Campus Improvement Plan
2025-2026

Executive Summary

- **Mission:** It is the mission of all stakeholders of PSJA Thomas Jefferson Early College High School to assist every student in developing college, career, and global citizen capacities to the fullest while completing college core coursework or earning a postsecondary degree by high school graduation.

- **Demographics Summary:** The current enrollment of PSJA Thomas Jefferson Early College High School, as of 9/3/2025 is 532 students. The student population consists of 98.3% Hispanic and less than 1% African American, White, and Asian (each). Our students represent low socio-economic status of approximately 93 %, with 33.9% English Limited population and a 4.0 mobility rate. Approximately 5.1% of our student population receive special education services, while 2.6% receive accommodation under RTI and 504. Our Gifted and Talented population accounts for approximately 13.2% or 70 students.

- The bilingual population is approximately 33.7% where most of the students' home language is Spanish. The attendance rate for the campus has consistently been maintained at approximately 98.3%. Since we are a school of choice, most of our students come from the tri-city area (Pharr, San Juan, and Alamo) area - boundary marked between Owassa Road (Northside) toDicker Drive (Southside) and Tower Road (Eastside) to a bit past Jackson Road (Westside). We currently have over 89 students who transfer into our campus from zones out of our district (Edinburg CISD, Donna ISD, McAllen ISD, and Valleyview ISD, etc...).

- **Comprehensive Needs Assessment Summary:** PSJA Thomas Jefferson Early College High School received an overall grade of 96 out of 100 based on performance in three different areas, or domains. In the Effective Teaching and Learning domain, we earned 96, which shows how much students know and can do at the end of the school year. The School Progress domain, 96 for T-STEM, shows how students perform over time and how that growth compares to similar schools. T-STEM scored 95 in Closing Gaps, thedomain that shows how well different student groups within a school are performing. T-STEM, also, had four distinctions in the "Science", "Social Studies", "Comparative Academic Growth", and the "Post-Secondary Readiness" area, where we were compared to 40 other school from across the state with similar demographics.

- **Curriculum/ Instruction and Assessment:** Teachers utilize curriculum in Pre-Advanced Placement, Advanced Placement, and Dual Credit programs for all students in both Spanish and English instruction with a focus on district/campus professional development instructional pedagogy. All students participate in a college prep program and/or dual credit college courses. These programs are the cornerstone for the successes of our student population, whereas all students graduate with several college credits if not a certificate, endorsement, or college degree. Coincidently the need to engage students in viable classes as leaders that focus in reading, writing, and content literacy is a strong point that embodies all programs that we offer for students, staff, and community.

- **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 Masters level on EOC STAAR by 5% in all subject areas and subgroups. Students in grades 9-12 will show a one level increase in students' performance in their composite performance as determined by TELPAS assessment (prior year compared to current year). 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. One hundred percent of students will participate in our campus wide PBIS and social emotional learning initiative. Increase the academic achievement of all students, in all subgroups by 10%. Close the achievement gap by 10% between the economically disadvantaged, special education and ELL populations. Students will improve to attendance to show 99% overall attendance for the campus. One hundred percent of parents will have the opportunity to participate in school events and engagement activities. T-STEM will continue to collaborate with community stakeholders to ensure student/campus success.

Sandra Garza

Principal

Mission Statement

As stakeholders of PSJA Thomas Jefferson T-STEM ECHS, our mission is to cultivate our student scholars to become responsible global citizens, innovative leaders, and creative problem-solvers of tomorrow, while preparing them to become college and career ready through the completion of college coursework or earning a postsecondary degree by high school graduation.

What We Believe In

Guiding Principles:

- *Respectful, Responsible, and Safe*
- *Powerful teaching, powerful learning, and coherent college preparation*

What We Want to Accomplish

We envision a dynamic learning community where every member discovers their purpose for creating a better future and better world.

Campus Performance Objective Council Members

Dr. Sandra Garza	Principal	Victoria Cantu	FL Teacher
Monica Garza	Assistant Principal	Rosalinda Covarrubias	FL Teacher
Katia Garza	Assistant Principal	Claudia Perez de Saldivar	MA Teacher
Veronica Flores	Dean of Instruction	Alicia Martinez	MA Teacher
Ana Villarreal	Head Counselor	Moises Diaz	MA Teacher
	Campus Learning Leader (CLL)	Gina Miquiabas	MA Teacher
Vasthi Rodriguez	Language (ELA) Dept. Head	Graciela Rodriguez	MA Teacher
Leslie Martinez	Science (SC) Dept. Head	Gerardo Herrera	SS Teacher
Wasiela Salinas	Mathematics (MA) Dept. Head	Lori Ramirez	SS Teacher
Gerardo Herrera	Social Studies (SS) Dept. Head	Jose Gomez	SS Teacher
Victor Salinas	Career and Technology (CTE) Dept. Head	Felipe Alvarez	SS Teacher
Nora Salazar	Inclusion Teacher	Julia Lopez	SC Teacher
Daniella Rodriguez	Inclusion Teacher	Luzmarely Villarreal	SC Teacher
Dr. Nora Rivas Garza	Executive Officer	Leonardo Tremari	SC Teacher
	Parent	Yvonne Chamblin	CTE Teacher
	Parent	Irene Garza	CTE Teacher
	Community Member	Moyses Garcia	CTE Teacher
	Community Member	Adan Salinas	CTE Teacher
	Business Representative (South Texas College)		CTE Teacher
	Student Council President		CTE/(FA) Teacher
Maria Duran	ELA Teacher	William Henry	FA Teacher
Kristy Perez	ELA Teacher	Miriam Vera	FA Teacher
Juan Quiroz	ELA Teacher	Liliana Pacheco	FA Teacher
Jo Garcia	ELA Teacher	Efrain Munguia	FA Teacher
Juan Tijerina	Foreign Language (FL) Teacher	Valerie Salinas	Physical Education (PE) Teacher
		Marcus Galaviz	Physical Education (PE) Teacher

PSJA Thomas Jefferson T-STEM Early College High School

2025-2026 Campus Demographics

	ALL	MALE	FEMALE	SPED	EBs	M1	M2	MIGRANT	ECD	GT	CTE	AT RISK
Number	532	275	253	27	197	6	1	10	501	73	426	
Percent	100	52.1	47.9	5.1	36.5	1.1	.2	1.69	92.9	13.5	79.0	

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian / Other	Two or More
Number	532	520	1	0	0	0	0	0
Percent	100	99	0.2	0	0.8	0	0	0

2024-2025 Campus Performance

	Domain I Effective Teaching and Learning	Domain II School Progress	Domain III Student Support	Overall Rating	Letter Grade
TSTEM ECHS	96	95	98	96	A

PSJA Thomas Jefferson T-STEM Early College High School

Campus Timeline

Date	Event(s)
June 2025	− Campus Timeline was sent to campus principals and central office staff
August 2025	− Convened with members of the Campus Performance Objective Council (CPOC) to discuss, review, and revise Focus Area and CNA
August 2025	− Attended training for administrators on the CIP Guide
August 2025	− Reviewed 2023 CIP Instructions, Guidance, and Resource Guide with CPOC members
August 2025	− Development draft of Campus Goals, Objectives
September 2025	− Development and Completion of Strategies and Actions Steps
September 2025	− Completed draft of Focus Area, Campus Goals, Objective, and Strategies for CPOC Review
October 2025	− CPOC review and provide feedback of CIP
October 2025	- Presented an update of the CIP to Executive Officer (EO) for High Schools
October 2025	− Revised CIP according to feedback from EO for board approval
October 2025	− Submitted for board approval
October 2025	− Continued to modify CIP as necessary for use throughout the year

2025-2026 Campus Focus Areas

- **Focus Area 1 – Effective Teaching and Learning**
- **Focus Area 2 – Student Support**
- **Focus Area 3 – Family & Community Empowerment**
- **Focus Area 4 – Leadership Growth**

2025-2026 Campus Goals

- **Campus Goal 1**: By June 2026, PSJA Thomas Jefferson T-STEM identified student groups in the Academic Achievement Designations will meet 3 or more indicators to achieve a distinction earned in all Designation Summaries of the 2025 State Accountability.

- **Campus Goal 2:** By June 2026, all PSJA Thomas Jefferson T-STEM students taking an EOC exam will exceed 90% in Approaches, exceed 60% in Meets, and increase to 25% Masters in English 1 , 20% Masters in English II, 71% Masters in Algebra 1, 21% Masters in Biology, and 45% Masters in U.S. History in Domain 1 Student Achievement.

- **Campus Goal 3:** By June 2026, the percentage of PSJA Thomas Jefferson T-STEM students who perform at the meets and master's level in all EOC assessments will increase by five percentage points.

- **Campus Goal 4:** By June 2026, 50% of PSJA Thomas Jefferson T-STEM Emergent Bilingual students will advance at least one proficiency level in each language domain and 20% of EB students will be exited from the Bilingual Program.

- **Campus Goal 5:** By April 2026, 100% of PSJA Thomas Jefferson T-STEM students in grades 9-12 will prepare and present a project-based learning sustainable development project based on one or more of the United Nations Global Goals.

- **Campus Goal 6:** By June 2026, the percentage of PSJA Thomas Jefferson T-STEM students earning a score of 3 or above on an Advanced Placement exam will increase by 5% compared to the previous year.

PSJA Thomas Jefferson T-STEM Early College High School
Comprehensive Needs Assessment

Focus Area	Area Reviewed	Summary of Strengths	Challenges
1	Effective Teaching and Learning	• Distinction earned in ___ • 19% of all students scored at mastery level. 58% of all students met standard, 70% of EL's met standard • 85% STAAR Performance = 92 scaled score • 98% of seniors are College, Career & Military Ready = 100 scaled score • 99% graduates in 2025 = 100 scaled score • 100% graduates in 2024 • 100% graduates in 2023 • 85% of seniors (Class of 2024) are TSI criteria complete • Campus SAT combined Mean score is 900 vs district at 855 • ACT average is a 19 • SAT average is a 468 in reading & writing and a 432 in math • AP Summary: The data indicates that performance in all AP subjects has increased by 3% • Attendance rate = 99.3% • Tutoring time is consistent between grade levels, contents, and teachers • Availability of technology resources for students and teachers, and staff • 1 to 1 ratio (device: individual) for technology availability •	• Increase STAAR Results at Meets Grade Level or above from 58% to 85% • Increase English 1 EOC mastery from 30% to 35% • Increase English 2 EOC mastery from 18% to 23% • Increase Algebra 1 EOC mastery to from 66% to 71% • Increase Biology EOC mastery from 16% to 21% • Increase US History EOC mastery from 32% to 37% • Increase TSI completion 85% to 94% • Increase ACT average to a 21 • Increase SAT reading average from 468 (class of 2024) to 480 (meets) • Increase SAT Math average from a 432 (class of 2024) to a 530 (class of 2025) • Increase SAT Approaches Level Performance from 67%(class of 2024) to 72%(class of 2025) and increase SAT Meets level performance from 36%(class of 2024) to 41% (2025) • Increase industry certificates offered to our students • Increase AP performance by 5% • Increase CCMR and Graduation rates for all students • Increase Attendance rate to 100% • Meeting the academic needs of sub-groups: ELL, Special Education, CTE, and Migrant • Closing the achievement gaps of sub-groups: ELL, Special Education, CTE, and Migrant • Student participation in district enrichment camps to increase learning time

Focus Area	Area Reviewed	Summary of Strengths	Challenges
2	Close the Achievement Gaps (Special Population Goals & Strategies)	• Earned a met standard rating with a component score of 88 • Non-continuously enrolled students did not meet the target in Math • Earned a Met Standard in ELA 61% (Target is 44%) • Met 6 out of 6 targets in ELA • Met 3 out of 6 targets in Math • A component score of 84 in academic growth (scaled score=92) • A component score of 77 in relative performance (scaled score = 94) • TELPAS 2023 yearly progress composite rating = 55% • Met academic growth in Algebra 1 - 102% • 80% of students in Algebra Met standard • 79% of EB students in Algebra Met Standard • 100% Domain 3 Achievement for long term goal of 3038 • Long term goal was met for Meets performance for Reading and Math with a 4 • Long Term goal was met for TELPAS performance • Long Term goal was met for CCMR performance • 98% of seniors are College, Career & Military Ready = 100 scaled score	• Increase English Language Proficiency of our EL population from 55% to 56% • EL reading comprehension • Increase EL's at Meets level to 35% • Increase EL's at Masters level to 30% • An overall 5 % Academic Growth • 5% in Reading Academic Growth • 5% in Mathematics Academic Growth • TELPAS overall growth of 10% • Improve student learning outcomes in : English 1 EOC, English 2 EOC, Algebra I EOC, Biology EOC, and US History EOC
3	Improve Safety, Public Support, Culture & Climate-Including Safety & Violence Prevention	• Part time Parent Educator • Community meetings/events to include Meet the Teacher, Open House, Fall Festival, Parent University (meetings), Fine Arts Concerts, Literacy Night, Robotics Night, Good student attendance. • Work with Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture	• Increase Parental Involvement Communication in both English and Spanish • Increase parental volunteer time • Build Community Relations • Increase student enrollment • Build stronger public relations • Improve student retention

PSJA Thomas Jefferson T-STEM Early College High School
Comprehensive Needs Assessment

Focus Area	Area Reviewed	Summary of Strengths	Challenges
4	Leadership Growth	• 100% Highly Qualified Staff • We continue to use a high-quality process to select staff to serve our students. • The district has systems in place to ensure we recruit qualified staff • 10 PSJA Teachers serving as Dual Credit Professors through an MOU with South Texas College	• Teachers with a master's in social studies, English, science, mathematics, speech, Spanish and music • Improve professional development practices

Focus Area 1: Effective Teaching and Learning

Focus Area 1:	Effective Teaching and Learning
Campus Goal 1:	By June 2026, PSJA Thomas Jefferson T-STEM identified student groups in the Academic Achievement Designations will meet 3 or more indicators to achieve a distinction earned in all Designation Summaries of the 2025 State Accountability.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase the academic performance of all students by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide and implement instructional programs to meet the needs of all populations to include 9th- 12th. Whole and smallgroup instruction, cooperative learning, instructional supplies and consumables, computer lab school wide.	*Principal *Assistant Principal *Dean of Instruction *Department Heads *Teachers	*General Supplies *Copier Machines *Canon/ Copy Graphics *Laptop *TEKS *Advanced Placement	*September 2025 - August 2026	*Curriculum Documents *lesson plans *student products *Pacing Guides and timelines	*Effective Teaching and Learning gains on the: *STAAR *TELPAS *PBMAS *Mini Assessments *CBAs * *BMs	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h *Title II

Action Steps
1) Train staff on implementing programs.
2) Monitor performance of staff and students.
3) Assess and make adjustments to delivery and content.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Campus Leadership Team will monitor the implementation of the curriculum at each campus	*Principals, *Assistant principals *Department Heads *CLL	*Laptop *Observation rubric *General Supplies	*September 2025 - August 2026	*Walk-through documentation	*Benchmark scores *Effective Teaching and Learning gains	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c , h

Action Steps
1) Train on the curriculum.
2) Monitor the implementation.
3) Assess strategies and make adjustments to pedagogy as necessary.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide hands-on learning and exposure to Science, Technology,Engineering, and Mathematics and support the use of field- based or service learning to enhance the students' understanding of STEM subjects.	*Principals *Assistant Principals *Department Heads *CLL *CLF's	*CBAs *Benchmarks *STAAR *TELPAS *Consumable supplies *lab equipment *study aids *reading supplement (i.e. Reaching for the stars...) *Prep books for AP exams *textbooks	*September 2025 - August 2026	*Master Schedule *Summer Schedules *Enrichment Program Schedules	*Effective Teaching and Learning Gains *Closing Achievement Gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c

Action Steps
1) Train staff on implementing programs.
2) Monitor performance of staff and students.
3) Assess and adjust delivery and content.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 1:	By June 2026, PSJA Thomas Jefferson T-STEM identified student groups in the Academic Achievement Designations will meet 3 or more indicators to achieve a distinction earned in all Designation Summaries of the 2025 State Accountability.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase the academic performance of all students by 10%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Foreign language and environmental education instruction	*Principals *Assistant Principals *Department Heads *CLL *CLF's	*CBAs *Benchmarks *STAAR *TELPAS	*September 2025 - August 2026	*Schedules	*Effective Teaching and Learning Gains *Closing Achievement Gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c

Action Steps
1) Train foreign language and necessary staff on implementing programs.
2) Monitor performance of staff and students.
3) Assess and make adjustments to delivery and content.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Purchase manipulatives, supplemental aides, and instructional resources to support student learning.	*Principals *Assistant Principals *Secretary	Lab equipment *Safety goggles *Lab Coats *Power Towers *VR Goggles *headphones *Logitech crayon *Screen Beams *Gloves *Microphone *clickers *Interactive panel *Dash Cart *IPAD and IPAD covers *keyboards *Tables & Chairs *Prep books for AP exams *Criterion *graphing tablets *SchoolCity *Dictionary Calculators *TI Nspire Calculators *Corrective Reading *General Supplies *Copier Machine *materials as outlined in the See Appendix: Summary of Departmental Needs	*September 2025 - August 2026	*Walkthrough Documentation	*Closing the Gap	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps
1) Request quotes for items.
2) Secure a purchase order.
3) Purchase items for use in classroom.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 1:	By June 2026, PSJA Thomas Jefferson T-STEM identified student groups in the Academic Achievement Designations will meet 3 or more indicators to achieve a distinction earned in all Designation Summaries of the 2025 State Accountability.
Objective 2:	By June 2026, 100% assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment.	*Campus leadership team	*CBAs, BMs, STAAR, TELPAS General Supplies Printer/Toner Copy paper	*September 2025 - August 2026	* Data Reports	* Effective Teaching and Learning gains	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps
1) Review data right after assessment.
2) Desegregate data and plan as necessary.
3) Post in data room and common areas, while maintaining confidentiality limits, for staff and student to see and target.
4) Update for every assessment taken.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Professional development training on data analysis will be provided for campus teachers.	*Principal *Assistant Principals *Dean of Instruction * Campus leadership team	*CBAs *BMs *STAAR *TELPAS *Weekly-mini assessment *General Supplies *Computer *Copier Machine	*September 2025 – August 2026	*Agendas and Sign-in Sheets *PowerPoint	*Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, d, i *Title II *Title III *Title IV

Action Steps
1) Review and analyze data right after assessment, at district or campus level.
2) Desegregate data and plan for training with teachers.
3) Train teachers.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Prepare campus level data to develop action plans to target areas of concern	*Campus Leadership Team	*CBAs *BMs *STAAR *TELPAS *Weekly-assessment *TPRI *Tejas Lee *General Supplies *Computer *Copier Machine	*September 2025 – August 2026	*Student Progress Profiles *DMAC Reports *Campus Data Reports	*Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, i *Title II *Title III *Title IV

Action Steps
1) Review data right after assessment.
2)Desegregate data and plan as necessary.
3) Assess performance and adjust plan frequently

Focus Area 1:	Effective Teaching and Learning
Campus Goal 1:	By June 2026, PSJA Thomas Jefferson T-STEM identified student groups in the Academic Achievement Designations will meet 3 or more indicators to achieve a distinction earned in all Designation Summaries of the 2025 State Accountability.
Objective 2:	By June 2026, 100% assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Academic Interventions, afterschool tutorials, Saturday tutorials, State Assessment administration and monitoring will be available for all students following each district-level Benchmark and state assessment	*Dean of Instruction *Instructional Coaches *Teachers	*CBAs *BMs *STAAR *TELPAS *Copy Machines *Canon/Copy Graphics *Laptops	*September 2025 - August 2026	Tutorial Sign-in sheets, Schedules, Targeted Tutorials,Intervention Plans	Effective Teaching and Learning gains, closing achievementgaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c , h

Action Steps
1)Review data right after assessment.
2)Desegregate data and plan for intervention programs as necessary.
3) Implement programs and assess student performance.
4) Make necessary refinement to delivery during program .

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Communication will be conducted following each district-level Benchmark to inform parents of all studentsof interventions available.	*Campus Administration *Teachers	*Weekly-mini assessments *Unit assessments CBAs *BMs *STAAR *TELPAS *Tutoring *TPRI *Tejas Lee	*October 2025 November 2025 January 2026 February 2026 March 2026 April 2026 May 2026	*Phone Logs *Sign-in sheets *Campus Letter *Tutoring permission slip	*Effective Teaching and Learning gains *closing achievement gaps *increased student participation in tutorial program	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h *SCE

Action Steps
1)Review data right after assessment.
2)Desegregate data and plan for meetings as necessary.
3) Conduct meetings.

Area 1:	Effective Teaching and Learning
Campus Goal 1:	By June 2025, PSJA Thomas Jefferson T-STEM identified student groups in the Academic Achievement Designations will meet 3 or more indicators to achieve a distinction earned in all Designation Summaries of the 2025 State Accountability.
Objective 3:	By June 2025, Content specific professional development to the state assessed curriculum will be provided for 100% of educators at Thomas Jefferson T-STEM Early College High School.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domain, Distinguished Awards and the Systems Safeguards are calculated.	*Campus Administration	*CBAs *BMs *STAAR *TELPAS	*September 2025 - August 2026	*Agendas *Sign-in Sheets	Effective Teaching and Learning gains, closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps
1) Plan for the professional development in set area.
2) Train teachers on systems of evaluation.
3) Have teachers use knowledge in classroom settings to benefit student.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Collaborative Learning Communities [CLCs] will be scheduled frequently for unpacking the TEKS and lesson plan collaboration	*Campus Administration *Campus Leadership Team District Level Admin *CLL *CLF's	*CBAs *BMs *STAAR *TELPAS	*September 2025 - August 2026	*Walk-throughs *Master Schedule *Unpacking of the TEKS document	*Benchmark scores *Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps
1) Plan for CLC meeting.
2) Conduct CLC meeting.
3) Monitor implementation of strategies and deliver as delineated during CLCs.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student	*Campus Administration *District Level Administrators	*BMs *STAAR *TELPAS	*September 2025 - August 2026	*Agendas *Sign-in Sheets	*Benchmark score *Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps
1) Designate and train trainer.
2) Plan for meeting.
3) Train teachers.
4) Monitor implementation.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 2:	By June 2025, all PSJA Thomas Jefferson T-STEM students taking an EOC exam will exceed 90% in Approaches, exceed 60% in

	Meets, and increase to 25% Masters in English 1 , 20% Masters in English II, 45% Masters in Algebra 1, 35% Masters in Biology, and 45%
Objective 1:	By June 2026, School – wide Reading/Writing Instruction will be aligned and interdisciplinary among all content areas at PSJA Thomas Jefferson T-STEM Early College High School.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	*ELA/SLA/SS/ALG/SCI Teachers *Instructional Coaches	*CBAs *BMs *STAAR *TELPAS *Pre-AP *AP training *Windbooks *Interactive Board *Mobile Lab (COW) *Tech related equipment	*September 2025 - August 2026	*Completed Curriculum Documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps
1) Train staff in how to develop thematic – based instruction.
2) Develop thematic – based instruction.
3) Implement and monitor thematic-based instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Building Rigorous Readers activities will be implemented in all contents	ELA/SLA/SS/ALG/SCI Teachers	*CBAs *BMs *STAAR *TELPAS *Windbooks *Interactive Board *Mobile Lab (COW) *Tech related equipment	*Summer 2025 - August 2026	*Completed Close Reading Documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c , h

Action Steps
1) Designate and train staff to build a rigorous reader activity.
2) Build rigorous reader activities to use campus-wide.
3) Monitor and assess the effective use of the activities.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Depth of Knowledge Questions [DOK]will be updated for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	*Campus Principals, ELA/SLA/SS/ALG/SCI Teachers	*CBAs *BMs *STAAR *TELPAS *Windbooks *Interactive Board *Mobile Lab (COW) *Tech related equipment	*September 2025 – August 2026	*Completed DOK questions in the curriculum documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps
1) Train teaches on how to write effective DOK questions.
2) Update our current selections during CLCs.
3) Use in the classroom during selections.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 2:	By June 2026, all PSJA Thomas Jefferson T-STEM students taking an EOC exam will exceed 90% in Approaches, exceed 60% in Meets, and increase to 25% Masters in English 1, 20% Masters in English II, 45% Masters in Algebra 1, 35% Masters in Biology, and 45%
Objective 1:	By June 2026, School – wide Reading/Writing Instruction will be aligned and interdisciplinary among all content areas at PSJA Thomas Jefferson T-STEM Early College High School.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*A minimum of 3 compositions per semester will be required at each grade level	*Campus Administration, District ELA/SLA/SS/ALG/SCI Teachers	*CBAs *BMs *STAAR *TELPAS *Criterion *Dictionary *Calculators *Mobile labs/lab supplies *Laying the foundation *Springboard *Student portfolios *General Supplies	*September 2025 - August 2026	*Completed composition prompts Lesson Plans	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps
1) Make a plan/calendar for administration of compositions writing.
2) Have staff collect and assess writing samples and give feedback to teacher and students.
2) Monitor growth and progress of students.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*STAAR, AP, ACT/SAT Connected questions will be developed/ revised for all literary selections [all genres]	* ELA/SLA/SS/ALG/SCI Teachers	*CBAs *BMs *STAAR *STAAR Coach books *TELPAS *Novels *Springboard *ACT/SAT consumables *Windbooks *Interactive Board & equipment	*September 2025 - August 2026	*Completed STAAR Literature questions in the Curriculum Documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps
1) Revise mentioned questions to be used in classroom.
2) Use in classroom.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 2:	By June 2026, all PSJA Thomas Jefferson T-STEM students taking an EOC exam will exceed 90% in Approaches, exceed 60% in Meets, and increase to 25% Masters in English 1, 20% Masters in English II, 45% Masters in Algebra 1, 35% Masters in Biology, and 45%
Objective 2:	By June 2026, through aligned guaranteed and viable curriculum, the percent of students performing at masters level on STAAR EOC (English) will increase from 80% to 85%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum-writing initiatives with for ELAR/SLAR based on need's assessment using data and trends will be executed.	*Content Coordinators *Content teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop *Advanced Placement	September 2025 – August 2026	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Effective Teaching and Learning gains on the STAAR Teacher retention TELPAS *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR *TELPAS *Results Driven Accountability *Student Learning Objectives [SLOs] Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps

1) Participate in the district curriculum writing sessions during the summer.

2) Analyze the 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, MyOn, Newsela, Accelerated Reader, and MackinVia.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	*Principals *Assistant principals *CLL *CLFs *Department Head	*Principals *Assistant principals	*September 2025 -- August 2026	*Walk-through documentation	*BM1 and BM2 scores show increases in Effective Teaching and Learning and student performance growth	*Formative assessments CBAs and Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps

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

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

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	*Principal *Assistant Principals *CLL *Department Head	*Training Material *Training Agenda *District Curriculum *Pacing guide *Year- at- a- Glance *Weekly Lessons State and Local Data	Sep. 2025- Aug. 2026	*Agendas and sign-in sheets *Collaborative Learning Communities Meetings	*BM1 and BM2 scores show increases in Effective Teaching and Learning and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	*Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps

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

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

3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 2:	By June 2026, all PSJA Thomas Jefferson T-STEM students taking an EOC exam will exceed 90% in Approaches, exceed 60% in Meets, and increase to 25% Masters in English 1, 20% Masters in English II, 45% Masters in Algebra 1, 35% Masters in Biology, and 45%
Objective 2:	By June 2026, through aligned guaranteed and viable curriculum, the percent of students performing at masters level on STAAR EOC (English) will increase from 80% to 85%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student performance in English 1 EOC from 14% to 19% in the mastery level performance.	* ELA/SLA/SS/ALG/SCI Teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop	*September 2025 - August 2026	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Effective Teaching and Learning gains on the STAAR *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR	*Title I, Part A – a, b, c, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps
1)Identify students with need in this area of focus.
2)Plan and implement program to increase mastery scores.
3)Monitor and assess program effectiveness.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student performance in English 2 EOC from 9% to 14% in the mastery level performance.	* ELA/SLA/SS/ALG/SCI Teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop	*September 20245- August 2026	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Effective Teaching and Learning gains on the STAAR *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR	*Title I, Part A – a, b, c, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps
1)Identify students with need in this area of focus.
2)Plan and implement program to increase mastery scores.
3)Monitor and assess program effectiveness.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 2:	By June 2026, the percentage of PSJA Thomas Jefferson T-STEM students who perform at the meets and master's level in all EOC assessments will increase by five percentage points.
Objective 3:	By June 2026, through data-driven instruction, the percent of students performing at masters level on STAAR EOC (English) will increase from 80% to 85%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Testing calendar will be created to provide alignment of assessments.	*Principal *Administrator in charge of Testing	*Assessment calendar *Instructional timelines *Assessed curriculum	Sep. 2025 – Aug. 2026	*Completed testing calendars and timelines *Agendas and sign in sheets	*Effective Teaching and Learning gains on the STAAR, Domain III, TELPAS, *Results Driven Accountability Report	*Formative assessments CBAs, Benchmarks [BMs] *STAAR *TELPAS *Results Driven Accountability *Student Learning Objectives [SLOs] Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & 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 (i.e.. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	*Principal *Administrator in charge of Testing *Campus Leadership Team	*STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists *Plan for each student group	Oct. 2025 Nov. 2025 Jan. 2026 Feb. 2026 Mar. 2026 April 2026 August 2026	*Student Progress profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews [CPRs]	*Effective Teaching and Learning gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress made	*Formative assessments *CBAs *Benchmarks *STAAR *ACT and SAT *Texas Success Initiative (TSI) *TELPAS *TPRI/TEJAS LEE	*Title I, Part A, - a, b, h, i *Title II *Title 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 (fluency, comprehension).
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with staff to identify areas of concern in order to plan next steps.	*Principal *Assistant Principal *CLL	*District and Campus *Benchmark Data Reports *Plan for Interventions	Oct. 2025 Nov. 2025 Jan. 2026 Feb. 2026 Mar. 2026 August 2026	*Agendas and sign-in sheets *Data Analysis is documents *Campus Review documents	*CBAs *BM1 and BM2 scores *Effective Teaching and Learning gains *Student growth *Increased performance of students at Meets & Masters performance levels	*Formative assessments CBAs and Benchmarks *STAAR *ACT and SAT *Texas Success Initiative (TSI) *TELPAS	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps
1) Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

22

Focus Area 1:	Effective Teaching and Learning
Campus Goal 3:	By June 2026, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
Objective 1:	By June 2026, Math Instruction will be 100% aligned with district curriculum and embedded throughout all content areas at PSJA Thomas Jefferson T-STEM Early College High School.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Mathematics curriculum will include CIF strategies	*Content Coaches	*CBAs *BMs *STAAR *TELPAS	Sep. 2025 – Aug. 2026	* Completed Curriculum Documents	* Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h, i

Action Steps
1) Train staff on CIF strategies to be used with math content.
2) Implement CIF strategies.
3) Monitor and assess CIF strategies.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
* Instructional strategies will be developed/ revised as spiraled activities in STAAR format	*Principals *Dean of Instruction *Instructional Coaches	*CBAs *BMs, *STAAR *STAAR Coach Resource books *Reading Comprehension PD *TELPAS	Sep. 2025 – Aug. 2026	* Walk-throughs * lesson plans	*Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h, i

Action Steps
1) Train staff on making effective spiraling activities.
2) Implement spiraling activities in the classroom.
3) Monitor, assess, and modify spiraling activities.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide professional development on effective teaching strategies through CLCs	*Principals *Dean of Instruction *Instructional Coaches	*CBAs *BMs *STAAR *TELPAS	Sep. 2025 – Aug. 2026	*Agendas and Sign-in Sheets	*Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, d, h, i

Action Steps
1) Research and plan for professional development on effective teaching strategies.
2) Train teachers.
3) Monitor, assess, and modify effective teaching strategies.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 3:	By June 2026, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
Objective 2:	By June 2026, the percent of students who perform at masters level on STAAR Mathematics will increase five percentage points.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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	*TEKS resources *Curriculum Templates *Curriculum Calendar *State and local student data	Sep. 2025 – Aug. 2026	*Curriculum documents *Lesson plans *Collaborative Learning Leader agendas *Walkthrough documents	*Effective Teaching and Learning gains on the STAAR Teacher retention *Results Driven Accountability Report	*Formative assessments CBAs, Benchmarks [BMs] *STAAR *Results Driven Accountabilit y *Student Learning Obj ectives [SLOs] Pre/Post Test	*Title I, Part A – a, b, h, 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
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in- person).	*Principals *Assistant principals *Coordinators *Strategists *CLL *CLFs	*Principals *Assistant principals	Sep. 2025 – Aug. 2026	*Walk-through documentation	*BM1 and BM2 scores show increases in Effective Teaching and Learning and student performance growth	*Formative assessment s CBAs and Benchmark s STAAR ACT and SAT *Texas Success Initiative (TSI)	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	*Principals *Assistant principals *Coordinators *Strategists *CLL *CLFs	*Training Material *Training Agenda *District Curriculum *Pacing guide *Year- at- a- Glance *Weekly Lessons *State and Local Data	Sep. 2025 - Aug. 2026	*Agendas and sign-in sheets *Collaborative Learning Communities Meetings	*BM1 and BM2 scores show increases in Effective Teaching and Learning and growth *Increase performance of students at Meets & Master performance level on STAAR/EOC	*Formative assessments CBAs and Benchmarks STAAR ACT and SAT *Texas Success Initiative (TSI)	*Title I, Part A – a, b, h, i *Title II *Title III *Title 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.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the math classes being. taught

Focus Area 1:	Effective Teaching and Learning
Campus Goal 3:	By June 2026, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
Objective 2:	By June 2026, the percent of students who perform at masters level on STAAR Mathematics will increase five percentage points.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Increase student performance in Algebra 1 EOC from 31% to 41% in the mastery level performance.	*Teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop	June 2025 – Aug. 2026	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Effective Teaching and Learninggains on the STAAR *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR	*Title I, Part A – a, b, c, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps
1)Identify students with need in this area of focus.
2)Plan and implement program to increase mastery scores.
3)Monitor and assess program effectiveness.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 3:	By June 2025, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
Objective 3:	By June 2025, the percent of students performing at masters level on STAAR Mathematics EOC will increase from 31% to 36% through data-driven instruction and job-embedded instructional practices.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	*Principal *Administrator in charge of Testing	*Assessment calendar *Instructional timelines *Assessed curriculum	Sep. 2025 – Aug. 2026	*Completed testing calendars and timelines *Agendas and sign in sheets	*Effective Teaching and Learning gains on Benchmarks (BM1 to BM2), STAAR, Domain III, *Results Driven Accountability Report	*Formative assessments CBAs *Benchmarks [BMs] *STAAR *Results Driven Accountability *Student Learning Objectives Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & 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 (i.e.. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	*Principal *Administrator in charge of Testing *Campus Leadership Team	*STAAR and DMAC data reports *Action Plans and timelines *Tutorial Curriculum *Tutorial Student lists *Plan for each student group	Oct. 2025 Nov. 2025 Jan. 2026 Feb. 2026 Mar. 2026	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews [CPRs]	*Effective Teaching and Learning 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 ACT and SAT *Texas Success Initiative (TSI) *TELPAS TPRI/TEJAS LEE	*Title I, Part A – a, b, h, i *Title II *Title 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	*Instructional Coaches *Teachers *Administration	*Title I *Title II *Local Funds	Sep. 2025 – Aug. 2026	*Agenda *Sign-in sheets	*Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	*CBAs *BMs *STAAR	*Title I, Part A – a, b, d, h, i *Title II *Title 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.
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 3:	By June 2026, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
Objective 4:	By June 2026, the percent of students performing at masters level on STAAR Mathematics EOC will increase from 31% to 36%

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	*Principals *Assistant principals *Campus leadership team *CLL *CLFs*Department chairs *Teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Sep. 2025 – Aug. 2026	Agenda Sign-in sheets Data reports PowerPoints	Effective Teaching and Learninggains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	*Formative assessments *CBAs *Benchmarks *STAAR	*Title I, Part A – a, b, c, d, h, i *Title II *Title III *Title IV *State Textbook Allotment

Action Steps
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional development curriculum training will be provided for staff on virtual lessons/ instructional strategies (e.g. CIF) and data analysis.	*Principal *Assistant principals *Campus leadership team *CLL *CLFs *Department chairs *Campus teachers	*Lead4ward *Region 1 *DMAC *state and federal accountability reports	Sep. 2025 – Aug. 2026	*Agenda *Sign-in sheets *Data reports *PowerPoints	*Effective Teaching and Learning gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress made	*Formative assessments *CBAs *Benchmarks *STAAR	*Title I, Part A – a, b, c, d, h, 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.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 4:	By June 2026, the percent of graduates who are CCMR ready will increase from 96% to 99%.
Objective 1:	By June 2026, the percent of graduates who earn an industry certification will increase by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry based certification in their chosen career pathway.	*Principal *AP in charge of CTE *CTE Coordinators *CTE teacher	*TEKS *Components of Industry *Certification *Computers *Specialized Software and Equipment	Sep. 2025 – Aug. 2026	*Sign-in sheets *Agendas *Curriculum developed in *SharePoint	*Certification results	*Teacher created Benchmarks *Certification Exam	*Title I, Part A – a, b

Action Steps
1)Teachers create curriculum to include activities that simulate requirements to be successful on certification exam
2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam
3) Teachers will embed practice exam questions to scaffold previously taught content material

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing Professional Development training will be provided for staff to ensure all components of certifications are understood and part of instruction.	*AP in charge of CTE *CTE Coordinators *Teacher	*Certifying entity	Sep. 2025 – Aug. 2026	*Sign-in sheets *Agendas *ERO Certificates	*Certifying entity	*Teacher created Benchmarks	*Title I, Part A – a, b, c, d

Action Steps
1) Schedule professional development training
2)Identify teachers who need professional development

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student data for industry certifications will be reviewed three time a year in the Fall, Spring, and Summer.	*AP in charge of CTE *CTE Coordinators *PEIMS	*Student reports by name by certifying entity	Sep. 2025 – Aug. 2026	*Student reports by name by certifying entity	*Increased certification awards *Teacher submitted reports match eSchool submitted reports	*Monitor and review District Dashboard	*Title I, Part A – a

Action Steps
1) Provide professional development on data entry for industry certificates
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool

Focus Area 1:	Effective Teaching and Learning							
Campus Goal 4:	By June 2026, the percent of graduates who are CCMR ready will increase from 96% to 99%.							
Objective 2:	By June 2026, the percent of graduates who earn 3 hours of dual credit (ELA/Mathematics) or 9 hours in any subject (including technical) will increase by 10%.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	*Administration *Assigned TSI Teachers	*TSI District Curriculum *AP Curriculum *Pre-AP Curriculum	Sep. 2025 – Aug. 2026	*Cohort Tutorials *Cohort Attendance *Curriculum Usage	*An increase in the number of students who pass the TSI assessment	*TSI Reading, Writing, and Math Assessment Reports	*Title I, Part A – a, c

Action Steps
1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.
2) TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.
3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development will be provided on Pre-AP curriculum and resources	*Content Coordinators *Dean of Instruction *AP Teachers	*Pre-AP Curriculum *College Board Resources • Books • General supplies	Sep. 2025 – Aug. 2026	*Sign-in sheets *ERO Certificates *Agendas *Lesson Plans	*Increased number of students successful completion of Pre-AP course *Improved AP enrollment	*AP Exams	*Title I, Part A – a, c, d

Action Steps
1) Pre-AP teachers will be teacher modules.
2) Pre-AP teachers will attend the Pre-AP Summer Institute.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing recruitment campaign for CTE college certificate programs.	*CTE Coordinator *CTE Teachers *Counselors	*Sample Degree Plan *PSJA District Dashboard *Career Pathway Videos	Sep. 2025 – Aug. 2026	*Sign-in sheets *Agendas *Sign-in to district portal	*Increase student enrollment in PSJA Academies. *Increase interest in non traditional program concentration. *Increased number of completed college certificates.	*Quarterly data reviews on number of students enrolled in PSJA Academies. *Degree audits (Fall, Spring, Summer)	*Title I, Part A – a, c

Action Steps
1) Schedule classroom presentations for CTE college certificates offered.
2) Conduct informational workshops CTE college certificates.
3) Students will sign-up into to their selected PSJA Academy utilizing the district portal.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 4:	By June 2026, the percent of graduates who are CCMR ready will increase from 96% to 99%.
Objective 3:	By June 2026, the percent of students earning a score of 3 or higher on any subject AP exam will increase by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development on Pre-AP an AP curriculum.	*Content Coordinators *Principal *AP in charge of AP *AP teacher	*AP/Pre-AP Summer Institutes	Sep. 2025 – Aug. 2026	*Sign-In sheets *ERO Certificates *Agendas *Curriculum developed in SharePoint	*AP Exam score increase	*Benchmarks *AP Exams	*Title I, Part A – a, b, c, d

Action Steps
1) Professional Development identified for Pre-AP and AP teachers
2) Pre-AP and AP teachers attend Professional Development sessions

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Pre-AP curriculum will be aligned to embed the knowledge and skills for students success.	*Content Coordinators *Principal *AP in charge of AP *AP teacher	*College Board Pre-AP *Teacher Summer Institutes *Lesson Plans *District Curriculum	Sep. 2025 – Aug. 2026	*Sign-In sheets *Agendas *Curriculum developed in SharePoint	*Increased number of students prepared for AP Classes and improved AP Scores	*College Board *Pre-AP Exams *Pre-AP Benchmarks *Pre-AP Exam Scores *Pre-AP Practice Exams	*Title I, Part A – a, b, h

Action Steps
1) AP Lead and Content Coordinator curriculum writing
2) Curriculum presented to Pre-AP teachers
3) Teachers implement Pre-AP Curriculum

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Tutorials for students taking AP Exams.	*Content Coordinators *Principal *AP in charge of AP *AP teacher	*AP Curriculum *District created curriculum	Sep. 2025 – Aug. 2026	*Student Sign-in sheets *Teacher Sign-in sheets *Agendas *Lesson Plans	*AP Exam score increase	*Benchmarks *AP Exams	*Title I, Part A – a, c, h

Action Steps
1) AP Lead/ Content Coordinator planning of lessons
2) Calendar for tutorial session created
3) Recruit students for tutorials

Focus Area 1:	Effective Teaching and Learning
Campus Goal 5:	By June 2026, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide on-going support for the 100% implementation/integration of technology into the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources.	*Campus Principals *Dean of Instruction *CIT *Librarian	*Accelerated Reader Software *adequate bandwidth *adequate hardware *Software Program *Microsoft Office 365 These resources will be available in the classroom and at home for all students.	Sept. 2025 - August 2026	*Usage reports from the Destiny system and Office 365.	*Increase in the number of students using the Destiny system.	*Review of Destiny Reports	*Title I, Part A – a, b, h

Action Steps
1) Secure resources via central office tech support.
2) Assign and train students on software.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Resources and support will be provided for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	*Campus Principals *Dean of Instruction *CIT	*Instructional Technology Department reviews.	Sep. 2025 – Aug. 2026	*Increased technology training sessions being held at the campus level. Increase in the number of participants in campus-based technology sessions (sign in sheets).	*Increased student scores. *More technology projects in core classes.	*Formative assessments *CBAs *Benchmarks *STAAR ACT and SAT *Texas Success Initiative (TSI) *TELPAS TPRI/TEJAS LEE	*Title I, Part A – a, c

Action Steps
1) Create calendar for instructional support activities.
2) Support staff with instructional need.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide technology and resources to all students to facilitate reading development for all students.	*Campus Principals *Dean of Instruction *CIT	*Accelerated Reader Software *adequate bandwidth *adequate hardware *Software Program	Sept. 2025 - August 2026	*AR reports from schools. *Progress Reports from each of the programs	*Improved scores in reading	*Increase in the participation and scores on the AR program	*Title I, Part A – a, b

Action Steps
1) Provide all students with a laptop (target for a 1:1 student to device ratio) and/or hotspot for home and school use.
2) Train students and staff on effective use of device.
3) Monitor and regulate use

31

Focus Area 1:	Effective Teaching and Learning
Campus Goal 5:	By June 2026, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will identify and apply strategies for supporting 100% use and integration of technology in all classroom.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The technology and core curriculum content will have common essential knowledge and skills will be identified so as to establish correlation guides between curriculum and technology content.	*Campus Principals *CIT	*Core content curriculum resources. *Learning.com resources. *State guidelines for required technology courses.	Sep. 2025 – Aug. 2026	*Time lines for core curriculum areas *Scope and sequence for core curriculum areas *Teacher lesson plans with integrated technology skills *Reports from the online Technology Applications Curriculum System.	*Gains in the Texas Campus Star Charts	*Ongoing review of the district course offerings and alignment with state course requirements.	*Title I, Part A – a, b

Action Steps
1) Review and desegregate Technology TEKS.
2) Align TEKS with core curriculum.
3) Implement alignment.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will train teachers on lesson plans that are aligned with the core content curriculum and that are integrated with technology. SharePoint repository of lessons showcasing technology integration will be setup for teachers.	*Campus Principals *Dean of Instruction *CIT	*Core content curriculum resources *Learning.com	Sep. 2025 – Aug. 2026	*Results of technology benchmarks *Teacher lesson plans *Reports from the online *Technology Application TEKS Curriculum.	*Increased scores on technology benchmarks and state tests.	*Instructional Technology department campus visits and observations.	*Title I, Part A – a, b, c, d

Action Steps
1) Train teachers on technology integration.
2) Monitor and assess effectiveness of programs.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will mandate that all teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	*Campus Principals *Dean of Instruction *CIT	*Learning.com *Instructional Technology Labs	Sept. 2025 - August 2026	*LAB usage logs	*Increased scores in Effective Teaching and Learning in EOC	*Formative Assessment	*Title I, Part A – a, c, h

Action Steps
1) Plan and train teachers to use technology applications.
2) Monitor and assess the effectiveness of programs.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 5:	By June 2026, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will identify and apply strategies for supporting 100% use and integration of technology in all classroom.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
25 Technology enrichment camps (Technology Applications /Microsoft Academy, Computer Coding/Programming) will be hosted during May of 2023. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2023 Summer Technology Academies for teachers and administrators during June 2023.	*Campus Principals *CIT	*Hardware *software And Technology Applications Instructors.	Sept. 2025 - August 2026	*Increased number of summer technology camps. Increased enrollment in summer technology camps. *Display of student summer technology projects on district web site.	*Increased involvement in school technology programs by students. *Student evaluations of summer technology camps.	*Survey results from Summer Camp Participants	*Title I, Part A – a, c, h

Action Steps
1) Promote enrichment camps via school social media.
2) Monitor enrollment.
3) Follow up on student feedback and report to district personnel on results.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will establish Technology Clubs. These clubs will assist the campus administration in organizing and hosting/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.	*Campus Principals *CIT	*Hardware *Software *other technology resources	Sept. 2025 - August 2026	*Computer fair schedules *pictures and articles on the computer fairs. *Student and teacher evaluations of the events.	*Increased use of technology by students and teachers.	*Sign in sheets *club rosters	*Title I, Part A – a, c, h

Action Steps
1) Establish technology clubs.
2) Monitor performance.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 5:	By June 2026, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 3:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will maintain and update Intranet and Internet capabilities at our campus to enhance 100% of student learning.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Departments will use the district's Share Point site to collaborate with other departments and with teachers.	*Campus Principals *CLL *CIT	*District website *share point/intranet site	Sep. 2025 – Aug. 2026	*online campus and classroom web sites	*Increased teacher collaboration on curriculum, business and administrative projects.	*Teacher feedback and usage reports	*Title I, Part A – a

Action Steps
1) Trian staff on how to use sharepoint site.
2) Use sharepoint site to align instruction.
3) Monitor and assess the effectiveness of the materials on site.
4) Provide central office with feedback.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A campus website will be updated as a resource for instruction and a tool for school to community communication.	*Campus Principals *CLL *CIT	*District website *Living Tree *district Intranet	Sep. 2025 – Aug. 2026	*Teacher lesson plans Student feedback Community feedback Web site usage reports.	*Increased teacher collaboration on curriculum projects.	*Web site visit reports	*Title I, Part A – a, f

Action Steps
1) Corroborate on the information to post on campus websites.
2) Post information for community.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.	*Campus Principals *Dean of Instruction *CLL *CIT	*Learning.com, *Atomic Learning, *other online resources.	Sep. 2025 - Aug. 2026	*campus and classroom web sites	*Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).	*Replace and maintain computers every 3 years	*Title I, Part A – a, c, d, h

Action Steps
1) Train yearly.
2) Monitor and assess effectiveness.

Focus Area 1:	Effective Teaching and Learning
Campus Goal 5:	By June 2026, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 3:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will maintain and update Intranet and Internet capabilities at our campus to enhance 100% of student learning.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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 *Campus leadership team *CLL *CLFs *Department chairs *Teachers	*Lead4ward *Region 1 *DMAC *State and federal accountability reports	Sep. 2025 – Aug. 2026	*Agenda *Sign-in sheets *Data reports *PowerPoints	*Effective Teaching and Learning gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS	*Title I, Part A – a, b, c, d *Title II *Title III *Title IV

Action Steps
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Decrease in campus instructional computers due to the end-of-life obsolescence plan, the campus will purchase a set number of computers/ laptops every year.	*Campus Principals *Dean of Instruction *CLL *CIT	*Local campus budgets *Title I	Sep. 2025 – Aug. 2026	*Computer Inventory counts/age of computer	*To computer ratio will be kept constant and at a desirable level.	*Number of computers that are removed from inventory	*Title I, Part A – a, i

Action Steps
1) Replace obsolete equipment.
2) Monitor and assess effectiveness of program.

Focus Area 2: Student Support

Focus Area 2:	Student Support
Campus Goal 6:	By June 2026, all identified student groups in the Student Support domain will meet 3 of the indicators in the Academic Achievement component, in each subject.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will decrease the Effective Teaching and Learning gap among all subgroups by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*To meet the needs of subgroups, research-based practices/ supplemental will be implemented, such as: • Accommodations • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps/ Graphic Organizers •IXL •Individualized Plans •CIF Strategies •ACE Reading Strategies • Imagine Math • Literacy Strategies • SIOP Model • Close Reading strategies • Differentiated instruction • Technology Devices & equipment and software • Collaborative Learning Community • RtI Plans • Strategic Plans • ELPS • Personal Graduation Plans	*Campus Principals *Dean of Instruction * Teachers *Campus Personnel *Support Staff	*Weekly assessments *BMs, *STAAR *EOC, *TELPAS	Weekly walkthroughs Weekly CLCs November 2025 February 2026	*Strategies embedded in the district curriculum guides. *Lesson plans *Walkthroughs *Intervention plans *Progress Monitoring *Learning walks Artifacts	*Closing the achievement gap among all student populations.	*Weekly Assessments * *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h
Action Steps							
1)Review student data and plan for each student as necessary.							
2)Train in best practices utilizing programs indicated.							
3) Implement programs in individualized student education plans.							
4) Assess performance and modify program as necessary.							

Focus Area 2:	Student Support
Campus Goal 6:	By June 2026, all identified student groups in the Student Support domain will meet 3 of the indicators in the Academic Achievement component, in each subject.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will decrease the Effective Teaching and Learning gap among all subgroups by 10%.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Campus will provide subpopulation groups with research based instructional strategies including: • CIF strategies • Think Write Pair Share • Data Based Instructional Grouping • Teacher Collaborative Planning • Individualized Plans for students based on assessment data or classroom data These instructional strategies will be modeled in CLCs and will be supported during coaching cycles and feedback through walkthroughs.	*CLL *Admin Teachers	CLC modeling of strategies	September 2025 October 2025 November 2025 December 2025 January 2026 February 2026 March 2026 April 2026 Weekly Walkthroughs Weekly CLCs	*Walkthrough Data *Lesson Plans Student's artifacts and work shared during CLCs initiation phase8 by teacher	*Closing the achievement gap in all content Improved Telpas Data	*Weekly Assessments Student Artifacts *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h, i

Action Steps
1)Train staff in areas of focus.
2)Implement strategies from professional development.
3) Assess and modify program as necessary according to student performance.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance. Individualized Plans will be created for students to ensure growth of all student populations into the mastery levels.	*Campus Leadership Team *Teachers CLL Admin	*BMs *STAAR *TELPAS *General Supplies *Computer *Copier Machine Individualized Plans Growth plan Template per student	November 2025 January 2026 February 2026 April 2026 May 2026 June 2026 July 2026 August 2026	*Special Populations' Data Templates *Individual Learning Profiles	*Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments * *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h, i

Action Steps
1)Review data right after assessment.
2)Desegregate data and plan as necessary.
3) Assess performance and adjust plan frequently.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Inclusion, accommodations, RtI, 504, and Dyslexia training will be provided for all staff members to meet the needs of students.	*Special education personnel *RTI Coordinator *Dyslexia coordinator *Campus RTI Administrator *Dual Language Personnel	* *BMs *STAAR *TELPAS	* September 2025 August 2026	*Agendas *Sign-in Sheets *Class Rosters	*Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, d, h, i

Action Steps
1) Special Education staff with prepare and deliver modification or IEP to staff.
2) Train staff on the implementation of IEP or modifications to use in classroom.
3) Monitor the fidelity of implementation and have appropriate staff make recommendations during ARDs for further development.

Focus Area 2:	Student Support
Campus Goal 6:	By June 2026, all identified student groups in the Student Support domain will meet 3 of the indicators in the Academic Achievement component, in each subject.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will decrease the Effective Teaching and Learning gap among all subgroups by 10%.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --individualized plans based on assessment data --intential grouping in titan success tutorials of students based on needs determined by assessment data	*Campus Principals *Instructional Coaches *CLF All Teachers	*BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams *General Supplies	September 2025 November 2025 December 2025 January 2026 March 2026	*DMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions --Titan Success Rosters *Progress Monitoring Data Reports *Walkthrough Reports	*Closing the achievement gap among all student populations. Student growth inbetween TELPAS and STAAR benchmarks	*Progress reports *Report cards *Teacher reports DMAC student progress/growth reports telpas	*Title I, Part A – a, b, h

Action Steps
1)Train staff in areas of focus.
2)Implement strategies from professional development.
3)Assess and modify program as necessary according to student performance.

Strategy 6	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Classrooms will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress for all sub-group populations	*Principals *Deans of Instruction *Special Ed Teacher *Instructional Coaches *Counselors	Walkthoughs IEPs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams *General Supplies	Weekly Between September 2025 - August 2026	*Walk-throughs *ARDs *Accommodations *Lesson Plans *Monitoring of the IEP *504 accommodation plans	*Closing the achievement gap among all student populations. *Increase in Effective Teaching and Learning of students with 504 accommodations	*Walkthroughs *Weekly Assessments Special education assessment data *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h

Action Steps
1)Train staff in areas of focus.
2)Implement strategies from professional development.
3) Assess and modify program as necessary according to student performance.

Strategy 7	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.	*Principals *Dean of Instruction *Teachers *Campus Dyslexia Contacts	*BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	November 2025 February 2026 April 2026 June 2026	*Dyslexia progress monitoring data *Walk-throughs *lesson plans *Progress Monitoring Reports --student roster in Dyslexia Lab	*Increase in Effective Teaching and Learning of students with dyslexia accommodations	*Weekly Assessments *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h

Action Steps
1)Train staff in areas of focus.
2)Implement strategies from professional development.
3) Assess and modify program as necessary according to student performance.

Focus Area 2:	Student Support
Campus Goal 6:	By June 2026, all identified student groups in the Student Support domain will meet 3 of the indicators in the Academic Achievement component, in each subject.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students that score masters in all state assessments by 5%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Curriculum documents for all HB5 STAAR courses will be written/revised each summer.	*Content Coaches Curriculum Team	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2025 – Aug. 2026	*Completed Curriculum Documents *Scope and Sequence *Exams and Benchmarks	*Benchmark scores, with students scoring at the Masters Level increasing. *Graduation Rates increasing, *Students graduating under the DLA with collegiate honors increasing *Distinctions earned at the campuses increasing.	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h

Action Steps

1) Train staff in areas of focus.
2) Implement strategies from professional development.
3) Assess and modify program as necessary according to student performance.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation. *Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	*Campus Administrators *Content Coaches	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2025 – Aug. 2026	*Agenda and Sign-in Sheets *Lesson Plans *Walkthroughs	*Benchmark scores, with students scoring at the Masters Level increasing. *Graduation Rates increasing *Students graduating under the DLA with collegiate honors increasing *Distinctions earned at the campuses increasing.	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, d, h

Action Steps

1) Secure professional development in the areas of focus.
2) Train staff in the area of focus.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Teachers will identify students and sub groups in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Master's Level on the STAAR assessment.	*Campus Administrators *Instructional Coaches *CLL *CLFs *Teacher Leaders *Dept. Chairs	*CBAs *BMs *STAAR *TELPAS	*October 2025 November 2025 January 2026 February 2026	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, Effective Teaching and Learning gains, student tracking forms	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h

Action Steps

1) Train staff on how to identify students that need to be targeted for tutorial or intervention programs.
2) Identify students that need tutorial or intervention program and implement plan for improvement.

Focus Area 2:	Student Support
Campus Goal 6:	By June 2026, all identified student groups in the Student Support domain will meet 3 of the indicators in the Academic Achievement component, in each subject.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students that score masters in all state assessments by 5%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment.	*Campus Administration * Instructional Coaches *CLL *CLFs *Teachers *ELL Tutors *Migrant tutors	*CBAs *BMs *STAAR *TELPAS	Sep. 2025 – Aug. 2026	Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs	Benchmark scores, an increase in the number of students that score at the Meets and Masters Grade Level.	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h

Action Steps
1)Identify students that need tutorial or intervention programs and secure staff to provide services.
2)Plan and implement tutorial or intervention program for students.

Focus Area 2:	Student Support
Campus Goal 6:	By June 2025, all identified student groups in the Student Support domain will meet 3 of the indicators in the Academic Achievement component, in each subject.
Objective 3:	By June 2025, English Learners in the Academic Achievement component will meet 100% of the performance targets in the areas of ELA and Mathematics.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*ELPS training will be provided for all staff members to serve the needs of our ELL students	*Dual Language *Assistant Principals *Dean of Instruction	* *BMs *STAAR *TELPAS	November 2025 January 2026	*Agendas *Sign-in Sheets Walkthroughs Content and Language Objectives	*Effective Teaching and Learning gains *closing achievement gaps	*Weekly Assessments *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, d, h

Action Steps
1) Plan for the professional development in set area.
2)Train teachers on systems of evaluation.
3) Have teachers use knowledge in classroom settings to benefit student.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Principals *Assistant Principals *Teachers Special Education Teacher	*District Curriculum *STAAR Release Assessments (BM I & II) Weekly assessment Student report card Student work	Sep. 2025 – October 2025 November 2025 January 2026 February 2026 April 2026 May 2026	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews(CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans ARD notes *Virtual and In-class walk-throughs	*Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	*Weekly Assessments *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h, i *Title II *Title III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps
1)Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students
2)Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.
3)Monitor the implantation and use of supplemental aides as noted on IEP during instructional time.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Increase access to courses for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities,and economically disadvantaged students to high quality courses.	*Principals *Dean of Instruction *Instructional Coaches	*BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2025 – Aug. 2026	*Master Schedules *Student Schedules Recruitment presentations	*Increase in accrual of college & AP credits *Program certificates	*Schedules	*Title I, Part A – a

Action Steps
1) Balance master schedule courses.
2) Assign coursed to students that are mentioned in strategy.

Focus Area 2:	Student Support
Campus Goal 7:	By June 2026, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students that complete their Core courses, Associates Degree, College Certificate, Post-Secondary Industry Certification Program, and pass Advanced Placement Exams before high school graduation by 10% in each area.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Comprehensive advisement will be provided to students and Professional Development will be provided in the area of Student Advisement .	*Campus Administration Early College Director * College Transitional Specialists *CTE *Counselors *DC teachers *Financial Aid Officers	*Number of students who have followed a career pathway. Degree Audit Document Advisement Forms	September 2025 November 2025 January 2026 May 2026 June 2026 July 2026 August 2026	*Degree Plans *Documentation on student advisement *CTE Code *STC Degree Works college/high school schedule *college/high school transcript	*Increase number of students who receive AS degrees *number of students who complete core *certificates of completion *College Certificates *Post Secondary Industry Certification	*Weekly Assessments *STAAR/EOC *TELPAS	*Title I, Part A – a, i *High School Allotment

Action Steps
1) Train staff on Student Advisement.
2) Plan and implement a student advisement program.
3) Monitor and assess program's effectiveness.
4) Modify professional development based on data from assessing program.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Academic support services will be provided to increase retention and completion rates of all student groups	*Campus Administration *IHE Partner *College Transition Specialists *Counselors	*Number of students who successfully complete their college courses.	September 2025 November 2025 -January 2026 May 2026 June 2026 August 2026	*Student sign-in sheets *Center for Learning Excellence log in	*Increased number of students retained in college courses	*Weekly Assessments *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, i *High School Allotment

1) Train staff on Student Advisement.

2) Plan and implement a student advisement program.

3) Monitor and assess program's effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Increase Advanced Placement Exam passing rate of 3 or higher	*Campus Administration *College Readiness Director *Advance Academics *Content Coaches *AP Teachers	*AP Benchmarks *AP Exam Scores	September 2025 November 2025 January 2026 May 2026 June 2026 August 2026	*Classroom Lesson Plans *AP Exam Scores	*Increased number of students passing with 3 or higher, college credit awarded by IHE	*Weekly Assessments *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h

Action Steps

1) Train staff on Advanced Placement programs.

2) Plan and implement courses according to program recommendations.

3) Monitor and assess program's effectiveness.

Focus Area 2:	Student Support
Campus Goal 7:	By June 2026, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will Increase the number of students who successfully pass the Texas Success Initiative (TSI) College Readiness assessment by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*TSI class instruction will be provided in High School level courses that prepares students for the assessment	*Administration *Teachers	*The number of students who successfully complete the course and pass the TSI assessment. Summer Bridge Tutorial and TSI testing schedule IXL	September 2025 December 2025 January 2026	*Attendance Sheets Tutoring sign in sheets Testing Calendar	*An increase in the number of students who pass the assessment	*TSI	*Title I, Part A – a, b, c, h

Action Steps

1) Train staff on TSI material.

2) Plan and implement TSI material during course work before student takes TSI exam.

3) Monitor and assess program's effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment	*Administration *ELA and Math Content Coaches *Assigned TSI Teacher	*The number of students who successfully complete the course and pass the TSI assessment.	September 2025 December 2025 January 2026	*Tutorial Sign-in sheets *TSI assessment sign-in sheet Testing Calendar	*An increase in the number of students who pass the assessment	*TSI	*Title I, Part A – a, b, c, h

Action Steps
1) Train staff on TSI material.
2) Plan and implement for tutoring sessions before student takes TSI exam.
3) Monitor and assess program's effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	*Administrators *Assigned TSI Teacher *Early College Director	*The number of students who successfully complete the course and pass the TSI assessment.	Sept. 2025 - August 2026	*Tutorial sign-in sheets *TSI assessment sign-in sheet	*An increase in the number of students who pass the assessment	*TSI	*Title I, Part A – a, b, c, h

Action Steps
1) Train staff on TSI material.
2) Plan and implement for summer bridge program before student takes TSI exam.
3) Monitor and assess program's effectiveness.

Focus Area 2:	Student Support
Campus Goal 7:	By June 2026, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.
Objective 3:	By May 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students who transition into a two-year community college or four-year university by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Students will be provided support with a college transition plan	*College Transition Specialists *Financial Aid Officers *Counselors	*The number of students who enroll and transition into a 2-year college or 4-year university.	September 2025 December 2025 January 2026 August 2026	*FAFSA applications *College Applications *Class Registration *Degree Plans	*The increase in number of students who complete college entrance exams and college applications	*College entrance application data	*Title I, Part A – a

AAction Steps
1) Train staff on college transition program.
2) Plan and implement program for college transition.
3) Monitor and assess program's effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Continuous registration support will be provided through the College Transition Specialists	*College Transition Specialists *Financial Aid Officers	*An increased number of students who transition into a 2-year college or a 4-year university.	September 2025 December 2025 January 2026	*Advisement Forms *Registration schedule *payment receipt *College Orientation sign in sheet	*The number of students who successfully register and attend college	*College registration data	*Title I, Part A – a

Action Steps
1)Train staff on college transition program.
2)Assist in registering students whenever possible.
3) Monitor and assess program's effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*College updates will be provided to stakeholders	*Campus Administrators *Counselors *College Transition Specialists	*The number of students who enroll and transition into a 4 year university.	Sep. 2025 – Aug. 2026	*Training dates *Sign in sheets *Agendas	*Increase in the number of students who successfully register and attend college	*Survery	*Title I, Part A – a

Action Steps
1)Train staff on college programs.
2)Plan and implement meetings for stakeholders.
3) Monitor and assess program's effectiveness.

Focus Area 2:	Student Support
Campus Goal 8:	By June 2026, English learners will advance by at least one level of TELPAS composite rating when compared to last years rating.
Objective 1:	By June 2026, the campus will effectively implement the adopted dual language programs in 100% of 9th to 12th grade dual language courses.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	*Bilingual Strategist *English Language Development Coach *Principal *Assistant Principals *CLL	*DLTI *Region One *Chapter 89 *ELPS *Texas Gateway	September 2025 October 2025 January- 2026 February 2026	*Sign in Sheets *Agendas *PowerPoint Presentations *District Curriculum *Walkthroughs Benchmark data	*Effective Teaching and Learninggains *Closing achievement gaps *Increase in the percent of progress in TELPAS	*TELPAS Practice *TELPAS Benchmark	*Title I, Part A – a, b, d, i *State Bilingual

Action Steps
1) Attend trainings provided by specialized personnel for teachers and administrators.
2) Request for specialized personnel to monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	*Language Development Specialists *Bilingual Strategist *English Language Development Coach *Teachers	*ELPS *District Curriculum *PLDs *Composite Rating Template *TELPAS Educator Guide *LEP Strategic Plan *Linguistic Instructional Alignment Guide *EL Accommodations Rubric *Data Reports *Region One *Texas Gateway *Listening & Speaking Practice Sets *Speaking Scoring Guides *TELPAS Tutorials *Individualized Student TELPAS Plan	September 2025 October 2025 January-2026 February 2026 August 2026	*LEP Strategic Plans completed *EL Accommodations Rubric completed *Agendas, Sign in Sheets *Language Objectives posted and aligned *Walk-through feedback *Lesson Plans	*Closing the achievement gap among student groups *Increase linguistic performance of Beg/Int students Increased progression in individual domains	*TELPAS Benchmark *TELPAS Assessment	*Title I, Part A – a, b, d, i *State Bilingual

Action Steps
1) Obtain disaggregate 2024 TELPAS data and reviewing TEA updates
2) Train TELPAS CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.
3) TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans.

Focus Area 2:	Student Support
Campus Goal 8:	By June 2026, English learners will advance by at least one level of TELPAS composite rating when compared to last years rating.
Objective 2:	By June 2026, 10% progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS writing practice across all content areas.	*Language Development Specialists *Bilingual Strategist *English Language Development Coach *Teachers	*English Language *Proficiency Standards *District Curriculum *Types of Writing *TELPAS Educator Guide *PLDs ACE	September 2025 October 2025 January- 2026 February 2026	*Writing samples *TELPAS Writing Prompts *Sign-In Sheets *Agendas *PowerPoint Presentations	*Effective Teaching and Learninggains *Closing achievement gaps *Increase in the percent of progress in TELPAS *Composite Level progression in Writing Domain	*TELPAS Writing Mock *TELPAS Writing Collection	*Title I, Part A – a, b, d, i *State Bilingual

Action Steps
1) Train on the TELPAS writing "Types" and embed TELPAS prompts across all curriculums for student practice at least biweekly.
2) Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.
3) Monitor and support teachers to ensure that writing practice is implemented in their content..

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	*Language Development Specialists *Bilingual Strategist *English Language Development Coach *Teachers	*ELPS *District Curriculum *PLDs *TELPAS Educator Guide *LEP Strategic Plan *Linguistic Instructional Alignment Guide *EL Accommodations Rubric *Data Reports *Region One *Texas Gateway *Listening & Speaking Practice Sets *Speaking Scoring Guides *TELPAS Tutorials *TELPAS Software Program	September 2025 October 2025 January-2026 February 2026 August 2026	*Student Rosters *Usage Reports	*Effective Teaching and Learninggains *Closing achievement gaps *Increase in the percent of progress in TELPAS Composite *Level progression in individual Domains	*TELPAS Software *Program Quizzes *TELPAS Benchmark *TELPAS Assessment	*Title I, Part A – a, b, d, i *State Bilingual

Action Steps
1) Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.
2) Schedule English Learners to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by the TEA.
3) Administer the TELPAS Reading Benchmark as scheduled in the TELPAS calendar.

Focus Area 3: Family & Community Empowerment

Focus Area 3:	Family & Community Empowerment
Campus Goal 9:	By June 2026, the perception of a positive culture and climate will increase to 92% based on family involvement with school and staff-student relationships.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide opportunities for parents to assist students in preparing for assessments by increasing strong partnerships with our community by 15%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Parent meetings geared toward knowledge of state assessments will be held (STAAR, TELPAS, EOC)	*Principals *Parental Educator	*Invite *Agenda *Assessment *Brochures *Copier	*September 2025 – August 2026	*Sign-in Sheets *Invites *Agendas *Minutes *Testing * Brochure *Power-Point	*Parent Surveys *Monthly *Attendanc eSummary	*STAAR Results *Participation *Performance	*Title I, Part A – a, f

Action Steps
1)Train staff on STAAR, TELPAS, EOC data.
2)Plan and implement meetings for parents.
3) Monitor and assess program's effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Parent presentations will be conducted on test/tips reminders	*Parental Educators	*Invite *Agenda *Power-Point *Topic *Copier	*March 2026	*Sign-in Sheets *Telephone Logs *Invites *Agendas *Minutes	*Parent Surveys	*STAAR Results *Participation *Performance	*Title I, Part A – a, f

Action Steps
1)Train staff on information for parent meeting.
2)Plan and implement meeting for parents.
3) Monitor and assess program's effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Parent training meetings will be held at our Campus and Parent Community Education Services center	*Principals *Parental Educators *Community Partners	*Computer *Copier *PRE-GED *GED *ESL *Books *Work Sheet *Office Supplies	*September 2025 *August 2026	*Sign-in Sheets *Telephone Logs *Invites *Agendas *Minutes	*Monthly Attendance Summary	*STAAR Attendance Summary	*Title I, Part A – a, f

Action Steps
1)Train staff on information for parent meeting.
2)Plan and implement meeting for parents.
3) Monitor and assess program's effectiveness.

50

Focus Area 3:	Family & Community Empowerment
Campus Goal 9:	By June 2026, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide opportunities for parents to assist students in preparing for assessments by increasing strong partnerships with our community by 10%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Teachers will be trained on district initiatives to implement positive customer service experiences.	*Principal/ Asst. Principals *Parental Educators	*Pamphlets *Brochures *Agendas *Conference *Schedule *campus training	*September 2025 *August 2026	*Agendas *Sign-In Sheets	*Parent Surveys *Student Surveys *Teacher Surveys	*STAAR Results *Participation *Performance	*Title I, Part A – a, d

Action Steps
1)Administration will attend conference and turn around presentation to teachers.
2)Plan and implement meeting for teachers based on information from conferences and trainings
3) Monitor and assess program's effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 9:	By June 2026, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase opportunities for our students to participate in community service projects by 10%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Adult volunteer services program will be provided to support all students at all grade levels.	*Campus Administrator *Parental Educators	*Registration Forms *Educational Material *Technology Equipment	November 2025 – August 2026	*Volunteer Sign-In Card	*Tally of Volunteer Hours	*STAAR Increase Participation and Performance	*Title I, Part A – a, f

Action Steps
1)Train volunteers on best practices.
2)Allow for volunteer to practice what they learned.
3)Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Community service projects will be provided to increase parent/student projects *Community service projects will be partnered with organizations to engage students in community projects.	*Community Personnel *Campus Administrator *Parental Educators *Social Worker	*Registration Form *Educational Material *Technology Equipment	September 2025 – August 2026	*Registration Forms *Projects Participation Forms	*Tally of Volunteer Hours *On a Monthly Basis	*STAAR Increase Participation and Performance	*Title I, Part A – a, f

Action Steps
1)Require community service project to be conducted by all students.
2)Monitor student progress.
2)Assess program effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Establish partnerships within the community to provide resources and support for schools.	*Community Personnel *Administrator *Parental Educators	*Memorandum of Understanding *Registration Forms *Educational Material *Technology Equipment	Sep. 2025 - August 2026	*Registration Forms *Projects Participation Forms	*Tally of Volunteer Hours *On a Monthly Basis	*STAAR Increase Participation and Performance	*Title I, Part A – a, f

Action Steps
1) Staff will actively seek partnerships within the community.
2)Community resources will be available to school personnel.
2)Assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 9:	By June 2026, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.
Objective 3:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will increase participation in adult programs by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Numerous adult literacy opportunities for parents will be available each year. *Parent Community Education Centers will be accessible to parents.	*Parental Educators	*Statistic Charts *District Creative Brochures *Region I *STC *Computers	Sept.2025 -	*Program Certificates *Attendance Rosters	*Course Completion	*STAAR Participation and Performance	*Title I, Part A – a, f

Action Steps
1) Train staff on adult literacy programs.
2)Plan and implement program.
3) Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.	* Parental Educator	*Parent Registration Forms	Oct. 2025 Nov. 2025 Feb. 2026 March 2026	*Registration Forms	*Course Completion	*STAAR Participation and Performance	*Title I, Part A – a, f

Action Steps							
1)Plan for a flexible schedule for parents and parental participation.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A college awareness orientation for parents will be held at our campus	*Parental Educators *Counselors	*College Presenters from local colleges	Nov.2025 Feb. 2026	*Sign in sheets	*Session Attendance	*STAAR Participation and Performance	*Title I, Part A – a, f

Action Steps							
1)Plan and schedule events for parents considering college awareness..							
2)Conduct orientations several time a year.							
3) Monitor parental response and adjust program to meet parental requests.							

Focus Area 3:	Family & Community Empowerment
Campus Goal 9:	By June 2026, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.
Objective 4:	By June 2026, student social and emotional learning knowledge and skills will increase by 9%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	*Teachers *Principals *Counselors	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Sep. 2025 – Jan. 2026 March 2026 May 2026	*Attendance Reports *Walk Through/Observation Reports * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey *Increase in student participation *Increase in Effective Teaching and Learning	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener *Walk Through	*Title I, Part A – a, b, c

Action Steps							
1) Implement Pre-K through 12 comprehensive counseling and guidance curriculum during Titan Success							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities *Teachers will implement and integrate social emotional learning activities with their students	*Principals *Assistant Principals *Counselors *CLL *Teachers	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback *Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Sep. 2025 – June 2026	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Effective Teaching and Learning *Increase in student participation and performance	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener *Side by side data analysis	*Title I, Part A – a, b, c

Action Steps
1) Train teachers on social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness.
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.
3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Principals *Assistant Principals *Counselors *CLL	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	September 2025 – August 2026	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I, Part A – a, b, c, d

Action Steps
1) Counselors will train teacher on how to provide social emotional learning.
2) Teachers will implement learned lessons in classroom lessons.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will apply discipline protocols consistently and fairly throughout our campus by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training for teachers on student behavior interventions, de- escalation, restorative practices, camera security system, etc.	*Principals *Assistant Principals *Counselors *Leadership Team	*Professional development	September 2025 - August 2026	*Agendas *Sign-In Sheets *PEIMS Discipline Data	*Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell)	*Side by side data analysis	*Title I, Part A – a, b, c, d

Action Steps
1)Plan for a professional development for teachers based on need and availability.
2)Conduct sessions for teachers.
3) Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A Back on Track Committee for DAEP students returning to home campus	*Counselors	*Disciplinary reports *Attendance reports *Progress reports *Drop out reports	Sep. 2025 - August 2026	*Sign-In Sheets *Meeting Minutes *Student Contract *PEIMS Discipline Data	*Decrease in placements at DAEP (Buell)	*Side by side data analysis	*Title I, Part A – a, b

Action Steps
1)Plan for student return to campus.
2)Monitor student and counsel with them frequently to ensure adjustment.

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

| Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide | *Principals *Assistant Principals *Counselors | *Professional development *PowerPoints or other documentation on material | September 2024 – August 2025 | *Sign-In Sheets *Certificates *PEIMS Discipline Data | *Decrease in Behavior Intervention Forms, ISS, OSS and DAEP | *Side by side data analysis | *Title I, Part A – a, d |

Action Steps
1)Train staff on area of focus with district PD.
2)Train campus staff from information received.
2) Monitor and assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 1:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will apply discipline protocols consistently and fairly throughout our campus by 10%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*A Discipline Diversion Plan for first time offenders utilizing the mitigating factors at the discretion of the campus *Provide alternatives to out of school suspensions for all students	*Principals *Assistant Principals *Counselors	*Planning material *Student records	Sep. 2025	*Student Hearing Request *Diversion Plan *PEIMS Discipline Data *Performance-Based Monitoring Analysis System(PBMAS)	*Decrease in placements at DAEP (Buell) *Decrease in discipline referrals, ISS, OSS and DAEP	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on program specifics.
2)Plan and implement program.
3) Monitor and assess program effectiveness.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of schoolwide positive behavior interventions and supports	*Campus Principals *Counselors *Behavior Strategists	*Professional development *Electronic material *Literature on PBMS	Oct. 2025 - May 2026	*PEIMS Discipline Data *Performance-Based Monitoring Analysis System(PBMAS	*Decrease in discipline referrals, ISS, OSS and DAE	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Plan for alternatives to school suspensions.
2)Implement strategies for student behavioral modification.
3)Monitor and assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students with individual needs will receive assistance (medical, dental, vision and hearing services) -coordinate with social services agencies -provide referral for services	*School Nurse	*School based clinic *NCVD *DHR *STHS *Catholic charities *Dentist who care *Kiwanis *VSP *Local Healthcare Providers	Sept. 2025 Oct. 2025 Jan. 2026 May 2026	*Assistance provided to students as needed	*Health needs met	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on program.
2)Coordinate with social services agencies
3)Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will improve the management, attendance, education and care of children with asthma through…. -Increased use of national clinical guideless for asthma by health care providers. -Improved communication between school, clinics and parents. -Ensuring that all staff is trained about asthma symptoms, triggers and resources	*School Nurse	*National Asthma Education and Prevention Program *Asthma and Allergy Foundation of America *Local health care providers	Sep. 2025 – August 2026	*Created hotspot map of students with asthma to determine congestion of illness *Peak flow meters available for all asthmatic by health services *Assist with all medical asthmatic needs when needed *Asthma Action Plans	*Less asthma related emergencies	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on children with asthma program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care.	*School Nurse	*School based clinics *Local health care providers *Local hospitals *Title I, SCE 166	Sep. 2025 – August 2026	*Live monitoring of uninsured students with dashboards by individual campus and student	*Decreased percentage of student without a medical home	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.
Focus Area 3: Family & Community Empowerment
Campus Goal 10: By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 2: By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement by 10%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support services will be provided including determent of bullying/ emotional abuse, suicide risk through: bullying/suicide box	*School Nurse *Counselors	*Behavioral Centers *PSJA District *Counselor *Emergency Procedure manual *Title IV	Sep. 2025 – August 2026	*Training of PSJA employees existing and new *StopIt app with QR codes posted throughout the campus	*Successful use of actual plan implemented for emergencies	*Side by side data analysis	*Title I, Part A – a, c

Action Steps
1)Train staff on bully, emotional abuse, and suicide risk program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the safety of all students and staff -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place	*School Nurse *Emergency Response Team	*Emergency medical services from Pharr, San Juan, and Alamo	Sep. 2025 Oct. 2025 Jan. 2026 Feb. 2026 May 2026	*Drills run yearly throughout school district.	*Feedback from Emergency Response Team after drill is completed, successful use of actual plan implemented for emergencies	*Side by side data analysis	*Title I, Part A – a

Action Steps
1) Updated Emergency Response Plan/Team
2) Training for staff on managing students while emergency is taking place
3)Monitor and assess program effectiveness.

Strategy 6	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will ensure the development of each student by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities.	*School Nurse *Counselors	*Athletic Department LPC	Sep. 2025 Dec. 2025 Jan. 2026	*Ongoing one to one assistance of emotional needs. *Nurses develop a trusting relationship and rapport with student.	*Clinic visits *Counselors one on one visits	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on social emotional learning program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 2:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement by 10%.

Strategy 7	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -School Health Advisory Committee (SHAC) along with coaches will improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School -Provide public awareness, provide educational materials and appropriate referrals.	*School Nurse *Counselors *P.E. Coaches	*Child nutrition department *Coaching staff *Dietician DHR school based clinic	Sep. 2025 – August 2026	*Let's get fit initiative *Referrals for abnormal BMI *Continue assessing and referring for Acanthosis Nigricans *Host parent sessions throughout school years	*Verbal knowledge of community *Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	*Side by side data analysis	*Title I, Part A – a
Address the needs of the homeless students	*Principals *Counselors *Social Workers	*Title I	Sep. 2025 – August 2026	*Referrals	*Attendance Reports *Report Cards	*Increased attendance *higher academic achievement	*Title I, Part A – a

Action Steps
1)Train staff on program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Action Steps
1)Train staff on adolescent obesity program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 8	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide a school environment free of drugs and violence through: -Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk -train students on how to develop a positive view of self and learn to use effective interpersonal skills.	*Principals *Teachers *School Nurse *Counselors	*Texas Tropical Behavioral Health *Behavioral Centers *Police Departments	Sep. 2025 – August 2026	*Nurses conduct impairment assessment as needed.	*Resource referral issued to every student at risk for drug use or violent behavior.	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 9	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 3:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide training for all staff on creating a safe school culture and climate that is 100% compliant.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Daily security/safety audits will be conducted on campus	*Security and Safety Department	*Professional development	Sep. 2025 – August 2026	*Security Audits sent to all Principals	*Decrease in security incidents	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on safety audits program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for all security and staff on proper confrontational management techniques, professionalism, and courteously to all students and staff	*Security and Safety Department	*Professional Development	Sep. 2025 Oct. 2025 Jan. 2026 Feb. 2026	*Less incidents of improper force used by security guards *security officers dress and act professionally	*Decrease in security and safety incidents, and improved interactions between security guards and students	*Side by side data analysis	*Title I, Part A – a, d

Action Steps
1)Train staff on professionalism and customer service program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for all school staff on lockdown procedures	*Principals *Assistant Principals *Security	*Professional development	Sep. 2025 – August 2026	*Minimum two lock downs per campus per school year	*Schools are prepared for emergency situations	*Side by side data analysis	*Title I, Part A – a, d

Action Steps
1)Train staff on lockdown program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 3:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will provide training for all staff on creating a safe school culture and climate that is 100% compliant.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System	*Principals *Assistant Principals *Security guards *Office staff	*Local Funds	Sep. 2025 – August 2026	*All visitors in the building have a Sticker Picture ID	*Safer School Environment	*Side by side data analysis	*Title I, Part A – a

Action Steps
1)Train staff on visitors to campus program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

61

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 4:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will monitor school attendance to increase to 98% to ensure student academic success.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A consistent admission/ enrollment plan will be promoted to ensure student engagement and quality data. • Collaborate with Student Data Center to improve On-line Registration. • Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.	*Attendance Recovery Personnel *School Community Liaisons *Recruitment & Retention Personnel *Campus Personnel	*Professional development	Sep. 2025 – August 2026	*Pre-registration campaign *District Expo *Student Choice Transfers *Student Recovery Initiatives *Pre-Countdown to Zero *PEIMS/Leaver Training *Countdown to Zero *Customer Service Training	*District Dashboard Data *eSchool Cognos Reports *Preliminary Enrollment Counts *Sign-In Sheets *Public Relations/ PEIMS *District Increased Enrollment	*Ongoing Data Validation *Leaver Reviews *Semi-annual and Yearly Comparison Reports	*Title I, Part A – a

Action Steps
1)Train staff on attendance program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at our campus that include: • Parent Notices every year. • Utilization of eSchool Messenger • Parent/Student Handbook • Staff Development • Implement and follow-up with attendance improvement timeline.	*Attendance Recovery Personnel *Campus Personnel	*Professional development	Sep. 2025 – August 2026	*Correspondence *Emails *TEA letter *PEIMS update annual training Implementation of Truancy and *Dropout System Application	*Increase of student attendance through daily, six weeks and year report *Decrease in discipline and truancy.	*Data Analysis Review *Updated through corrective measures.	*Title I, Part A – a

Action Steps
1)Train staff on truancy program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 4:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will monitor school attendance to increase to 98% to ensure student academic success.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include: • Implementation of an Attendance Recovery Program. • Campus Attendance Committee • School Attendance Prevention Measures and Truancy Procedures. • Dropout strategies to ensure ongoing prevention. • Attendance and Dropout Prevention monitoring	*Attendance Recovery Personnel *School Community Liaison Personnel *Campus Personnel	*Professional development	Sep. 2025 – August 2026	*Correspondence, Emails, District Plan, Annual Report Card *Review of attendance, attendance recovery participants, minutes and completion.	*Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. *Maintain dropout accountability measures in compliance with NCES Federal Accountability	*Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports. *Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	*Title I, Part A – a

Action Steps
1)Train staff on drop out recovery program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention. • Attendance Recovery Program monitoring weekly. • Campus Attendance and Leaver Audits every six weeks. • Campus feedback and monitor improvement. • Best practices shared for District wide school attendance improvement.	*Attendance Recovery/Dropout Personnel *Campus Personnel	*Professional development	Sep. 2025 – Jan 2026 Feb. 2026 May 2026 August 2026	*Correspondence *Emails *TEA letter *PEIMS update annual training	*eSchool Cognos Reports *PEIMS end of year report *Onpoint data base software	*Texas Academic Report Card *PBMAS District Improvement DVM Accountability	*Title I, Part A – a

Action Steps
1)Train staff on attendance accountability program.
2)Plan and implement program.
3)Monitor and assess program effectiveness.

Focus Area 3:	Family & Community Empowerment
Campus Goal 10:	By June 2026, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 4:	By June 2026, PSJA Thomas Jefferson T-STEM Early College High School will monitor school attendance to increase to 98% to ensure student academic success.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I Sch
Consistent student support and administrative guidance will be provided through campus personnel to ensure student academic success. • Develop Student Attendance Behavior Intervention Plans • Provide School-Based support services • Offer existing MOU's and Community-Based Program services • Provide District level attendance recognition banners and incentives to promote student attendance. • Encourage Migrant student Attendance through Migrant Voucher	*Campus Personnel Attendance *Recovery/Dropout Personnel	*Local Funds Uniform Voucher Title I Part C	Sep. 2025 – June 2026	*School Community Liaison *Program *Personnel *eSchool Data	*Increase in student achieve through EOC *Improvement in student attendance and behavior *Procedures manual/handbook	*Community Resources Collaborative partnerships	

Action Steps
1)Train staff on attendance program.
2)Plan and implement program.63
3)Monitor and assess program effectiveness.

Focus Area 4: Leadership Growth

Focus Area 4:	Leadership Growth
Campus Goal 11:	By May 2026, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	By May 2026, PSJA Thomas Jefferson T-STEM Early College High School will develop and retain 100% highly effective staff that will engage student with a 95% proficiency.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A plan for teacher selection and retention will be implemented: Bilingual/ESL certified, Special Education certified, Core area certifications, Masters degrees, CTE certified, Advanced placement trained	*Bilingual/Special Education *CTE Department *Principals	*Staffing needs projections	On going focus in spring	*Staff hired *High teacher retention rate *Increase number of certified teachers	*All classrooms have a highly effective teacher	*Screen applicants for best candidates	*Title I, Part A – a, e

Action Steps
1)Plan with central office on staffing.
2)Implement plan for staff retention.
3)Monitor retention rate of staff.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrators and staff will receive training on interviewing and documentation of teachers	*Principal *Instructional coaching staff	*Documentation handbook	Sep. 2025 August 2026	*Better selection of staff *Improvement in documenting staff	*Improve teacher quality *Increase Effective Teaching and Learning	*Hiring of effective teachers Appropriate documentation of staff performance	*Title I, Part A – a, d, e

Action Steps
1)Train on interviewing and documenting teachers.
2)Interview candidates in accordance to district recommendations.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
On going professional development for new teachers	* Principals *Dean of Instruction *Instructional coaches	*Professional development	Bi-weekly	*Sign in sheets *Coaching logs and schedules	*Increase Effective Teaching and Learning	*CBAs *benchmarks *STAAR *TELPAS *SLO's *Professional Development Goals	*Title I, Part A – a, d, e

Action Steps
1)Selected new teachers.
2) Professional development will be provided to all new staff.

Focus Area 4:	Leadership Growth
Campus Goal 11:	By May 2026, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	By May 2026, PSJA Thomas Jefferson T-STEM Early College High School will develop and retain 100% highly effective staff that will engage student with a 95% proficiency.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching system will be provided with on-going professional development in TCLCs for new teachers	*Instructional coaches *Campus Principals	*Title One *Local Funds	Bi-Weekly	*Sign-In Sheets *Coaching logs *Coaching schedules	*Teacher Evaluation *Proficiency level increase to the *Effective and High Effective	*Mid-term and summative evaluations *SLO obtainment	*Title I, Part A – a, d, e

Action Steps
1) Train both instructional coach and selectee on program requirements.
2)Train all teachers in TCLC on best practices.
3)Monitor and assess program effectiveness.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching support will be provided for identified teachers, other teachers and teachers needing support	*Dean of Instruction *Instructional coaches *CLL	*Local funds 199 *Title I, II	Weekly	*Sign in sheets *coaching logs *schedules	*Teacher evaluation	*CBAs *benchmarks *STAAR *TELPAS	*Title I, Part A – a, e

Action Steps
1)Plan and implement training for new teachers and other staff needing support.
2)Monitor and assess program effectiveness.
3) Make appropriate adjustments to training.

Strategy 6	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide all new teachers with a teacher mentor	*Principal *Dept. Head *Grade-level Rep *Asst. Principal	*Experience teachers that have been trained as mentors	Aug. 2025 – September 2026	*Mentor Logs	*Increase in teacher satisfaction and morale *Improvement in student performance	*Teacher Evaluation *Student Academic Performance *Rigor/ Relevance Rubric	*Title I, Part A – a, e

Action Steps
1)Assign teacher mentor to new teacher.
2)Train both mentor and teacher on program requirements.
3)Monitor and assess program effectiveness.

Focus Area 4:	Leadership Growth
Campus Goal 11:	By May 2024, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	By May 2025, PSJA Thomas Jefferson T-STEM Early College High School will develop and retain 100% highly effective staff that will engage student with a 95% proficiency.

Strategy 7	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches	*Principals *Assistant Principals *Dean of instruction *Campus Instructional Coaches		Monthly	*Sign-In Sheets *Coaching logs *Coaching schedules	*Teacher Evaluation *Proficiency level increase to the *Effective and Highly Effective	*Mid-term and summative evaluations *SLO obtainment *RRR	*Title I, Part A – a, e

Action Steps
1)Review instructional practices to use with teachers.
2) Train on instructional practices.
3) Monitor and assess program effectiveness.

Strategy 8	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monthly progress monitoring class visits and instructional rounds will be provided	*Campus Instructional Coaches		Monthly	*Sign-In Sheets *Coaching logs *Coaching schedules	*McREL Teacher Evaluation *Proficiency level increase to the *Effective and Higgy Effective	*Mid-term and summative evaluations *RRR	*Title I, Part A – a, e

Action Steps
1)Plan and implement instructional rounds for staff.
2)Monitor and assess program effectiveness.

Focus Area 4:	Leadership Growth
Campus Goal 11:	By May 2026, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 2:	By May 2026, we will use walk-through data to monitor and support 100% of teacher effectiveness.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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	Weekly	*campus walk-through schedule *walk-through data weekly reviews *student-centered classroom *bell to bell instruction	*Professional growth and high-quality teaching	*Weekly walk-through data	*Title I, Part A – a, e, i *Local funds *SCE Funds

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	*Campus Administrators	*Instructional walk-through focus tool	Weekly	*CLC agendas *Admin/teacher conferences	*Professional growth and high-quality teaching	*Weekly walk-through data	*Title I, Part A – a, e, i *Local funds *SCE 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) Create a plan of action and monitor/adjust as necessary.

Focus Area 4:	Leadership Growth
Campus Goal 11:	By May 2026, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 3:	By May 2026, we will provide professional learning opportunities for 100% of staff based on observed data using Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	*Campus Administrators	*Dashboard *Instructional walk-through focus tool *McREL observations SLO data *Professional Learning Communities.	Monthly	*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	*Title I, Part A – a, e, i *Local funds *SCE Funds *State Bilingual funds *Migrant funds

Action Steps
1) Review walk through data and identify areas of need.
2) Develop an action plan for the instructional need
2) Monitor and revise plan accordingly

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will identify areas of need by teacher	*Campus Administrators	*Dashboard *Instructional walk-through focus tool *McREL observations SLO data *Professional Learning Communities.	-Sep. 2025 -Oct. 2025 -Nov. 2025 -Dec. 2025 -Jan. 2026 -Feb. 2026 -Mar 2026 -April 2026 -May 2026 -June 2026	*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	*Title I, Part A – a, e, i *Local funds *SCE Funds *State Bilingual funds *Migrant funds

Action Steps
1) 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.

Focus Area 4:	Leadership Growth
Campus Goal 12:	By May 2026, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.
Objective 1:	By May 2026, we will develop the skills in 100% of teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for all teachers based on their professional development goals.	*Central office *Principal *Assistant principals	*Funding, professional development needs data *professional development trainers	Fall and Spring semester	*More alignment of teacher evaluations between evaluators *Teacher evaluation a true reflection of teacher performance	*Improved student performance *higher teacher retention rate	*Progress monitoring *CBA *STAAR *SLO's	*Title I, Part A – a, d, e

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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for administrative evaluators based on professional development goals.	*Principal *Assistant Principals	*Funding, professional development needs data, professional development trainers *calibration trainings opportunities	Quarterly	*More alignment of teacher evaluations between evaluators *Teacher evaluation a true reflection of teacher performance	*Data showing increase alignment between teacher evaluation and student performance	*Teacher evaluation data *Student performance data	*Title I, Part A – a, d, e

Action Steps
1) Go to the quarterly meetings for administrators
2) Review evaluations and compare to student performance
3) Calibrate evaluations

Focus Area 4:	Leadership Growth
Campus Goal 12:	By May 2026, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.
Objective 2:	By May 2026, we will support 100% of the professional growth of campus leaders by monitoring, evaluating, and providing feedback.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus administrators will use a high-quality evaluation system to increase staff quality,	*Principal *Assistant principal	*Teacher EvaluationTool Materials	Weekly	*Teacher evaluations *ERO Numbers *Sign-in sheets *Coaching logs and schedules	*Increase Effective Teaching and Learning *Higher teacher retention *Higher School report card based on TAPR	*Evaluations	*Local

Action Steps
1) Attend professional development for staff
2) Identify areas of need

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Continue annual calibration certification training	*Central office *Campus Administration	*Teacher Evaluation Tool Materials	August 2025	*Teacher evaluations *ERO Numbers	*Continue providing annual calibration certification training	*TxCEE	*Local

Action Steps
1) Attend district calibration training.
2) Monitor and evaluate program.
3) Provide support in areas of need.

Focus Area 4:	Leadership Growth
Campus Goal 12:	By May 2026, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.
Objective 3:	By May 2026, we will complete Spirit of PSJA Evaluations twice a year for all staff not evaluated by a teacher evaluation tool.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	*Central office *Principal *Assistant Principals *CLL	*Spirit of PSJA training materials	Sep. 2025 – August 2026	*Use of the Evaluation tool *two evaluations entered per staff member	*Improved customer service *Increased efficiency and happier employees	*Spirit of PSJA Evaluation tool	*Title I, Part A – a, d, e, i *Local

Action Steps
1) Attend fall training provided by the district
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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff will create clear professional development goals and expectations.	*Campus administration *Teachers	*Spirit of PSJA Evaluation	Weekly	*Evaluations entered into the system	*Improved customer service *Increased efficiency and happier employees	*Goals entered into evaluation system	*Title I, Part A – a, d, e, i *Local

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

Focus Area 4:	Leadership Growth
Campus Goal 12:	By May 2026, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.
Objective 4:	By May 2026, we will use data collected in the evaluation system to offer professional growth opportunities for 100# of staff for means of recruitment and retention.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use data to identify campus wide areas of Needs and create professional development opportunities for staff.	*Principal *Assistant Principals *CLL	*PD funds	Quarterly	*Professional development offered	*Improved staff moral and customer service	*PD surveys	*Title I, Part A – a, d, e

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Offer career pathway professional leadership growth opportunities	*Principal *Assistant Principals *CLL *CTE coordinator	*Funds *time to develop trainings	Quarterly	*Career pathways PD trainings	*Improved staff moral and customer service *Increase retention rate	*PD feedback survey	*Title I, Part A – a, d, e

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

Focus Area 4:	Leadership Growth
Campus Goal 13:	By May 2025, all teachers will be certified for teaching assignment.
Objective 1:	By May 2025, 100% of Secondary ESL ELA teachers will be certified.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify areas of need and provide support to complete certification	*Principal *Assistant Principals *CLL *Dual Language Department	*Staffing Reports *Certification records *SBEC *Funding	Weekly	*All teachers certified	*Content Certified teacher in every classroom	*Certification Exam	*Title I, Part A – a, e

Action Steps
1) Meet with staff pending certification to find our need
2) Provide training to prepare for testing
3) Have staff test.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Schedule professional development opportunities in areas of need to improve quality of teaching	*Principal *Assistant Principals *CLL	*TEA test preparation materials	Every Tuesday during CLCs	*100% ESL or bilingual teachers complete certification	*Teachers have knowledge to support the bilingual students and student's achievement increases	*Certification Exam	*Title I, Part A – a, d, e

Action Steps
1) Search for Professional development that is available
2) Send teacher to professional development sessions

Focus Area 4:	Leadership Growth
Campus Goal 13:	By May 2026, all teachers will be certified for teaching assignment.
Objective 2:	By May 2026, we will recruit certified teachers for 100% of hard to staff, dual credit teaching assignments.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recruit and retain staff in hard to staff dual credit teaching assignments	*HR *Principal *Assistant Principals	*Funding *Job Fairs *Recruitment efforts	Aug. 2025 Dec. 2025	*Hard to staff DC classes taught by certified district teacher	*District certified DC teacher	*Increase in students' certifications and college hours earned	*Title I, Part A – a, e

Action Steps
1) Meet with appropriate staff to identify needs
2) Target recruit based on needs
3) Acquire incentives for staff from HR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional opportunities for hard to staff and dual credit teachers.	*Principal *Assistant Principals *CLL	*Funding *Job Fairs *Recruitment efforts	Sep. 2025 Jan. 2026	*Retention of high DC need teachers	*District certified DC teacher	*Increase in students' certifications and college hours earned	*Title I, Part A – a, d, e

Action Steps
1) Survey to identify needs for growth trainings
2) Plan and Develop training for staff
3) Train staff