesign-type questions and applying DESMOS tools, with a focus on aligning instruction to the rigor and language demands of the Algebra 1 EOC.
- 4) Provide targeted classroom support through weekly walk-throughs and coaching cycles that include feedback on rigorous instruction, effective use of the DESMOS calculator, and student engagement strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Pear Assessment •Lesson Plans •DESMOS virtual lessons/calculator 	<ul style="list-style-type: none"> •Walkthrough documents • Planning agendas • Curriculum Pacing Guide • Weekly planning schedule 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth. •Performance gaps amongst high focus group will decrease. •Students will develop calculator skills that will aid in their achievement in STAAR. • Continued adjustment and reevaluation of instruction and assessments to reflect student needs. 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 4: By May of 2026, the **Algebra 1** EOC meets and master’s performance for first time tester students will increase by at least 5%.

Strategy 2: Campus leadership and Algebra 1 teachers will conduct structured review sessions following each CBA and benchmark assessment to collaboratively analyze data, identify trends in TEKS performance, and plan targeted instructional adjustments and classroom activities and formative assessments that address identified areas of need.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Conduct data analysis sessions after CBA and benchmark to identify campus-wide and teacher-specific strengths in TEKS, identify performance gaps, and trends to implement best practice sharing schedule.
- 2) Plan and align instructional activities that directly address low-performing TEKS, ensuring appropriate use of time, resources, and instructional supplies.
- 3) Conduct weekly pacing checks to ensure alignment with the district’s instructional timeline and state-tested standards.
- 4) Align formative assessments and review performance data to measure strengths, areas of concern, and adjust instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Lesson Plans •Peer Assessment •Lesson Plans •DESMOS virtual lessons/calculator 	<ul style="list-style-type: none"> •Walkthrough documents • Planning agendas • Curriculum documents • Planning agendas • Classroom activities targeting low-performing standards 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth • Increased alignment between instruction and assessment • Improved student outcomes on redesign-type questions Higher quality of student responses and engagement in math tasks • Improved teacher integration of DESMOS in classroom instruction • Student demonstrate increased confidence using virtual tools 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Tests

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 5: By the end of May 2026, the **Biology** first time testers performance level will increase 5% in Approaches and Meets.

Strategy 1: Targeted Data-Driven Instruction and Intervention

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Establish Baseline Data: Collect and analyze previous year’s Biology STAAR data and current formative assessment results to identify student performance levels and gaps.
- 2) Develop Data Analysis Schedule: Set regular intervals (e.g., monthly) for teachers to review assessment data and adjust instruction accordingly.
- 3) Plan Targeted Interventions: Identify students below Approaches and Meets levels.
 - o Design small-group or individual intervention sessions focusing on specific Biology standards.
- 4) Implement Scaffolded Instruction: Integrate lessons with scaffolded content and STAAR-aligned practice questions into daily instruction.
- 5) Monitor Student Progress: Use short-cycle assessments to track intervention effectiveness and student growth.
 - o Adjust interventions as needed based on progress data.
- 6) Engage Students and Families: Communicate goals and progress with students and families to encourage support and involvement.
- 7) Evaluate and Report: Review overall student performance quarterly and share updates with staff and stakeholders to celebrate progress and address challenges.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •TFAR Assessments •Professional Development •SummitK12 •Gizmos 	<ul style="list-style-type: none"> •Walkthrough documents • Weekly alignment schedule • Planning agendas • Curriculum Pacing guide • Student Data wall 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student performance • Increased proficiency on campus-based unit assessments • Higher quality of student responses and engagement • Student demonstrate increased confidence using virtual tools 	<ul style="list-style-type: none"> •Formative assessments • BM1 and BM2 scores indicating progress toward STAAR readiness • STAAR scores •Student Growth Measures [SGMs] Pre/Post Tests • Teacher implementation fidelity as shown through observations and planning artifacts

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase at least 5% from June 2025 to June 2026.

Objective 6: By the end of May 2026, the **Biology** first time testers performance level will increase by 10% in Masters.

Strategy 1: Advanced Enrichment and Mastery-Focused Instruction

Timeline: September 2024 - May 2025

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

- 1) Analyze Baseline Mastery Data: Review current Science STAAR data to identify students at Meets and Masters levels and pinpoint those close to Masters.
- 2) Integrate Mastery-Focused Activities into Daily Instruction: Embed critical thinking questions, problem-solving tasks, and real-world application projects in standard lessons.
- 3) Train Teachers on Differentiation and Mastery Instruction: Provide professional development on scaffolding for advanced learners, differentiation techniques, and designing enrichment tasks.
- 4) Identify Target Students for Mastery Support: Use data to select students near Meets level who show potential to reach Masters with additional support.
- 5) Implement Targeted Small-Group Enrichment Sessions: Schedule regular sessions focusing on higher-order skills, inquiry labs, and challenge problems for target students.
- 6) Conduct Frequent Formative Assessments: Use quizzes, performance tasks, and STAAR-style questions to monitor progress toward mastery.
- 7) Adjust Instruction Based on Assessment Data: Review assessment results regularly and refine instruction or intervention to address remaining gaps.
- 8) Engage Students and Families: Communicate the focus on mastery and encourage student ownership and family support for advanced learning.
- 9) Evaluate and Report Progress: Track growth in Masters-level performance quarterly and share outcomes with staff and stakeholders.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •TFAR Assessments •Professional Development 	<ul style="list-style-type: none"> •Walkthrough documents • Weekly alignment schedule • Planning agendas • Curriculum Pacing guide • Student Data wall 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student performance • Increased proficiency on campus-based unit assessments • Higher quality of student responses and engagement • Student demonstrate increased confidence using virtual tools 	<ul style="list-style-type: none"> •Formative assessments • BM1 and BM2 scores indicating progress toward STAAR readiness • STAAR scores •Student Growth Measures [SGMs] Pre/Post Tests • Teacher implementation fidelity as shown through observations and planning artifacts

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 7: By June 2026, **US History** meets scores will increase from 2025 by 15%, masters scores will increase by 10%.

Strategy 1: Implementation of rigorous data-driven instructional activities

Timeline: August 2025- June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal, SS Assistant Principal, Social Studies Department Chair, Social Studies teachers

Action Steps:

- 1) Review of historical student performance by student expectation.
- 2) Review of instructional activities by student expectation.
- 3) Development of student-centered instructional activities that are aligned to assessed curriculum and the rigor of STAAR 2.0 question types.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • STAAR data • Instructional resources, activities and materials • Qwizdom student assessment program and devices (data collection) • Professional development on STAAR data review and instructional pedagogy and methodology 	<ul style="list-style-type: none"> • Lesson plans • Walkthrough documentation • Content planning agendas 	<ul style="list-style-type: none"> • Student Achievement gains on the STAAR assessment 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 8: By June 2026, **US History** meets scores will increase from 2025 by 15%, masters scores will increase by 10%.

Strategy 1: Implementation of tutorials during the school day (pull-out tutoring and academies), extended day and Saturdays.

Timeline: August 2025- June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal, SS Assistant Principal, Social Studies Department Chair, Social Studies teachers

Action Steps:

- 1) Selection of target students based on performance on STAAR-aligned assessments.
- 2) Development of instructional activities aligned to target areas identified on STAAR-aligned assessments.
- 3) Execution of strategically planned tutorial sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • STAAR data • Instructional resources, activities and materials • Qwizdom student assessment program and devices (data collection) • Professional development on STAAR data review and instructional pedagogy and methodology • Student incentives 	<ul style="list-style-type: none"> • Tutorial attendance rosters • Tutorial Plan of Action 	<ul style="list-style-type: none"> • Student achievement gains on the STAAR assessment 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student performance on state assessments (STAAR and TELPAS) will increase 5% from June 2025 to June 2026.

Objective 9: TELPAS scores will increase by 5% holistically in all four domains and reclassification will increase by 30 students for the 2025-2026 school year.

Strategy 1: Train teachers on effective ELPS strategies to improve instruction for Emergent Bilinguals.

Timeline: June 2024- Aug. 2025

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (high school)

Action Steps:

- 1) Order and purchase supplemental resources to guide teachers in navigating the ELPS in the subjects of Reading, Math, Social Studies, Science and RTI for EBs.
- 2) Provide professional development focusing on ELP integration and instructional strategies for EB students.
- 3) Implementation will be monitored through walkthroughs, with coaching and support provided during CLCs and PLCs, and instruction will be adjusted as needed based on ongoing monitoring.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Seidlitz Education materials including: ELPS Flipbook, Navigating the ELPS in core classrooms, RTI for EBs • PPD time and materials • DMAC student data profiles • Summit K 12 	<ul style="list-style-type: none"> • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Professional Development sign in 	<ul style="list-style-type: none"> • Student Achievement gains on the TELPAS • Increase in reclassification • Improved proficiency in all four domains 	<ul style="list-style-type: none"> • TELPAS • Summit K 12 • Writing samples with rubrics • Student Progress Monitoring

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 1: Increase the percentage of students scoring 3 or higher on AP English Language from 16% to 26%, and on AP English Literature from 37% to 47%, while also increasing overall enrollment in AP English courses.

Strategy 1: Implement targeted AP exam practice through AP Classroom, mock exams, and writing workshops to strengthen student analytical and composition skills.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: English AP Teachers, Department Chair, Advanced Academics Coordinator, Campus Administration

Action Steps:

- 1) Provide Saturday/AP Lab sessions focused on FRQs and timed practice exams.
- 2) Use AP Classroom progress checks to monitor student growth.
- 3) Offer small-group tutoring for students near the “on target” threshold.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • AP Classroom, • Mock Exams, • Released FRQs 	<ul style="list-style-type: none"> • Tutoring logs, • AP Lab attendance, • Practice scores 	<ul style="list-style-type: none"> • Increase from 16–37% scoring 3+ to at least 26–47% 	<ul style="list-style-type: none"> • Semester benchmarks, • Classroom assessments • Practice essays

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 2: Increase the percentage of students scoring 3 or higher on AP Calculus AB from 6% to 16% and AP Statistics from 10% to 20%, while maintaining 100% success in AP Calculus BC and expanding enrollment in AP math courses.

Strategy 1: Provide targeted instructional support through tutoring, problem-solving labs, and structured practice using released AP exam questions.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Math AP Teachers, Department Chair, Advanced Academics Coordinator, Campus Administration

Action Steps:

- 1) Identify students scoring below 2 on practice assessments and assign targeted tutorials.
- 2) Implement AP Saturday math workshops focused on FRQs and calculator skills.
- 3) Provide teacher PD on AP Math scoring rubrics and instructional strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • AP Classroom, • AP Prep Books, • Tutoring 	<ul style="list-style-type: none"> • Tutoring attendance, • PD logs, • Benchmark results 	<ul style="list-style-type: none"> • Growth from 6–14% scoring 3+ in Calculus AB to at least 16–24% 	<ul style="list-style-type: none"> • Mock exams, • Benchmark reviews

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 3: Increase the percentage of students scoring 3 or higher on AP Science exams (Biology, Chemistry, Environmental Science, Computer Science, Physics) from 0–16% ranges to at least 10–26%, while increasing student participation in AP science courses.

Strategy 1: Strengthen lab-based instruction and use AP Classroom progress checks to target content weaknesses.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Science AP Teachers, Department Chair, Advanced Academics Coordinator, Campus Administration

Action Steps:

- 1) Provide hands-on lab tutorials for Biology, Chemistry, and Physics.
- 2) Use practice exam data to re-teach low-performing units.
- 3) Partner students with mentors (teachers/peers) for content-specific tutoring.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Lab Supplies, • AP Classroom, • Tutorials 	<ul style="list-style-type: none"> • Lab attendance, • Tutoring logs, • Practice exam results 	<ul style="list-style-type: none"> • Increase passing rates (currently as low as 0–16%) by 10% 	<ul style="list-style-type: none"> • Semester data checks, • AP practice scores

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 4: Increase the percentage of students scoring 3 or higher on AP Social Studies exams (US History, World History, Government/Politics, Economics, Human Geography, European History) from 0–30% ranges to at least 10–40%, while expanding AP Social Studies enrollment.

Strategy 1: Increase AP student success through structured document-based question (DBQ/FRQ) writing workshops and Saturday/AP Lab review sessions.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible:

Action Steps:

- 1) Implement DBQ writing clinics with peer review and teacher feedback.
- 2) Offer AP Saturday study sessions focused on multiple-choice and FRQs.
- 3) Align classroom instruction with AP exam rubrics and scoring guides.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • AP Classroom, • Released Exams, • Rubrics 	<ul style="list-style-type: none"> • DBQ workshop logs, • AP Lab attendance, • Mock exam results 	<ul style="list-style-type: none"> • Raise passing rates (currently as low as 0–30%) by at least 10% 	<ul style="list-style-type: none"> • Benchmark assessments, • AP practice test reviews

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Increase the percentage of students scoring 3 or higher on AP exams across all subject areas by 10% from the previous year, while continuing to expand AP enrollment and participation among underrepresented student groups.

Objective 5: Increase the percentage of students scoring 3 or higher on the AP Spanish Language exam from 30% to 60%, and maintain 70% of students scoring 3 or higher on the AP Spanish Literature exam while also increasing student enrollment and participation in both AP Spanish courses.

Strategy 1:

Provide targeted support for AP Spanish Language and Literature students through data-driven instruction, AP resources, and recruitment of fluent Spanish speakers into AP course

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Spanish Department Chair, Spanish Teachers, Advanced Academics Coordinator, Counselors, Campus Administration

Action Steps:

- 1) Identify fluent Spanish speakers through assessments, classroom performance, and teacher recommendations, and encourage their enrollment in AP Spanish courses.
- 2) Provide AP-focused tutoring, benchmark assessments, and access to College Board/AP Classroom resources to strengthen student performance.
- 3) Facilitate professional development and AP workshops for Spanish teachers to enhance instructional practices and support student success.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • College Board/AP Classroom, • AP Workshops, • Benchmarks, • Tutoring 	<ul style="list-style-type: none"> • Student enrollment in AP Spanish Language & Literature, • AP tutoring logs, • PD attendance, • Use of AP Classroom 	<ul style="list-style-type: none"> • Increased percentage of students on target, • Increased enrollment in AP Spanish courses 	<ul style="list-style-type: none"> • Semester reports, • Benchmark data, • Classroom assessments

Goal Area 2: Student Support

Annual Goal 1: Improve overall student attendance in all class periods.

Objective 1: To improve student attendance daily percentages in **all** class periods by 10% from 2025 to 2026.

Strategy 1: Have proactive monitoring, positive reinforcement, and family/community engagement.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- 1) Data Monitoring and Early Identification: Set up an attendance tracking system to monitor daily and weekly attendance by class period.
- 2) Positive Incentives and Recognition: Plan monthly or quarterly recognition events or announcements.
- 3) Family and Community Engagement
 - Send monthly attendance reports to families via email, phone calls, or text messages.
 - Host quarterly family workshops or info sessions emphasizing attendance importance.
- 4) Supportive Interventions: Design attendance improvement plans for students with chronic absences involving students, families, and counselors.
- 5) Communication and Awareness: Promote attendance goals and programs through posters, newsletters, and school announcements.
 - Engage student leaders to champion attendance and peer encouragement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Parent communication tools • PD materials on attendance procedures and data use • Brochures, posters, attendance campaigns in multiple languages 	<ul style="list-style-type: none"> • Records of automated calls, parent emails, texts, and meeting logs • Attendance contracts, parent conference notes, follow-up documentation • Photos of posters, flyers, and campaign materials posted around campus 	<ul style="list-style-type: none"> • Increased parent involvement in attendance-related meetings or calls • Increase in timely and accurate attendance submissions 	<ul style="list-style-type: none"> • Attendance data by period

Goal Area 2: Student Support

Annual Goal 2: Increase the percentage of graduates meeting College, Career, and Military Readiness (CCMR) indicators from 76% in 2024-2025 to 95% by June 2026, with a focus on improving TSI attainment, dual credit participation, and industry-based certifications.

Objective 1: Ensure that all students graduate with at least one CCMR indicator by providing targeted academic support, access to rigorous coursework, and opportunities for career certification and post-secondary readiness.

Strategy 1: Implement a comprehensive CCMR plan that integrates academic interventions (TSI, SAT/ACT prep, literacy/math support), expanded dual credit and AP opportunities, and increased industry certification pathways aligned to workforce demands.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Early College Director, Counselors, CTE Counselor, CCMR Coordinator, CTE Director, Dual Credit Administrator, Department Chairs

Action Steps:

- 1) **TSI Readiness:** Provide targeted TSI prep bootcamps (fall & spring), embed practice assessments in ELA/Math courses, and require students not yet meeting benchmarks to participate in interventions.
- 2) **Dual Credit/Advanced Coursework:** Expand enrollment in dual credit, and AP by streamlining registration, reducing barriers for first-generation students, and aligning course offerings to student interests.
- 3) **Career Pathways:** Strengthen industry-based certification programs through partnerships with local colleges and workforce boards, ensuring at least one certification opportunity per student aligned to high-demand occupations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Title I, II, III funds for tutoring, TSI prep materials, college spring TSI instructional plan, dual credit tuition support, certification exam fees • Partnerships with local colleges, workforce boards, and universities • Professional development for teachers on literacy, math interventions, and CTE alignment 	<ul style="list-style-type: none"> • TSI prep sessions held; Dual credit/AP enrollment rosters; IBC course offerings expanded • Dual credit MOUs; AP course additions; • PD attendance sheets; lesson plans; department PLC agendas 	<ul style="list-style-type: none"> • Increase in % of students meeting TSI benchmarks ($\geq 43\%$ RLA, $\geq 44\%$ Math \rightarrow goal $55\%+$); Dual credit completion $\geq 45\%$ • Growth in total CCMR credit count from 366 \rightarrow 410 (95%) • Improved instructional alignment to CCMR outcomes 	<ul style="list-style-type: none"> • Progress monitoring through TSI interim data, dual credit grade reports, Certification testing reports (each six weeks) • CCMR Calculation Reports reviewed quarterly • Walkthroughs, PLC minutes, benchmark data

Goal Area 3: Leadership Growth

Annual Goal 3: Increase leadership capacity within all teachers.

Objective 1: All teachers will have equal opportunities throughout the year to lead various groups of teachers.

Strategy 1: Provide opportunities for all teachers to lead either their content team or department in the sharing of best practices.

Timeline: August 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal, Assistant Principals, CLL, Department Chairs

Action Steps:

- 1) Schedule meetings and assign every teacher equitable opportunity to lead
- 2) Schedule walkthroughs to observe implementation of shared practices
- 3) Provide feedback and reflection opportunities for effectiveness and to identify areas for growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • OneDrive access • Google Docs access • Meeting rooms and times • Smart board 	<ul style="list-style-type: none"> • Meeting agendas and sign-ins • Artifacts • Lesson Plans • Walkthroughs 	<ul style="list-style-type: none"> • Walkthroughs • Lesson Plans of content team, department teachers 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks • STAAR • TELPAS • SGMs Pre/Post Tests

Goal Area 4: Family and Community Empowerment

Annual Goal 4: Direct connection (phone communication, parent conference, home visit) between parents and school personnel will increase to a minimum of 70% of enrolled students by June 2026.

Objective 1: Provide training to all teachers on campus initiatives, grading policy, graduation requirements, etc. with the expectation that all teachers make direct contact with a specific group of students throughout the year.

Strategy 1: Assign every teacher an equitable number of students tasked with making regular and routine contact with parents regarding their child’s performance, progress, criteria met for various school programs.

Timeline: Aug. 2025-June 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal, assistant principals, Home Room/Wolverine Time teacher, Campus Family and Community Empowerment committee members

Action Steps:

- 1) Training provided to teachers regarding campus initiatives, calendar, requirements, expectations, etc.
- 2) Teachers assigned a “home room” of students
- 3) Teachers provided a schedule of contact windows to reach out to the parents of their assigned students

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Student contact information • Phones • Transportation • Magnetic car decals with school logo 	<ul style="list-style-type: none"> • Call Logs • Training records • Homeroom/student assignment log • Communication logos 	<ul style="list-style-type: none"> • Parent/Community survey • Increased parent engagement rate • Teacher reflection and feedback 	<ul style="list-style-type: none"> • Parent/Community Survey • Teacher survey and contact log