PHARR-SAN JUAN-ALAMO
Independent School District

COLLEGE³
READY.CONNECTED.COMPLETE.™

Lyndon B. Johnson
Middle School

Pharr-San Juan-Alamo Independent School District
Lyndon B. Johnson Middle School

2025-2026 Campus Improvement Plan

District Vision

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

District Mission

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

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

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

Campus Vision

Uniting our community to prepare adaptable, emotionally intelligent leaders for a competitive global society.

Campus Mission

School administrators, parents, and members of our community will provide support to the school personnel and the students of LBJ Middle School in order to promote an exceptional instructional program. As a result, students will exemplify respect, self-discipline and academic success. LBJ Middle School students will also gain the skills, knowledge, and values necessary for continuous productive learning.

CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS
2025-2026

Luciano Lopez - Principal

Dr. Jose Montelongo - Dean of Instruction
Dr. Diamantina Garcia - Assistant Principal
**Taryn Palacios - Assistant Principal**
Lorena Ramos - Assistant Principal

Teachers		Non-Teaching Professionals	
Sonya Contreras	RLA	Belinda Lizcano	Counselor
Diego Ituarte	Math	Amy Benitez	Librarian
Melynda Escobedo	SS	Briana Garza	Liaison
Amanda Alejandre	Science	Maria Mariscal	District Coordinator
Cristobal Benitez	SPED	Lisa Barberena	Secretary
Paloma Gallegos	SRLA	Adrian Alvarado	CIT
Yadira Peña	Electives	Ellena Duran	CLL
		Parent	
Students		Erika Cantu	
	6th		
Viviana Gutierrez	7th	**Community/Business Member**	
Dominie Gonzalez	8th	Ismael Resendez	
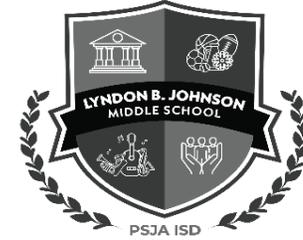
It is our philosophy that education is a combined effort of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby all students...

- will walk out of each classroom with their *self-esteem and dignity intact.*
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a *strong desire to learn.*
- will use their natural talents and gifts on a daily basis for personal success in *academics, athletics, and the performing arts.*
- demonstrate the attributes of *strong moral character* through honesty, respect, integrity, compassion, loyalty, trust and caring.

- will be provided with a *safe environment* that promotes health and well-being.
- will find his/her *voice* and become a leader in their generation.
- will be *College Ready and College Connected* by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

Demographic Summary:

The current enrollment of Lyndon B. Johnson Middle School as of August 202 is 1,026 students. The student population consists of 99% Hispanics, 0.6% White, 0.3% Black, 0% Asian and 0% Am Indian/Alaskan. Our students represent low socio-economic status of approximately 82.6% with 0.6% migrant students and a negligible percentage of mobility. Approximately 15% of our student population receive special education services, while 5.65% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 13.8% of our student population. The emergent bilingual population is approximately 41% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 91-94%. Most of our students live in North Pharr area and the neighborhoods which encircle our campus. We currently have approximately 50 students who transfer into LBJ from various zones out of our school district.

Comprehensive Needs Assessment Summary:

Lyndon B. Johnson Middle School received an overall grade of 81 out of 100 "B" based on performance in three different areas, or domains on the 2025 Accountability System (preliminarily; pending official reports from TEA). In the Student Achievement domain our campus earned a 75, which shows how much students know and can do at the end of the school year. The School Progress domain, 86 for LBJ MS, shows how students perform over time and how that growth compares to similar schools. LBJ MS scored an 70 in Closing the Gap, the domain shows how well different student groups within a school are performing.

Curriculum / Instruction and Assessment:
The core instructional and monitoring strategies included in our action plans are:
- Curriculum and instruction are aligned and state standards that include college - and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling).
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.
- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other, provide feedback, and increase knowledge retention. Instuctional programs such as iStation, Summit k-12, Study Sync, Mathia and others will be used as additional support. Virtual learning platforms such as Google Classroom will be used as out LMS.

Summary of Goals:
Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 3-7% points in all subject areas and subgroups. Each grade level will show a 3-7% points increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 3-7% points increase in Domain I, II, and 3-7% points in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 3-7% points. Close the achievement gap by 3-7% points between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Lyndon B. Johnson MS will continue to partner with community stakeholders to ensure student/campus success.

Luciano Lopez, Principal	Diego Ituarte, Teacher Leader	Erika Cantu, Parent

Comprehensive Needs Assessment

Data Sources Examined
2024 & 2025 STAAR Results
2024 & 2025 TELPAS Results (Composite Ratings & Domains)
2025 Accountability Summary Reports
2025 PEIMS Data Reports(attendance records, discipline records, grades)
District Mini and Summative Assessment Data
2025 AP Spanish Exam Results and Performance Reports
Observational Data and Surveys
2025 Campus Improvement Plan

Prioritized Needs	
Needs	**Data Source**
To increase performance of ALL STUDENTS in every core area to attain a 47% of students at Meets level	2025 Accountability Summary Reports and Results, PEIMS Data, Benchmark District Assessments, District Mini and Summative Assessments
To reach the interim target number of students showing growth in the MATH STAAR for all student groups	2025 STAAR Results, 2025 Accountability Summary Reports
To increase the number of students reaching a 3 or higher on the AP Spanish Language and Cultures exam	2025 AP Spanish Language and Cultures Exam Results and Performance Reports
To reach the interim target number of students showing growth in the Composite Rating in the TELPAS	2024 & 2025 TELPAS Results (Composite Ratings & Domains)
To increase student attendance to reach the district attendance goal for middle schools	PEIMS Data Reports
To improve school climate and culture	Observational Data and Surveys

Goal Area 1:	Student Achievement: Social Studies
Annual Goal:	Students achieving at meets level in the Grade 8 social studies will increase from 21% to 26% as measured by the 2025 STAAR Assessment.
Objective 1:	The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 3% to reach campus goal of 47%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement an Interactive Student Notebook with integration of Lowman Curriculum and district created resources.	- Teachers (All grade levels and inclusion) - CLL - Campus Administration - CIT	- District Curriculum - Lead4ward Field Guide - Lowman Consulting - Vocabulary Word Wall - Classroom timeline - Nearpod - Google Education Suite - Professional Development (Texas Council for the Social Studies Conference and Regional ESC services). - 1" Binders, dividers, labels, hole punchers, etc. - Laminating machine - Instructional supplies: binders,pencils,gluesticks, tape,gluegun Rays Business Supply, Gateway, Lakeshore USB C cable (to document camera to newline) Grade 8- Social Studies STAAR Review 2025 Booklet We the people, Major eras in the US History through 1877	September 2025 August 2026	- Interactive Notebook or Binder checks - Lesson Plans - PLC Meeting minutes - Walkthroughs - Warmups, Exit Tickets - Storyboard - STAAR Blitz - Stations rotation - Digital Activities - Student Products	- Formal or Informal Assessments - Student Presentation quality - Peer assessments - Progress monitoring checkpoints	- Entry & Exit Tickets - Assessments by Era - Benchmarks - STAAR Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Align implementation of interactive notebook/binder according to eras with integration of Lowman Curriculum in the pacing calendar for each grade level.
• Collaborate and share best practices with teacher weekly during PLC's
• Schedule and attend professional development on the implementation of effective Social Studies interactive notebooks once a semester.
• Implement Social Studies Success resources in interactive notebooks
• Review and analyze assessment DMAC data to assess effectiveness of strategy focused on subpopulations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of district CIF strategies to reinforce and deliver differentiated instructional lessons.	- Teachers (All grade levels and inclusion) - CLL - Campus Administration	- District Curriculum - Lead4ward Field Guide - Lowman Consulting - Vocabulary Word Wall - Interactive Notebook - Classroom timeline - Nearpod - Google Education Suite - Professional Development (Texas Council for the Social Studies Conference and Regional ESC services). - Gamification Resources (Jenga, Connect Four, etc.) - Paper (chart, copy, cardstock, construction), markers, etc.	September 2024 August 2025	- Walk-throughs - Lesson Plans - Student Work showcased and in student interactive notebook - Projects and student presentations - Teacher rotation schedules and/or events - Meeting minutes - Homogeneous grouping - Saturday academic academies - Primetime and Tutoring - Prescriptive student grouping/seating	- Formal or Informal Assessments - Student Projects and presentations - Student engagement level	- Walkthroughs - Assessments by Era - Benchmarks - STAAR Assessment - Entry & Exit Tickets - Short Constructed responses	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Desegregation of DMAC student reports
• Implement student profile sheets as assessment progress monitoring
• Implement Lowman Curriculum
• Implement Student Interactive Notebook/Binder according to eras.
• Vertically align content and skills to 8th grade Social Studies (All grade levels)

Goal Area 1:	Student Achievement: Social Studies
Annual Goal:	Students achieving at meets level in the Grade 8 social studies will increase from 21% to 26% as measured by the 2025 STAAR Assessment.
Objective 1:	The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5% to reach campus goal of 47%.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of an intervention plan that will personalize action plans and guidance for each student. This intervention plan will link students to the skills that will help them build on their Texas Essential Knowledge and Skills (TEKS) and remediate gaps in understanding.	- Teachers (All grade levels and inclusion) - CLL - Campus Administration	- District Curriculum - Lead4ward Field Guide - Progress Learning - IXL program - Individualized progress monitoring sheet - Goal setting form - Student incentives - 8th grade social studies STAAR supplies: dogeball set, crayola, markers, expo, pencil pouch toaster oven, electric griddle, candy twizzlers	September 2025 - August 2026	- Lesson Plans - Walkthroughs - Individualized progress monitoring profiles - Tutoring plan - Meeting minutes - Classroom environmental print	- Formal/Informal Assessments - Students informed of personal and campus goals	- Entry &Exit Tickets - Assessments by Era - Benchmarks - STAAR Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

- Personalize intervention action plans for students according to learning gaps found in former and current assessment data.
- Utilize these intervention action plans for homework, during instruction, tutoring, and/or enrichment classes.
- Progress monitoring of intervention action plan per student per reporting period.
- Attend professional development in the implementation of intervention action in plans for students.
- Guide students to create their goals for assessments using interactive action plans.

Goal Area 1:	Student Achievement: Science
Annual Goal:	By the end of the 2025-2026 academic year, our Grade 8 Science students will aim to increase the percentage of students scoring "Meets" or higher on the STAAR Science Assessment from 62% to 67%.
Objective 2:	By the conclusion of the year 2026, the proportion of students demonstrating proficiency in middle school science concepts on the state assessment at the "Meets" level will exhibit a discernible increase of 5 percentage points.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will regularly evaluate assessment data and track students' progress toward the goal, adapting instructional strategies as needed based on data insights to promote ongoing improvement.	- Teachers (Inclusion teacher) - Administration	District Resources: - Google Classroom - SAVVAS - Summit K-12 - District Curriculum - DMAC - Cambium - Progress Monitoring Tracker - Flocabulary Campus Resources: - Blooket - Gimkit Recommended Resources: - Quizziz - Quizlet - Kahoot - Lead 4Ward -STAAR Review Science Booklet -Carolinas Perfect Solution Bullfrog 6' - Instructional supplies foil, water, bags, markers, pencils, cardstock, glue, clips, ruler, notes, tape, tennis balls, bowling balls, basketball, cups, balloons, pouches, gluegun, beads, spray, salt and pepper,metal washers,toy cars,dominoes,velcro, bandana, laminaitng pouches, glitter, strip, cottonballs, gluesticks, sequins & spangles, straws, rope, jenga,crayola,scissors,sandbag,sticks,papertowels, markers,candy,toothpicks,ziploc,potting mix,candy,syrup,marshmallows, salt, shaving cream, marble, plastic sheets, baking soda,glitter,thermometer, balloons,water,beads, toaster oven,coverslips,plastic, staining solutions - Paper - Flinn Scientific - tester, hammer, wire, sulfur, vinegar, sticks giant classroom timer - Canon heavyweight coated paperrolls for poster machine - Summit K12 Dynamic Science - Instructional Supplies: ink cartridge/ toner -	September 2025 - August 2026	- Walkthroughs - DMAC/Peer Assessment/ Cambium Reports - Department meeting agendas - Grade Level meeting agendas - Progress Monitoring Reports	-Walk-throughs feedback notes - Assessment reports	- Weekly Exams - Unit Exams - CBAs - Benchmarks - STAAR - Entry & Exit Tickets	- Comprehensive Needs Assessment - a,b,c, - Reform Strategies- a,b,c - Teacher Decision Making Regarding Assessments a, b, c - Effective & Timely - Assistance to students experiencing difficulty a, b, c - Coordination and Integration of Fed., State, & Local Services, Programs and Funds- a,b, c

- Data Collection and Organization:
o   Design and administer formative and summative assessments aligned with the state standards and assessment objectives.
o   Gather and compile assessment results in a centralized system or spreadsheet for easy access and analysis.
- Data Review and Initial Analysis:
o   Regularly review assessment data to identify trends, patterns, and areas of strength or weakness.
o   Compare individual student performance against the target "Meets" level and the overall goal of a 5% increase.
- Group Analysis:
o   Group students based on performance levels to create targeted intervention groups and enrichment groups.
o   Identify patterns within these groups to inform differentiated instruction strategies.
- Collaborative Data Meetings:
o   Organize regular meetings with fellow teachers to collectively analyze assessment data and share insights.
o   Discuss successful strategies, challenges faced, and potential adjustments for improvement.
- Data-Driven Discussions:
o   Engage in discussions with students to gain their perspective on areas they find challenging or engaging.
o   Use student feedback to enhance instructional approaches and tailor teaching to their needs.
- Adjust Instructional Plans:
o   Based on data insights, revise lesson plans, teaching materials, and activities to address identified learning gaps.
o   Integrate alternative teaching methods and resources to cater to diverse learning preferences.
- Implement Interventions:
o   Deploy targeted interventions for students who require additional support in specific areas and provide afterschool tutoring.
o   Offer supplemental resources, one-on-one sessions, or small group activities to address identified weaknesses. Progress Tracking:
o   Continuously track students' progress following instructional adjustments.
o   Monitor whether the changes positively impact their performance towards the goal.

Goal Area 1:	Student Achievement: Science
Annual Goal:	By the end of the 2025-2026 academic year, our Grade 8 Science students will aim to increase the percentage of students scoring "Meets" or higher on the STAAR Science Assessment from 62% to 67%.
Objective 2:	By the conclusion of the year 2026, the proportion of students demonstrating proficiency in middle school science concepts on the state assessment at the "Meets" level will exhibit a discernible increase of 5 percentage points.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will stay updated on best practices in Science education and assessment. Attend workshops, conferences, and professional development sessions to enhance teaching skills and strategies.	Principal Dean of Instruction CLL All science teachers	- District Curriculum - STAAR Release Assessments Items - Science Professional Development Conferences and Trainings	September 2025 - August 2026	- Teacher survey results - Attendance Certificates to Science Conferences and Trainings - Lesson Plans that included learned content	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	- Weekly Assessments - BM I & II - STAAR/EOC	- Comprehensive Needs Assessment - a,b,c, -Reeform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c - Effective & Timely - Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							

- Collaborative Sharing:
o   Regularly collaborate with colleagues within your school or district to share insights from various professional development opportunities.
o   Discuss takeaways and brainstorm ways to integrate new strategies into the curriculum.
- Attend Workshops and Conferences:
o   Identify local, regional (RGVSA/CAST), or national workshops and conferences focused on science education and assessment.
o   Participate in sessions led by experts, attend hands-on workshops, and engage in networking.
- District or School-Based Training:
o   Collaborate with your school or district to organize training sessions focused on science education and assessment.
o   Invite specialists to provide targeted guidance to educators.
- Collaborative Lesson Design:
o   Collaborate with fellow educators to design lessons that incorporate newly acquired knowledge and strategies.
o   Share lesson plans and resources that align with best practices.

Goal Area 1:	Student Achievement: Math
Annual Goal:	Students achieving at meets level or above in Mathematics grades 6 through 8 will increase from 49% to 54% as measured by 2026 STAAR Math Assessment.
Objective 3:	The percent of students at the meets level will increase by 5% (from 49%) every Benchmark throughout the 2025 – 2026 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Carnegie Learning Curriculum and Individualized Plans with fidelity, accelerated learning: Tutoring, Integrating Technology (Blended learning)	- Assistant Principal - Teachers - Co-Teachers	-Bluebonnet Learning Curriculum Canon Copier Monthly service, lease and overages: Copy graphics/Canon -DMAC -STAAR Formatted resources -TI-Nspire Calculators, Software (and licenses), and Navigator System -Student Incentives ADDITIONAL REASOURCES FOR AFTER BENCHMARK 2 Nearpod, IXL, Gimkit, Quizizz, Quizlet, Blooket, Agilemind, Collegeboard -Edulastic -Google Applications (Slides, Sheets, etc.) -Teachers Pay Teachers - Materials: pattypaper, paint,craft kit,K8 counters, tiles, candy,guad, index/cards, paper, scissors, protractors, compass,ruler, pencils,erasers, protractors, tape, calculator, stopwatch, construction paper, paperclips, glue sticks, three hole ruler, liners,dice, cups, pencils, paper, binders, notebook, composition book, markers Technology equipment: ink, toner, canon heavyweight coated paper, power strip tower surge protector, Student Chromebook Learning Resources Centimeter Cubes set, index cards, DURO dubi life SOS bags 'Goal1_Obj3 (Math Meets)' - forks, plates, syrup, spray, waffle maker, pancake mix 'Goal1_Obj3 (Math Meets) STEM Bridge Building Center paracord, canvas, crafting kit, LEGO's.,bracelet, paint, toy wooden, blocks, sheets, paper, cubes, cardstock	September 2025 - August 2026	- Walkthroughs - DMAC reports - Individualized Plans	-Walkthrough feedback notes - Student Data	- Weekly Assessments - Benchmarks - STAAR/EOC tests	-Comprehensive Needs Assessment a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
• Time for teachers to disaggregate data and to develop individualized plans. • Intentional grouping (in class and in tutoring). • Communicate effectively to students and parents about our expectations. • Internalize Carnegie Materials during prescriptive teacher planning time.

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 teachers and co-teachers assigned to the areas of math to deliver instruction at the meets and masters level.	- Principal - Dean of Instruction - CLL	-STAAR Release Assessments (BM I & II) -Bluebonnet Learning PDs -Conference for the Advancement of Mathematics Teaching (CAMT) -National Council of Teachers of Mathematics (NCTM) -Teachers Teaching with Technology (TI3) Professional Development	September 2025 - August 2026	- Teacher survey results, program reports, End of Six Weeks Survey Results	- Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
• Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms • Conduct survey for teachers to inform further professional development opportunities of preference. • Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

Goal Area 1:	Academic Growth: Math						
Annual Goal:	We will meet the interim target percentage points in all student groups in Domain III in the 2025 Accountability System.						
Objective 4:	The percentage of points attained will be 76% reaching 3/4 points in the student groups.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Restructure teaching assignments to match the needs of the grade level and content expertise.	- Principal - Dean of Instruction - CLL	-Bluebonnet Learning Curriculum -DMAC - Master Schedule	September 2025 - August 2026	- Master schedule - CLL coaching assignments	-Walkthroughs - Assessments - PLC documents and observations	- Weekly Assessments - Benchmarks - STAAR/EOC tests	-Comprehensive Needs Assessment a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

• Reassign teachers to grade levels based on needs.
• Hire an accelerated learning teacher to focus on accelerated learners.
• Provide time for teacher feedback sessions.

Goal Area 1:	Student Achievement: RLA
Annual Goal:	All students will achieve a 60% proficiency rate at the "Meets" proficiency level across all grade levels (6th: 59%) (7th: 61%) (8th: 64%) in Reading Language Arts, as assessed by the May 2026 STAAR Reading assessment. Emergent Bilingual students will achieve a 44% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts (6th: 40%) (7th: 46%) (8th: 40%), as assessed by the May 2026 STAAR Reading assessment. Special Education students will achieve a 28% proficiency rate at the "Meets" proficiency level across all grade levels in Reading Language Arts (6th: 25%) (7th: 28%) (8th: 30%), as assessed by the May 2026 STAAR Reading assessment.
Objective 5:	Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Studysync, Quill, BeanStack, Nearpod, Summit K12, NoRedInk, and TeacherMade.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
We will utilize the blended learning model and CIF strategies (listening and speaking) to provide interventions and support in the 6-8 RLA Classrooms.	- RLA Teachers - Accelerated Literacy Teacher - Librarian - Administrators - All content teachers support - Inclusion teachers	- Jane Schaffer Method/Resources 'Goal1_Obj3&4 (Math MeetsGrowth)'!C5 -Library Books -Classroom Libraries/Novels -BeanStack -MackinVIA -Implementation of CIF protocols -IReady -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -Technology equipment -Student Chromebook -HP Color LaserJet Pro MFP -HP OEM USB Power Adapter -Newline Document Camera -Cyber Acoustic USB Headset w/ mic -Instructional supplies: binders green pens kraft paper lunch bags-white, crayola, colors,craft sticks, cardstock, beads, case letters, acrylic gems, letters, answer buzzer set stickers, decals, heat transfer machine, sewing	September 2025 - August 2026	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports -Fluency Comprehension Reports -Completed Graphic Organizers/ Thinking Maps -T-Tess Artifacts	-% Increase in Results -Screeners -Walk-Through Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks Assessments -TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps

• Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
• Utilize diagnostics such as Writing Portfolios, STAAR results to identify areas of weakness and make adjustments
• Meet and plan during PLC on Monday, Tuesday, and Thursday to make adjustments to curriculum as a result of formal and informal data
• Utilize platforms such as Quill to provide individualized instruction and intervention

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
RLA Teachers will continue to implement research based professional development on the Staar ECR/SCR Rubric Calibration and Feedback	-RLA Teachers -Accelerated Literacy Teacher -Librarian -Administrators -Instructional Coach support -Inclusion teachers	- Jane Schaffer Writing Program - DMAC/Cambium Data - RLA Writing Portfolios Linewiz Classwize CW ASIS D9	September 2025 - August 2026	- Writing Portfolios - Weekly Assessments - Benchmarks I & II - Lesson Plans - Walk-throughs - Virtual Online Book (StudySync) - Completed Graphic Organizers/ Thinking Maps - T-Tess Artifacts - Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	- Weekly Essays - Informal Quizzes/Tests - SGM's - District Benchmarks Assessments - TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps

Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model
Analyze the STAAR writing samples and rubric
Analyze writing portfolios and student progress during PLC

Goal Area 1:	Academic Growth: RLA
Annual Goal:	All students will achieve a 71% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2026 STAAR Reading assessment. Emergent Bilingual students will achieve a 65% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2026 STAAR Reading assessment. Special Education students will achieve a 55% growth rate across all grade levels in Reading Language Arts, as assessed by the May 2026 STAAR Reading assessment.
Objective 6:	Increase literacy levels across 6-8 RLA using research-based PD and effective resources such as Studysync, Quill, BeanStack, Nearpod, Summit K12, NoRedInk, and TeacherMade.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
We will utilize the blended learning model and CIF strategies (focus on listening and speaking) to provide interventions and support in the 6-8 RLA Classrooms.	- RLA Teachers - Accelerated Literacy Teacher - Librarian - Administrators - All content teachers support - Inclusion teachers	-Jane Schaffer Method/Resources -Library Books -Classroom Libraries/Novels -Implementation of CIF protocols -MackinVia- Online books -IReady -BeanStack -StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp -Gimkit -Dictionaries	September 2025 - August 2026	-Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports -Fluency Comprehension Reports -Completed Graphic Organizers/ Thinking Maps -T-Tess Artifacts	-% Increase in Results - Beanstack reports -Walk-Through Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	-Weekly StudySync Reports -Informal Quizzes/Tests -SGM's -District Benchmarks -Assessments -TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps							

- Analyze District Curriculum to modify and adjust to our campus strengths and weaknesses
- Utilize diagnostics such as STAR, Writing Portfolios, STAAR results to identify areas of weakness and make adjustments
- Meet and plan during PLC on Monday, Tuesday, and Thursday to make adjustments to curriculum as a result of formal and informal data
- Utilize platforms such as Quill to provide individualized instruction and intervention

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
RLA Teachers will continue to implement research based professional development on the Staar ECR/SCR Rubric Calibration and Feedback with the SCR enabling a true vertical, horizontal and cross curricular initiative	-RLA Teachers -Accelerated Literacy Teacher -Librarian -Administrators -Instructional Coach support -Inclusion teachers	- Jane Schaffer Writing Program - DMAC/Cambium Data - RLA Writing Portfolios	September 2025 - August 2026	- Writing Portfolios - Weekly Assessments - Benchmarks I & II - Lesson Plans - Walk-throughs - Virtual Online Book (StudySync) - Completed Graphic Organizers/ Thinking Maps - T-Tess Artifacts - Writing Essay Checklist	-% Increase in Results -Walk-Though Feedback Notes -Formal Observations Post-Conference -StudySync Reports -DMAC/Cambium Reports	- Weekly Essays - Informal Quizzes/Tests - SGM's - District Benchmarks Assessments - TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c

Action Steps							

Utilize the STAAR Redesign Short Constructed response book as a guide to implement the JSWP model

Analyze the STAAR writing samples and rubric

Continue to implement and refine JSWP

Analyze writing portfolios and student progress during PLC

Goal Area 1:	Accelerated Instruction
Annual Goal:	By the end of the 2025-2026 school year, students that failed a Math or Reading STAAR will participate in accelerated instruction class for reading language arts and mathematics.
Objective 7:	Students in the RLA and Math Accelerated Instruction class will increase 5% their performance on the 2026 Math and Readins STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify students who require intensive intervention in Reading Language Arts and Math based on assessment data and develop a tiered intervention system with multiple levels of support based on students' needs.	- RLA and Math Teachers - Librarian - Campus Administrators - Diagnostician - Inclusion teachers	- Jane Schaffer Method/Resources - Library Books - Classroom Libraries/Novels - Accelerated Reading -MyOn Program - Implementation of CIF protocols - MackinVia - Online books -Progress Learning - StudySync (McGraw Hill) -Electronic Devices -NearPod -Flocabulary -Summit K-12 -Enrichment Camps -Lexia PowerUp - DMAC - STAAR Formatted Resources - Ti-nspire Calculators, iReady, Nearpod, Quizziz,Gimkit, IXL, Wordwall, Quizlet, Agilemind and College board -Edulastic -Google Apps(slides and sheets) -Teachers Pay Teachers Teacher Made Resources -Student Incentives -Progress Learning	September 2025 - August 2026	- Lesson Plans -Walk-throughs -Virtual Online Book (StudySync) -Library Reports -Fluency/ Comprehension Reports (AR/STAR) -Completed Graphic Organizers/ Thinking Maps -ISIP Reports -T-TESS Artifacts - DMAC Reports - Master schedule - Teacher Rosters	- % Increase in Results - AR/STAR Screeners - Walk-Though Feedback Notes - Formal Observations Post-Conference - StudySync Reports - DMAC/Cambium Reports	- Weekly StudySync Reports - Informal Quizzes/Tests - SGM's - District Benchmarks - TELPAS State Assessment	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

- Develop individualized instructional plans for students based on their assessment results.
- Create a schedule for differentiated instruction, including small-group instruction and use of varied mathematics resources.
- Assign a teacher for interventions and pullouts in math.

Goal Area 1:	Instructional Technology
Annual Goal:	By the end of this school year, we will effectively integrate instructional technology into teaching and learning practices, resulting in a 20% increase in student engagement and achievement across all subject areas.
Objective 8:	Effectively integrate instructional technology and tools into teaching and learning practices to improve student engagement and achievement.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Design and implement technology-enhanced lessons and projects that align with curriculum standards and learning objectives.	- All Teachers - CLL - Campus Administrators - CIT	- District approved technology resources	September 2025 - August 2026	- Lesson Plans - Walk-throughs - DMAC Reports - T-TESS Artifacts - Usage reports	- % Increase in assessment Results - Walk-Though Feedback Notes - Formal Observations Post-Conference - DMAC/Cambium Reports	- Weekly Reports - Informal Quizzes/Tests -SGM's -District Benchmarks	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Conduct a thorough assessment of the technological needs of teachers and students.
• Identify areas where technology integration can have the most significant impact on teaching and learning.
• Allocate necessary resources to provide access to instructional technology tools and applications for both teachers and students.
• Encourage teachers to develop and share innovative strategies for integrating technology effectively.
• Collect and analyze data on student engagement, achievement, and technology usage to evaluate the effectiveness of instructional technology integration.

Goal Area 1:	Advanced Placement Performance
Annual Goal:	We will increase the percentage of students receiving a 3 or higher on the AP Spanish Language and Cultures exam by 10% from a 44% to 54% in May 2026.
Objective 8:	Increase the number of students that receive college hours in Spanish before reaching high school.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate AP Classroom resources to lesson plans focusing on the tasks in the free response section of the exam.	- AP Spanish Teacher - DL paired Teachers - CIT - Content Administrator - AP Coordinator	- District curriculum - AP Classroom - Headsets - Student Chromebooks	September 2025 - August 2026	- Lesson Plans - Walk-throughs - T-TESS Artifacts - Usage reports	- Students speaking in the classroom - AP Classroom reports - Lesson plan updates	- AP Exam -District Benchmarks	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Meet biweekly with the teacher to discuss AP Classroom integration
• Review lesson plans weekly
• Provide data day after benchmark

Goal Area 2:	Student Support: Emergent Bilinguals - TELPAS Composite Score
Annual Goal:	Reach the interim target score in the TELPAS component of the 2025-2026 Accountability System by June 2026.
Objective 1:	The students will show growth in the composite scores to show language improvement specifically in the writing and speaking domains.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify, collect, and analyze trend data to monitor student progress.	- Administration - All Teachers - CLL	- DMAC Reports - TELPAS Results - Lead4ward connect feature - Individualized plans	September 2025 - August 2026	- Individualized student portfolios - Data Analysis - PLC meeting minutes	- Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	-T-TESS -SGM's -Walkthroughs	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a,

Action Steps							

• Provide professional development time for teachers to gather individual student data from DMAC.
• Create individual progress monitoring plans for students.
• Check plans every grading period to monitor the teacher implementation

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate speaking and writing strategies and tasks in ALL classes with multiple opportunities in the lesson.	-Teachers -CLL -Administration	- SIOP Strategies - S3 strategies - CIF Protocols - District Curriculum - Summit K12	September 2025 - August 2026	- Lesson plans - Walkthroughs - Formal Observations and artifacts - PLC minutes and agenda	- Increased writing performance in benchmarks - Summit k12 reports	- TELPAS - Summit k 12 reports - District Benchmarks	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a,

Action Steps							

• Meet with electives team to share TELPAS Data
• Coach teachers on creating opportunities for students to speak and write
• Review lesson plans biweekly to ensure implementation of strategies
• Provide PD sessions as needed throughout the year

Goal Area 2:	Student Support: Special Education						
Annual Goal:	The students in the Special Education program will meet the reading and math indicators for the academic achievement component by the 2026 STAAR Assessments.						
Objective 2:	The percent of special education students at meets level in reading and math on the 2026 STAAR will increase by 5% by June 2026.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement various strategies to develop reading comprehension and fluency as well as mathematics content mastery.	-General Education Teacher - Special Education Teacher - Assistant Principal - Diagnostician - Librarian - Paraprofessionals	- Google Classroom - Online Platforms - Library Books - Beanstack - DMAC - Immersive Reader - Lexia Power up - Macknvia - Unique - IXL Math - MyOn - Inclusion Works - Special Education Institute	September 2025 - August 2026	-Walk-through feedback notes - Library Reports - Lexia Powerup - 3-part Blended Personalized Learning Model Rotations	-Walk-through feedback notes - Library Reports - Individualized Reports	-Walk-through feedback notes - Library Reports - Individualized Reports	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							
• Assess inventory of books and audio books in all genres for reading strategies • Schedule professional development for teachers on how to implement virtual platforms and online reading strategies							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementations of the following strategies: Peer Tutoring Chunking Expert Groups Close Reading Literacy Groups Choral Reading Voice to Text	- Assistant Principal - General Education Teacher - Special Education Teacher - Librarian - Diagnostician - Paraprofessional	- DMAC - Lexia - Unique - IXL Math	September 2025 - August 2026	- Lesson plans - Walkthroughs - Formal Observations and artifacts - PLC minutes and agenda	-Walk-through feedback notes - Library Reports - Individualized Reports	-Walk-through feedback notes - Library Reports - Individualized Reports	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a,
Action Steps							
• Schedule professional development for teachers on how to effectively implement differentiating instruction strategies. • Advocate for Special Education students to increase the students' participation and motivation.							

Goal Area 3:	Family and Community Empowerment: Attendance
Annual Goal:	Reach the middle school campus goal of 95% monthly and at the end of the school year
Objective 1:	Increase student attendance to have students receive instruction from a highly qualified teacher, bring them closer to school resources, and minimize truant students.'

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish a campus attendance committee	- Principal	- Staff Roster	First week of school	Committee form submitted to Sharepoint	Attendance goals met daily and yearly.	Weekly Report Trends	

Action Steps							
• Meet monthly on the second Tuesday to discuss trends, focus students, incentives, procedures, etc. • Communicate with the community							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use a daily morning call team to reach out to the students absent to 2nd period and tardy sweep.	- Administration - Counselors - Community Liaison - Attendance Clerk - Office Staff - All teachers	- TDPS - Office phones with long distance - Excel - eSchool	Daily	- Live Excel form with annotations - Teams group chat with members	-Decrease of student student absences - Minimizing errors in attendance taking - Improved family perception in surveys	- TDPS reports - Daily attendance reports	

Action Steps							
• Assemble morning call team with members that have access to eschool and an office phone • Remind teachers to update attendance at the beginning of 2nd period • Run absence report and share with the calling team • Annotate in the excel spreadsheet • Present findings and trends to the attendance committee							

Goal Area 3:	Family and Community Empowerment: Attendance
Annual Goal:	Reach the middle school campus goal of 95% monthly and at the end of the school year
Objective 1:	Increase student attendance to have students receive instruction from a highly qualified teacher, bring them closer to school resources, and minimize truant students.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Notify parents of attendance issues via letter or home visits and schedule conference with campus administrators	- Administration - Community Liaison	- TDPS - Office phones with long distance - Excel - eSchool	Weekly	- Attendance Liaison notes - Documentation of letters	-Decrease of student student absences - Minimizing errors in attendance taking - Improved family perception in surveys	- TDPS reports - Daily attendance reports	

Action Steps							
• Community Liaison will follow district and state policies to communicate chronic absenteeism with families. • Schedule conferences or home visits with dean of instruction or principal							

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Plan and Implement attendance incentives to encourage regular attendance.	Campus Attendance Committee	- Student activity funds - Title I funding - Approved vendor supplies, services, and products	Every grading period and by semester	• Participant list • Flyers • Social Media posts • Newsletters	-Decrease of student student absences - Minimizing errors in attendance taking - Improved family perception in surveys	- TDPS reports - Daily attendance reports	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c

Action Steps							
• Attendance committee will monitor reports for participants • Incentive plan will be created • Quotes will be submitted • Fundraising will happen to fund incentives							

Goal Area 3:	Family and Community Empowerment: Student Voice and Programs
Annual Goal:	Develop a stewardhip program to empower tier 2 and 3 students and involve students in campus decision-making.
Objective 2:	Empower students to take ownership of their campus and improve the school culture and climate.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Select students to participate in the select committees that directly impact the student experience.	- Administrators - Committee Chairs	- Student rosters - Polls/survey software	By the end of September	- Committee Membership forms - Meeting minutes and agendas	- Improved school climate - Positive feedback/reviews from families	- Surveys	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							

• Form committees with student slots available for every grade level.
• Schedule meetings at times when students are available.
• Invite students to the meetings and provide topics of discussion with the invitations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Launch a student stewardship program with tier 2 and tier 3 students in the MTSS.	- Administration - Counselors - Community Liaison - Lead Teachers - Security and Police Officers	- TDPS - eSchool - Incentives (shirts, vests, certificates, awards, ceremony decorations, etc) for student participants - Supplies for beautification of the campus - Food items for celebrations	September 2025 to end of the school year.	- List of stewards - Project timelines and products - Event flyers - Meeting agendas and minutes - Criteria for membership document	-Decrease of student student absences and tardies - Decrease in disciplinary issues - Increased sense of belonging - Improved campus climate and culture - Improved student experience - Beautification of the campus	- Student surveys - CNA analysis	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							

• Develop a document with criteria for target student audience and bylaws of the organization.
• Meet with selected stewards to inform of the purpose of the organization and process for sustaining membership.
• Host an induction ceremony for stewards selected and their families.
• Develop projects with project timelines and product showcasing.
• Meet with individual students as needed to retain efficacy of the program.

Goal Area 3:	Family and Community Empowerment: Student Voice and Programs
Annual Goal:	Develop a stewardhip program to empower tier 2 and 3 students and involve students in campus decision-making.
Objective 2:	Empower students to take ownership of their campus and improve the school culture and climate.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Survey students regularly to check the pulse of the systems and initiatives in place.	- Administration	- Poll/survey software	September, February, and June	- Survey reports - Posts/communication to teachers with links to polls/surveys	- Catered services for the student population - Addressing student needs - Improved student experience	- Survey reports and analysis	- Comprehensive Needs Assessment- a,b,c - Reform Strategies-a,b,c - Teacher Decision Making Regarding Assessments -a,b,c - Effective & Timely - Assistance to students experiencing difficulty a, b,c -Integration of Fed, State & Local Services, Programs and Funds a, b,c
Action Steps							

• Create a comprehensive survey that encompasses the entire student experience
• Release surveys for completion in September, February, and June through classroom teachers
• Analyze the results of surveys to guide decision making by the committtees

Goal Area 4:	Building Capacity
Annual Goal:	Leverage multiple opportunities in every staff member to take control of their learning, seek feedback, and practice social-emotional learning skills.
Objective 1:	We will build staff leaders in every campus department to enhance the experience of every member of our school community.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Adopt and embed CASEL Standards into every classroom and office to equip all staff with socio-emotional skills.	- CLL - Administration - Counselors	- CASEL Framework - Lesson Plans - Counseling Curriculum - Weekly Newsletter - Posters - Laminating Machine	Daily	- Posters in every classroom - CASEL Standards reference in all principal communication - TCLC presentations and Minutes - Weekly schedule of CASEL Focus	- Adaptable teachers and students - Improved campus climate and culture - Positive survey responses	- Surveys - Walkthroughs	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Internalize the CASEL Framework with the leadership team.
• Create a timeline of standards of focus for the school year.
• Embed skills and standards in TCLC presentations.
• Provide professional learning for teachers through our sustainability team.
• Send staff surveys to monitor impact. Then analyze results as a leadership team.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Share a weekly newsletter and calendar of events with the entire staff.	- Principal - Dean of Instruction	- Excel - Canva - Outlook	Weekly	- Emails with flyers - Live link for events calendar - Timeline	- Improved focus of work - Improved planning of work hours - Enhance community relationship building	- Surveys	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Adopt a calendar of events and newsletter format
• Send out weekly communication embedding CASEL Standards
• Provide links to information relevant to the posts
• Survey teachers regarding campus climate and culture

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Allow opportunities for teachers to participate in instructional leadership and curriculum creation.	- Principal - Dean of Instruction - Office of Curriculum and Instruction	- TEKS - Curricular Resources	Yearly	- Hours - Enhanced Curriculum - Presentations	- Engaging Curriculum - Improved growth percentages in STAAR	- STAAR	- Comprehensive Need Assessment a,b,c - Reform Strategies-a,b,c - Teacher Decisions Making Regarding Assessment-a,b,c - Effective & Timely-Assistance to students experiencing difficulty-a,b,c - Integration of Fed, State and Local Services, Programs and Funds-a,b,c
Action Steps							

• Allow teachers to participate in summer curriculum writing.
• Be instructional leaders in the PLC sessions.

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 2025	Campus Based - All departments District Based - All departments	Campus Goal Setting T-TESS Evaluation System District Mandates Accountability System Review Individual Student Profiles District Curriculum Roll Out	Mobile Mind Accountability Reports T-TESS Presentation Lead4ward Presentation District Content Coordinators DMAC - Student Portfolio	Goal 1
September 2025	Campus Based - TCLC	Goal-Setting and PD Plan Lesson Internalization (Math) SGM's Development	TEEMS T-TESS Resources	Goal 1
October 2025	Campus Based - TCLC	TELPAS Literacy Strategies Socio-Emotional Skills Focus	TELPAS Action Plan SIOP and CIF Protocols CASEL Framework	Goal 4
November 2025	Campus Based - 1/2 day Core Department	Data Disaggregation Individualized Intervention Plans Developed	DMAC Student Portfolios District Assesment Results	Goal 1
January 2026	Campused Based - TCLC	Differentiated Instruction	CIF Protocols DMAC Reports Fundamental 5	Goal 1 & 2
February 2026	Campus Based - 1/2 day Core Department	Data Disaggregation Individualized Intervention Plans Developed	DMAC Student Portfolios District Assesment Results	Goal 1
March 2026	Campus Based - TCLC	Campus-wide Interventions TELPAS Literacy Strategies	District Assesment Results TELPAS Action Plan SIOP and CIF Protocols	Goal 1 & 2