

EDITH & ETHEL CARMAN ELEMENTARY

Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025



Vision

Every Edith & Ethel Carman Elementary student is provided an equal opportunity to achieve academic excellence in a safe school environment and excel in a global society.

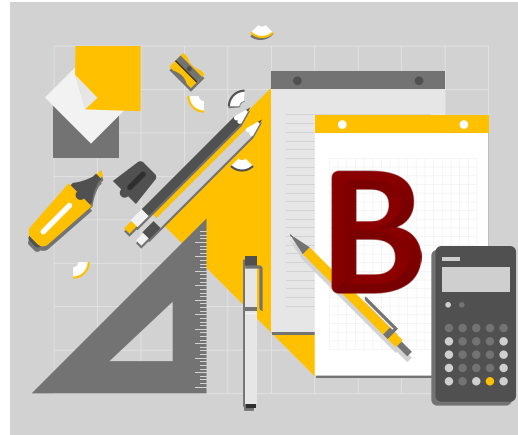
Mission

As a Carman Family, we strive to create engaging student-centered lessons, incorporating STREAM activities, innovative instruction, technology, multicultural exposure, and extracurricular activities. In partnership with our students, families, community and PSJA ISD, we guarantee each student a superior education by providing quality instruction and challenging learning experiences that support positive relationships in a safe, inclusive environment that celebrates diversity and fosters lifelong learning.

School Motto

Dedicated to Learning, Committed to Success

Texas Accountability System

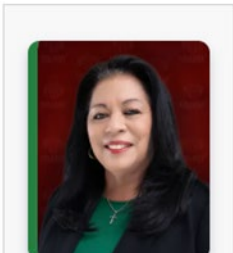
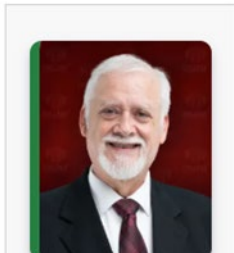
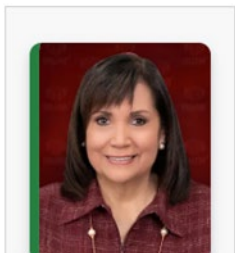


Preliminary
Data

The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency](#) (*Add your link for your campus*)

Strategic Direction



Dr. Alejandro Elias, Superintendent of Schools

Superintendent's Cabinet

Rebecca Gonzales, Chief Financial Officer

Dr. Rebecca Garza, Assist. Supt. Human Capital Development

Ranulfo Marquez, Assist. Supt. for Academics

Dr. Lauro Davalos, Assist. Supt. For Technology

Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools

Dr. Virna M. Bazan, Executive Officer for Elementary Schools

Mario Bracamontes, Sustainability Administrator

Dr. Nora Cantu, Executive Officer for Academics

Alfredo Carrillo, Executive Officer for Human Resources

Dr. Yolanda Gomez, Executive Officer for Learning Acceleration

Dr. Claudia Gonzalez, Executive Officer for Elementary Schools

Dr. Iris Guajardo, Executive Officer for Secondary Schools

Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools

Dr. Linda Uribe, Executive Officer for College Readiness



**Griselda
Quintanilla**
Asst. Secretary
(Place 6)



Yolanda Castillo
Member (Place 3)



**Cynthia A.
Gutierrez**
Member (Place 7)

Campus Site- Based Decision Committee Members

Gisela Salinas Ramirez, Principal

SanJuanita Garcia, Assistant Principal

Liza Ramos, Assistant Principal

Betzabeth Garcia, Counselor

Roel Luna, Counselor

Evelyn Soto, CLL

Adela Alvarez, Nurse

Martin Gow, Safety Committee Representative, Coach

Jessica Garcia, Reading Coach

Anna Alaniz, Teacher

Lauri Romo, Teacher

Diana Garcia, Teacher

Leonor T. Garcia, Teacher

Cynthia Gonzalez, Teacher

Yadira Alvarado, Teacher

Vanessa Galvez, Teacher

Gina Patterson, Special Education Resource Teacher

Itzel Cadena, Business Representative

Jaretzi Salinas, Parent

Campus Executive Summary

Demographics:

Edith & Ethel Carman Elementary serves students from the city of San Juan and surrounding areas, who come from similar backgrounds and way of life.

The student body at Edith & Ethel Carman Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	686	361	325	66	160	5	580	63	557
Percent	100%	52.6.%	47.3%	9.6%	23.3%	0.7%	84.5%	9.2%	81%

With the district’s proximity to Mexico, 24.6% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Edith & Ethel Carman Elementary has been rated an "B" District by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 50, Edith & Ethel Carman Elementary earned a grade of 77.

In Domain II, School Progress (87), Academic Growth (87), and Relative Performance (85) with an Eco Dis at a 84.5%, Edith & Ethel Carman Elementary earned a scale score of 87. Domain III, Closing the Gaps Domain, Edith & Ethel Carman Elementary scale score was an 84.

The overall 2024 Accountability Rating for Edith & Ethel Carman Elementary was a score of 92. In grades 3-8 all tested STAAR subjects, Edith & Ethel Carman Elementary administered 604 tests which translates to over 100% participation for the 2024-2025 school year.

Executive Summary Continued

Student Performance:

For the 2024-2025 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 50% (51% Reading, 49% Math) in June 2024 to 50% by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase six percentage points by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by four percentage points by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.

The district is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, Edith & Ethel Carman Elementary offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, Edith & Ethel Carman Elementary teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world.

Edith & Ethel Carman Elementary Educational Improvement Committee Members

Focus Area 1: Effective Teaching and Learning	
Gisela Salinas Ramirez	Principal
SanJuanita Garcia	Assistant Principal
Liza Ramos	Assistant Principal
Anna Alaniz	Early Childhood Teacher
Leonor Garcia	2 nd Grade Teacher
Vanessa Galvez	5 th Grade Teacher
Gina Patterson	Special Education Resource Teacher
Focus Area 2: Student Support	
Gisela Salinas Ramirez	Principal
SanJuanita Garcia	Assistant Principal
Liza Ramos	Assistant Principal
Jessica Garcia	Reading Coach
Evelyn Soto	Collaborative Learning Leader
Lauri Romo	Early Childhood Teacher
Rosanna Vega	Special Education Resource

Campus Educational Improvement Committee Members

Focus Area 3: Family & Community Engagement	
Gisela Salinas Ramirez	Principal
SanJuanita Garcia	Assistant Principal
Liza Ramos	Assistant Principal
Betzabeth Garcia	Counselor
Laura Rodriguez	Librarian
Martin Gow	Physical Education Teacher
Evelyn Soto	Collaborative Learning Leader
Jessica Garcia	Reading Coach
Focus Area 1: Effective Teaching and Learning	
Gisela Salinas Ramirez	Principal
SanJuanita Garcia	Assistant Principal
Liza Ramos	Assistant Principal
Evelyn Soto	Collaborative Learning Leader
Jessica Garcia	Reading Coach
Betzabeth Garcia	Counselor
Roel Luna	Counselor

2023-2024 STAAR

OVERALL RATING

PSJA ISD / EDITH & ETHEL CARMAN ELEMETNARY ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	21104		79	77	85	85	85	59.8	84	25.3	85	B	86	-1
EDITH & ETHEL CARMAN	273	1.3%	74	79	82	82	82	57.4	91	27.3	85	B	88	↓ 3

2024-2025 STAAR

OVERALL RATING

PSJA ISD / EDITH & ETHEL CARMAN ELEMETNARY ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B		Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓	Weight
PSJA ISD	21104		79	77	85	85	85	59.8	84	25.3	85	B	86	-1
EDITH & ETHEL CARMAN	1.3%	77	85	85	85	85	59.5	90	27.3	87	B	85	↑ 2	1.3%

2022 – 2024 STAAR/STAAR ALT 2 District Results

All-Students at Approaches, Meets and master's Level of Performance – Three Year Trend

All Students	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade READING	76%	44%	23%	65%	43%	19%	75%	42%	16%
District	74%	47%	20%	73%	47%	19%	70%	43%	19%
State							76%	50%	16%
3rd grade MATH	63%	40%	16%	64%	38%	16%	67%	49%	14%

**2022 – 2024 STAAR/STAAR ALT 2 District Results
 SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend**

EMERGENT BILINGUALS	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade READING	82%	53%	35%	56%	33%	19%	94%	75%	31%
3rd grade MATH	82%	59%	12%	67%	52%	22%	88%	81%	31%
4th grade READING	50%	28%	6%	86%	57%	21%	58%	37%	21%
4th grade MATH	61%	33%	11%	100%	79%	29%	68%	42%	26%
5th grade READING	85%	38%	23%	72%	39%	17%	81%	24%	0%
5th grade MATH	77%	62%	38%	67%	50%	17%	86%	52%	5%
5th grade SCIENCE	69%	31%	15%	14%	7%	11%	57%	19%	5%

STAAR & STAAR ALT 2	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade READING	27%	9%	0%	0%	0%	0%	67%	17%	17%
3rd grade MATH	18%	9%	0%	0%	0%	0%	50%	33%	17%
4th grade READING	46%	8%	6%	45%	0%	0%	56%	44%	22%
4th grade MATH	31%	15%	0%	55%	27%	0%	44%	33%	22%
5th grade READING	29%	7%	0%	50%	0%	0%	45%	9%	9%
5th grade MATH	21%	7%	7%	64%	29%	0%	64%	36%	0%
5th grade SCIENCE	29%	0%	0%	14%	7%	0%	18%	9%	0%

Comprehensive Needs Assessment

AREA LEADS: Gisela Salinas Ramirez, SanJuanita Garcia, Liza Ramos



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

Edith & Ethel Carman Elementary provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 51%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 54%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 10%.
- Student reading on level by third grade is an area that we as the campus continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 49%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 47%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 63%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 15%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 50% (51% Reading, 49% Math) in June 2024 to 55% by June 2025.

Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/ will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Curriculum writing initiatives with in-person learning for Reading Language Arts, R/LA and Math based on needs assessment using data and trends will be executed.

Timeline: August 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School Administration, CLL, Reading Coach, Librarian and Content teachers

Action Steps:

- 1) Analyze campus, district, and state assessment data (STAAR, unit assessments, and BOY/MOY benchmarks) to identify priority TEKS in Reading/Language Arts and Math for curriculum alignment.
- 2) Facilitate collaborative curriculum planning sessions with grade-level and content-area teams to develop standards-aligned, vertically articulated unit plans and common formative assessments for RLA and Math.
- 3) Implement a progress-monitoring cycle (every 3 to 6 weeks) to review student performance data, adjust instructional plans, and provide targeted teacher support through coaching, model lessons, and professional development

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring • Professional development - Conferences • Accelerated Reader • Math Manipulatives and problem solving toolkits • Forde Ferrier • Poster maker materials • Markers, folders, skills boxes, folders, chart paper 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • Progress Monitoring schedules and teacher tracking sheets • Differentiated Instruction and small group planning 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

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Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2025- May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School Administration, CLL, Reading Coach, Librarian and Content teachers

Action Steps:

- 1) Develop and communicate a walkthrough schedule for district and campus leadership teams, ensuring coverage of all grade levels and core content areas, with a focus on priority TEKS in Reading/Language Arts and Math.
- 2) Conduct paired or team walkthroughs using a district-approved walkthrough tool to collect consistent data on curriculum alignment, lesson internalization, and instructional delivery.
- 3) Review and analyze walkthrough data in leadership meetings to identify instructional trends, provide actionable feedback to teachers, and determine targeted professional development or coaching support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready • TEKS Resource Guide • Lead4ward Resources and conferences • Book Study 	<ul style="list-style-type: none"> •Walkthrough documents • Walkthrough schedule • Leadership Meeting Agendas • PD Agendas 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Strategy 3: Provide Tier 2 and Tier 3 students with tutorials to enhance learning and close learning gaps.

Timeline: September 2025 - May 2026

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

Persons Responsible: School Administration, CLL, Reading Coach, Librarian and Content teachers

Action Steps:

- 1) Identify Tier 2 and Tier 3 students in Reading/Language Arts and Math using multiple data points (I-Ready Diagnostics, benchmark assessments, TEXAS–KEA, TPRI, TEJAS Lee, weekly progress monitoring, CIRCLE, TEXAS – KEA, TPRI, TEJAS Lee, weekly progress monitoring and teacher input).
- 2) Develop and implement targeted tutorial plans (intervention time and after school) that include small-group instruction, targeted skill practice, and use of intervention resources aligned to identified gaps.
- 3) Monitor student progress biweekly through formative assessments and adjust tutorial content, groupings, and instructional strategies based on data review during PLCs and leadership meetings

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Power Up •I-Ready <ul style="list-style-type: none"> • Accelerated Reading • Forde-Ferrier • Magic School • Leveled readers • Extended Day tutorials • Retired teacher tutors • Chromebooks, ipads, desktop computers, headphones • Summit K12 • Story Works 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings <ul style="list-style-type: none"> • Tutoring Lesson Plans • Walkthrough Documents • Small Groups • Progress Monitoring 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •TPRI, TejasLee, CIRCLE, TEXAS KEA •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •I-Ready

AREA LEADS: Gisela Salinas Ramirez, SanJuanita Garcia, Liza Ramos



Goal Area 2: Student Supports
Areas Reviewed: Student Performance

Strengths

- There is a 5% increase in achievement in the at the Meets GL Standard or above on the 2024 STAAR Reading/Language Arts (RLA) for the identified Migrant Students and Highly Mobile (34%) in the academic achievement (Closing the Gap Domain).
- There is a 3% and 2%, respectively, increase in achievement in the at the Meets GL Standard or above on the 2024 STAAR Mathematics for the identified Migrant Students and Highly Mobile (34%) in the academic achievement (Closing the Gap Domain).
- Edith & Ethel surpassed the English Language Proficiency Target of 49% by 7 points at a 56% .
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Challenges

- There is a 16% achievement gap in the at the Meets GL Standard or above on the 2024 STAAR Reading/Language Arts (RLA) between the identified Migrant Students and Highly Mobile (34%) compared to the All students (50%) in the academic achievement (Closing the Gap Domain).
- There is a 13% and 15% achievement gap, respectively, at the Meets GL Standard or above on the 2024 STAAR Mathematics between the identified Migrant Students (32%) and Highly Mobile (30%) compared to the All students (45%) in the academic achievement (Closing the Gap Domain).
- There is a 6% achievement gap at the Meets GL Standard or above on 2024 STAAR Grade 3-8 between identified Current Emergent Bilingual Students and the All-Student group in Reading.
- There is a 12% achievement gap at the Meets GL Standard or above on 2024 EOC Grades 9-12 between identified Current Emergent Bilingual Students and the All-Student group in English Language Arts.
- The special education students in ELA/Reading on the 2024 STAAR/EOC performed at 40% at Approaches GL Standard or Above. Twenty-four at Meets GL Standard or Above and 18% at Masters GL or Above.
- The Current Special Education Student Group in Mathematics on the 2024 STAAR/EOC performed at 46% at Approaches GL Standard or Above. Twenty-five percent at Meets GL Standard or Above and 12% at Masters GL or Above.
- Special Education student group performance on Reading Language Arts (RLA) made 3% gains at the Approaches GL Standard on the 2024 STAAR.
- Special Education student group performance on Mathematics made 10% gains at the Approaches GL Standard and 5% gains at the Meets GL Standard on the 2023 STAAR

Goal Area 2: Student Supports

Annual Goal 1: The ALL-student group will meet 78%of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2026.

Objective 1: The All-student group will meet the expected criteria Accelerated Learning. Students that did not meet standard at the Approaches or above level on the STAAR assessment for RLA and/or mathematics will receive the 15 or 30 hours of accelerated instruction in reading and mathematics by June 2025.

Strategy 1: Use formative assessment and summative assessments (benchmark)results to prioritize academic needs and monitor student progress

Timeline: Aug. 2025 – Oct. 2025, Nov. 2025 – Jan. 2026, March 2026 – April 2026 and June 2026

Title I School Components: Title I , II,III, State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds,

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •i-Ready •STAAR Release Assessments (BM I & II) •IXL •Lexia Core 5, & Power up •Unique Learning Systems •ELPS •Study Sync •Footsteps to Brilliance •Summit K12 •SIOP •Mackin Via • Accelerated Reader • Forde Ferrier • Extended Day Tutorials • In-class intervention time • Retired Teacher tutors • 	<ul style="list-style-type: none"> •Student Progress Profiles •DMAC Reports •Data Reports •Performance Reviews (PR) •Weekly assessments •CLCs Agendas •Lesson Plans •District Professional Dev. Plan 	<ul style="list-style-type: none"> •Student achievement gains •Closing achievement gaps •Increase in the percent of students at the Meets and Master levels on STAAR/EOC •Master IEP Goals 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks •STAAR/EOC •TELPAS •TPRI/TEJAS LEE •Program Assessments •TXKEA •Lion •TFAR •TSI •STAR Renaissance

Objective 2: 100% of campus administrators will provide on-going instructional feedback to all teachers.

Strategy 1: Campus administrators will conduct daily walkthroughs and provide teachers with actionable feedback to support effective delivery of instruction

Timeline: Aug. 2024 – May 2025

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments-ABC, Effective & Timely -Assistance to students experiencing difficulty- ABC, and Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk through district app •Walkthrough Form •Emails •Calendar •TTESS Evaluation Rubric 	<ul style="list-style-type: none"> •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Rotation of Classroom Walkthroughs 	<ul style="list-style-type: none"> •Improve of student engagement •Improve academic achievement •Improve teacher 	<ul style="list-style-type: none"> •Weekly Assessments •Unit Assessment •Student Growth Measures •TPRI/Tejas Lee/BOY/MOY/EOY •TXKEA

•Administrator notes	•CLC agendas •Teacher Conference Documentation	effectiveness •Improve campus climate and culture	•Lion •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data
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Strategy 2: Provide targeted professional development

Timeline: Aug. 2024 – May 2025

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely - Assistance to students experiencing difficulty-ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Lead4ward field guide •Observation Tool •Professional Dev. Calendar •State Curriculum •Effective Schools Framework •Fundamental 5 •CIF •SIOP 	<ul style="list-style-type: none"> •Peer Observation Schedule •Rotation of Classroom Walkthroughs •Conducting effective conferences •Learning Walks 	<ul style="list-style-type: none"> •Increased teacher performance on TTESS rating •Increased Teacher Retention •Improved Culture and Climate •Improved Teacher Attendance 	<ul style="list-style-type: none"> •Walkthroughs •TTESS rating •BM, STAAR/EOC assessment results

Objective 3: 100% of special education teachers will ensure that students’ IEP plans outline their specific accommodations, and modifications for use during daily instruction and on state assessments.

Strategy 1: IEP teams will review each student’s IEP prior to the state assessment, no later than March 2025, to ensure student, general ed teacher and special ed teacher understand how to implement the accommodations and modifications.

Timeline: Aug. 2024 – May 2025

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments-ABC, Effective & Timely -Assistance to students experiencing difficulty- ABC, and Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: Campus Principal, Campus Leadership, Teachers, District Leadership, and District Content and Program Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •SuccessEd state assessment report •Schedule of Services (IEP) •Student Present Levels of Academic 	<ul style="list-style-type: none"> •Student Annual, amendment, reviews IEPs are updated. 	<ul style="list-style-type: none"> •Daily Assignments •District Benchmarks •Weekly Assessments 	<ul style="list-style-type: none"> •Daily Assignments •District Benchmarks •Weekly Assessments

Achievement and Functional Performance (PLAAFPS) statements •Lexia Core5/Powerup Data •DMAC Local Assessment Reports •Test Hound Verification reports	•CLC meetings/agendas •Individual Student Growth Plans (sped specific) •Progress on IEP goal mastery	•Increased Academic Performance on Lexia Core5/Powerup •Progress on IEP goal mastery •Individual Student Growth Plans (sped specific)	•Progress on IEP goal mastery •Unit Assessments •Student Growth Measures •Teacher formative evaluation (TTESS (Texas Teacher Evaluation and Support System)) •Walkthrough App Data
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Annual Goal 2: By June 2025, 100% of the district dual language teachers will effectively implement dual language education in grades PK to 12th

Objective 1: All administrators will support and guide dual-language teachers in the implementation of dual-language education.

Strategy 1: Professional development training will target research based instructional strategies and practices for the dual language model implemented at the elementary and secondary levels.

Timeline: August 2024-August 2025

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: English Language Development & Biliteracy Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •DLTI •District Curriculum •Chapter 89 •ELPS/SL PS/TEKS •District Grading Policy •TXEDLIF •Summit K12 •Footsteps to Brilliance 	<ul style="list-style-type: none"> •Sign in Sheets •Agendas •PowerPoint Presentations •District Curriculum •Dual Language Department Walkthroughs 	<ul style="list-style-type: none"> •Student achievement gains •Closing achievement gaps •Increase in the percent of students graduating with the Seal of Biliteracy •Increase number of EBs who are reclassified •Increase of Bilingually certified teachers 	<ul style="list-style-type: none"> •Unit Assessments •Weekly Assessments •BM+&H •STAAR/EOC •TELPAS •Student Growth Measures •TPRI/Tejas Lee •TXKEA •CLI •Biliteracy Checks

Strategy 2: Conduct parent training/meetings on the dual language models at each level.

Timeline: August 2024-August 2025

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely -Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: English Language Development & Biliteracy Director and Parental Engagement Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Elementary and Secondary DL Models •PowerPoints •Chapter 89 •Grading Policy •Texas Education Agency Website 	<ul style="list-style-type: none"> •Flyers, Agendas, and Sign-In Sheets •Informational videos •Parent Surveys 	<ul style="list-style-type: none"> •Student achievement gains •Closing achievement gaps •Increase percentage of students participating •Increase in parental involvement •Increase number of EBs who are reclassified 	<ul style="list-style-type: none"> •BOY, Weekly Assessments, CBA I, •STAAR/EOC/TELPAS •Student Growth Measures •TPRI/Tejas Lee •TXKEA •CLI •Biliteracy Checks

Annual Goal 3: By June 2025, 33 out of the 39 campuses (85%) will meet their English Language Proficiency Target to show progress at the TELPAS Composite level.

Objective 1: All staff serving/mentoring Emergent Bilinguals will understand how to guide EBs to develop a plan to meet their TELPAS goals to impact progress at the composite level.

Strategy 1: Provide professional development to TELPAS CTCs and teachers on how to analyze TELPAS data to determine progress at the composite level in TELPAS.

Timeline: August 2024-August 2025

Title I School Components: Comprehensive Needs Assessment, Reform Strategies- ABC, Teacher Decision Making Regarding Assessments- ABC, Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •English Language Proficiency Standards (ELPS) •District Curriculum •Proficiency Level Descriptors •Composite Rating Template •TELPAS Educator Guide •L & S, R&W Practice Sets •EB Strategic Plan •Linguistic Instructional Alignment Guide 	<ul style="list-style-type: none"> •Emergent Bilingual Strategic Plans completed •Emergent Bilingual Accommodations Checklist completed •Agendas, Sign in Sheets •Language Objectives posted and aligned to instruction •Dual Language Walk-through feedback 	<ul style="list-style-type: none"> •Closing the achievement gap among student groups •Increase linguistic performance of Beg/Int students •Increase in student progress by domain •Increase in the percent of progress on Composite in TELPAS 	<ul style="list-style-type: none"> •TELPAS Practice and Released Tests •Student Artifacts •Summit K12 Benchmarks •Biliteracy tests

<ul style="list-style-type: none"> •EB Instructional and Assessment Accommodations Checklist •TELPAS Online Samples of Question Types •Summit K12 •Footsteps2Brilliance 	<ul style="list-style-type: none"> •Lesson Plans 		
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Objective 2: All staff serving Emergent Bilinguals will receive support/coaching/guidance on how to plan for and implement speaking and writing practices in daily instruction.

Strategy 2: Provide TELPAS practice and Benchmarks for Reading, Writing, Listening and Speaking domains.

Timeline: August 2024-August 2025

Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •ELPS/PLDS •District Curriculum •TELPAS Educator Guide •EB Strategic Plan •Linguistic Instructional Alignment Guide •EB Accommodations Rubric •Data Reports •R & W, L & S Practice Sets •Speaking/Writing Scoring Guides •TELPAS Online Practice and Released Tests •TELPAS Academies •Summit K12 	<ul style="list-style-type: none"> •Summit K12 Student Rosters •Summit K12 Usage Reports •Growth in proficiency levels based on Summit K12 benchmark scores and previous TELPAS scores •TELPAS Campus Plan of Action •TELPAS Instructional Calendar 	<ul style="list-style-type: none"> •Student achievement gains •Closing achievement gaps Increase in the percent of progress in TELPAS Composite •Increase in student progress by domain 	<ul style="list-style-type: none"> •Summit K12 Pre-Test/Interim/Summative •Summit K12 activities

Strategy 3: Embed ELPS across all content curriculums.

Timeline: August 2024-August 2025

Title I School Components: Effective & Timely - Assistance to students experiencing difficulty- ABC, Integration of Fed., State, & Local Services, Programs and Funds- ABC

Persons Responsible: English Language Development & Biliteracy Director, Executive Officers, and Principals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •English Language Proficiency Standards •District Curriculum •ELPS Flip Book •TELPAS Educator Guide •PLDs Summit K12 SIOP 	<ul style="list-style-type: none"> •ELPS embedded in curriculum •ELPS included in Lesson plans •Language Objective posted and aligned to content objective •Lesson Plans 	<ul style="list-style-type: none"> •Student achievement gains •Closing achievement gaps Increase in the percent of progress in TELPAS Composite •Composite Level progression in individual Domains 	<ul style="list-style-type: none"> •Curriculum Audit •TELPAS Program •Quizzes •TELPAS Benchmark/Assessment •Classroom Observations/ Walkthroughs

AREA LEADS: Gisela Salinas Ramirez, SanJuanita Garcia, Liza Ramos



Goal Area 3: Leadership Growth

Strengths

- PSJA retains 95% or more of teachers hired
- Loyalty Stipend was provided for all teachers and staff for the 2024-2025 school year

- District is seen as an employer of choice
- District employed degreed instructional paraprofessionals are supported to get them certified so that teacher may be employed as a teacher
- District owned alternative certification program, ACTRGV, creates a pipeline of quality trained teachers from the non-traditional education program.
- The Spirit of PSJA selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.
- Electronic Instructional Focus walk-through form to provide the teacher feedback on the effectiveness of instructional delivery and student learning engagement focused on teacher growth.
- The Evaluation tool for non-teaching staff
- Strong commitment and financial support to professional development and professional growth opportunities for staff
- District support for all teachers to be fully certified for assigned teaching assignments.
- All staff trained on the TTESS & TPESS Evaluation System
- District support with earning the National Board Certification. A district cohort sponsorship with external expert guidance. Increasing the opportunity to be recognized and receive financial reward from Teacher Incentive Allotment.
- District has been awarded Teacher Incentive Allotment full designation.

Challenges

- EA's new rules require all Core and special education teachers to be bilingual or ESL certified.
- Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and positive school culture.
- Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating.
- Calibrating evaluations and creating a system to effectively measure performance
- Continue to provide all district teachers and staff a loyalty stipend
- Support and funding master's programs so that teachers can teach dual credit classes.
- Funding for teacher stipends and professional development
- Updating evaluations to align job descriptions and provide an annual training staff on the tool and SMART goal development.

Goal Area 3: Leadership Growth

Annual Goal 1: 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2024-

2025 School Year.

Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2024.

Strategy 1: Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.

Timeline: August 2025-August 2026

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Teachers, Campus Leadership, and Executive Officers, and Coordinators

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Instructional Focus Walk-Through Form •T-TESS 	<ul style="list-style-type: none"> •Edit the Instructional Walk-through focus tool. •Collect and review data. 	<ul style="list-style-type: none"> •Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment. 	<ul style="list-style-type: none"> •Review walk-through focus tool mid-year and end of year

Strategy 2: Update the Instructional Focus Walk-Through Form

Timeline: August 2024-August 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Instructional Focus Walk- Through form •T-TESS Evaluation tool 	<ul style="list-style-type: none"> •Development of revised Instructional Walk-through focus tool. Collect and review data. 	<ul style="list-style-type: none"> •Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment. 	<ul style="list-style-type: none"> •Review walk- through focus tool mid-year and end of year.

Objective 2: Campus administrators will conduct weekly reviews of walk-through data to support teacher effectiveness.

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form.

Timeline: August 2024-August 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk-Through Tool	<ul style="list-style-type: none"> •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

Strategy 2: All teachers will be provided with weekly instructional feedback by campus administrators.

Timeline: August 2024 – May 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Instructional Focus Walk- Through form	<ul style="list-style-type: none"> •CLC agendas •Admin/teacher conferences 	•Professional growth and high-quality teaching	•Weekly walk-through data

Objective 3: Campus administrators will provide feedback and/or professional learning support within 1-3 days or as soon as possible to staff based on identified need

Strategy 1: Campus administrators will conduct weekly walk-throughs using the Instructional Focus Walk-through form.

Timeline: August 2024-August 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> •Dashboard •Instructional walk- through focus tool •T-TESS observations •SGM data •Professional Learning Communities. 	<ul style="list-style-type: none"> •Walk-Through Data •Walk-Through schedule •CLC agenda and sign in sheets •Admin/teacher conferences 	<ul style="list-style-type: none"> •Increased quality instructional time •Implementation of best practices 	<ul style="list-style-type: none"> •Weekly walk-through data
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Strategy 2: Campus administrators will identify areas of growth by teachers using the T-TESS Goal Setting and Professional Development.

Timeline: August 2024-May 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Dashboard •Instructional walk-through focus tool •T-TESS observations GSPD •SGMs data •Professional Learning Communities. 	<ul style="list-style-type: none"> •Walk-Through Data •Walk-Through schedule •CLC agenda and sign in sheets •Admin/teacher conferences 	<ul style="list-style-type: none"> •Increased quality instructional time •Implementation of best practices 	<ul style="list-style-type: none"> •Weekly walk-through data reviews

Annual Goal 2: 100% of district teachers will deliver high quality, engaging, differentiated lessons maximizing at least 95% of the instructional time in the 2024-2025 School Year.

Objective 1: The district leadership committee will update the Instructional Focus Walkthrough form to meet district needs by September 2024.

Strategy 1: Leadership committee will review the current Instructional Walk-Through Focus tool for alignment to T-TESS.

Timeline: August 2024-August 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> •Instructional Focus Walk-Through Form •T-TESS 	<ul style="list-style-type: none"> •Edit the Instructional Walk-through focus tool. •Collect and review data. 	<ul style="list-style-type: none"> •Student engagement •Closing the achievement gaps. •Student centered classrooms. •Positive classroom environment. 	<ul style="list-style-type: none"> •Review walk-through focus tool mid-year and end of year
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Strategy 2: Update the Instructional Focus Walk-Through Form

Timeline: August 2024-August 2025

Title I School Components: Local funds, Title I fund, SCE Funds, State Bilingual funds, Migrant funds

Persons Responsible: Principals, Campus Leadership, and Executive Officers

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Instructional Focus Walk- Through form •T-TESS Evaluation tool 	<ul style="list-style-type: none"> •Development of revised Instructional Walk-through focus tool. Collect and review data. 	<ul style="list-style-type: none"> •Student engagement •Closing the achievement gap. •Student centered classrooms. •Positive classroom environment. 	<ul style="list-style-type: none"> •Review walk- through focus tool mid-year and end of year.

AREA LEADS: Gisela Salinas Ramirez, SanJuanita Garcia, Liza Ramos



Goal Area 4: Family and Community Empowerment Summary

Strengths

- There is a high rate of participation at campus events, meetings, and District Parent Literacy Centers.
- Parent and student resources, materials and communications are provided in both English and Spanish.
- The district social media sites, emails, telephone text/calls inform parents of district events.
- Parent educators' professional development is based on local, state and national standards for parental involvement.
- Post secondary education opportunities for parents through partnership with STC at PSJA Ballew Learning Center (industry certification in Phlebotomy, welding, electrical, CDL, and community health workers).
- Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents.
- District and community partners provide adult literacy opportunities and entrepreneur classes for parents' district wide.
- Administrators communicate expectations and apply discipline protocols consistently throughout the district, resulting in a steady decrease in disciplinary referrals.
- All staff is trained in creating a safe school culture and climate which includes a strong focus on customer service.
- District offers a comprehensive and effective PreK- 12 Counseling and Guidance Curriculum that supports our students with academic and Social Emotional Development
- Counseling and Guidance Department offers structured timelines for the entire district
- Middle School and High School campuses have embedded an Advisory Period within the school day to provide topics that are related to students' academic and social emotional needs
- Safety Measures are taken at all campuses that ensure the safety of all the students and staff.
- District Police officers, guardians, and security guards are stationed at all elementary, middle school and high school campuses.
- Safety and Active Shooter Training are conducted by the district Police force and/or campus administration for all teachers and staff.
- All campuses have established counseling protocols
- District has hired LPCs, LSSPs, WRSs, and LCDC to support students experiencing trauma, anxiety, depression, death, substance abuse, etc.
- Police officers or guardians need to be hired in 100% of the campuses
- Guardian rovers are available as needed
- Additional counselors need to be hired at all elementary and middle schools; counselors whose sole job is to provide one-to-one counseling and group counseling for students.
- Speakers for students at least once a semester on SEL
- Districtwide attendance awareness through Liaisons from elementary to high schools.
- District Attendance Matters
- Countdown to Zero
- Enrichment Days opportunities for all students at all campuses

Challenges

- Parents will benefit by having a simple understanding of the state accountability system and its impact on their children's academic achievement and academic growth.
- Consistent Parent Academic Conferences [PAC] to share student progress needs to be a priority.
- Customer service training should be provided on the importance of fostering positive parent/teacher relationships
- Train parents on Literacy strategies and assessment resources
- Training of all staff on assessment strategies
- Provide parents with webinar training and phone links to help them better understand the STARR student reports.
- Integrate the police and security departments into all emergency situations.
- District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.
- Allocate funding for Teacher/Staff Professional Development on Social Emotional Learning or Restorative Practices
- Give teachers an opportunity to be trained on identifying emotional needs of students
- Purchase and train teachers on a research-based SEL platform (Panorama) to identify students' SEL skills and campus climate

Goal Area 4: Family and Community Empowerment

Annual Goal 1: By June 2026, campus student attendance will increase from 93% to 95%.

Objective 1: By June 2026, 90% of parents will be informed about attendance state laws, district guidelines, and district goals

Strategy 1: Parents will be informed about attendance state laws and district attendance guidelines and goals.

Timeline: August 2025- June 2026

Title I School Components: Title I-#2, #4

Persons Responsible: Campus Principal and Attendance Committee Lead

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEA student attendance handbook •District attendance handbook Attendance letters and flyers TDPS app	<ul style="list-style-type: none"> •Meeting with parents •Agendas •Power Points •Attendance notices •Blackboard cellphone calls and text messages 	<ul style="list-style-type: none"> •Parent awareness •Student improved attendance •Student school engagement 	<ul style="list-style-type: none"> •Attendance Reports •Attendance TSDS submission •District attendance goals met •Academic performance data •Student Attendance records •Increase Parent Involvement

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities.

Timeline: August 2024- June 2025

Title I School Components: Title I-#2, #9, #10

Persons Responsible: Campus Principal, Teacher, District Leadership, Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Training and Materials •Research Based Best Practices •Structured and Intentional Timelines •Survey Feedback 	<ul style="list-style-type: none"> •Walk-through/observation Reports •Lessons Plans •Completed Surveys •Posters in School Halls, Cafeteria, Classrooms, etc. •All School Employees Speaking the Same Language 	<ul style="list-style-type: none"> •SEL Skills Screeners •Increase student engagement in classrooms •Increase student achievement 	<ul style="list-style-type: none"> •District Internal SEL Climate Survey •Participation and Performance •District Internal SEL Skills Screener

Annual Goal 2: By June 2025, the district’s positive culture and climate will increase from 86% to 91% based on students’ perception of staff-student relationships.

Objective 1: By June 2026, student social and emotional learning knowledge and skills will increase by 5%.

Strategy 1: All students will be provided guidance lessons that build on the social emotional development of the student.

Timeline: August 2025-August 2026

Title I School Components: Title I: #2, #9, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Attendance Reports •Walk through/observation reports •Timelines •PowerPoint presentations •Student guidance lessons •Completed Surveys 	<ul style="list-style-type: none"> •Culture and Climate Yearly Survey •Increase in student participation •Increase in student achievement 	<ul style="list-style-type: none"> •District’s Internal SEL Surveys and Needs Assessment •SEL Skills Universal Screener •Participation •Performance •District SEL Learning Walks

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities

Timeline: August 2025-May 2026

Title I School Components: Title I: #2, #9, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Training and Materials •Research Based Best Practices •Structured and intentional Timelines •Survey Feedback 	<ul style="list-style-type: none"> •Walk Through/Observation Reports •Lesson Plans •Completed Surveys •Posters in school halls, cafeteria, classrooms, etc. •All school employees are speaking the same language 	<ul style="list-style-type: none"> •SEL Skills Screener •Increase in student classroom participation •Increase in Student Achievement 	<ul style="list-style-type: none"> •District’s Internal SEL Climate Survey •Participation and Performance •District’s Internal SEL Skills Screener

Annual Goal 3: By June 2025, the district’s positive culture and climate will increase from 61% to 71% based on teachers’ perception of professional learning of Social Emotional Learning.

Objective 1: By June 2025, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1: All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships

Timeline: August 2025-Junr 2026

Title I School Components: Title I: #4, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •PowerPoint Presentations •Timelines •Tools and resources to monitor its effectiveness •101 Ways to Create Real Family Engagement •Counselor’s Café for teachers 	<ul style="list-style-type: none"> •Agendas •Sign in Sheets •ERO Staff Development Registration Report 	<ul style="list-style-type: none"> •Increase in student participation and performance •Culture and Climate •Yearly Survey •Increase in Student Participation •Increase in Student Achievement 	<ul style="list-style-type: none"> •Side by side data analysis (District’s internal survey results)

Strategy 2: Teachers will implement and integrate social emotional learning activities with their students

Timeline: August 2025-June 2026

Title I School Components: Title I: #4, #10

Persons Responsible: Campus Principal, Teachers, District Leadership, and Guidance and Counseling Director

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Lessons on SEL interventions •Curriculum timeline •Tools and resources to monitor its effectiveness •Kindness Certified School District •Kindness Week/Month—February and May 	<ul style="list-style-type: none"> •Walk through/observation reports •Completed Teacher Surveys •Lessons Plans 	<ul style="list-style-type: none"> •Increase in student participation and performance 	<ul style="list-style-type: none"> •Side by side data analysis (District’s Internal survey results)

Annual Goal 4: By June 2026, the students’ perception for their physical and psychological school safety will improve from 70% to 80%

Objective 1: By June 2026, 100% of the district will implement safety and violence prevention protocols that will increase school safety.

Strategy 1: Provide staff development for campus staff

Timeline: August 2025-June 2026

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: Campus Principal, Assistant Principals, Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Training equipment •Power Point Presentations •Security cameras •Security/Safety audits •Campus School Safety Training •Texas Commission on Law Enforcement (TCOLE) •Night Locks •Halo Devices •Evolv Weapons Detection System •Shatter Resistance Films (All entry way to buildings) •Guardians at each Elementary Campus 	<ul style="list-style-type: none"> • Agendas •Sign-in sheets •Daily Security/Safety audit reports •Weekly Campus Exterior Door Sweep Forms •School lockdown documentation •Safety Audit Tools •Completed Campus Drills App 	<ul style="list-style-type: none"> • No active threat situations •Improved security/safety audits •Improve student attendance •Texas School Safety Center (TSSC) “No Findings” on Campus Intruder Detection Audit Form 	<ul style="list-style-type: none"> •Daily security/safety audits

Strategy 2: Provide staff development for campus teachers and staff.

Timeline: August 2025-June 2026

Title I School Components: Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds

Persons Responsible: Campus Principal, Assistant Principals, Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Training materials •Power Point Presentations •STOPit App •PSJA Student Survey Results •TSSC Behavioral Threat Assessment Training 	<ul style="list-style-type: none"> • Agendas •Sign-in sheets •PEIMS Discipline Data •Student Survey Data •TSSC Behavioral Threat Assessment Training Certificates 	<ul style="list-style-type: none"> •Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) •Decrease of Special Education in school suspensions and out of school suspensions •Students' perception of school 	<ul style="list-style-type: none"> • BOY and EOY District Internal Survey Results •Six Weeks Behavior Intervention Reports

<ul style="list-style-type: none"> • Mobile Mind—Trainings on Child Abuse, Sexual Abuse, Trafficking, etc. • Bullying and Cyberbullying Policies and Procedures • Counselors train teachers on these topics too 	<ul style="list-style-type: none"> • Mass Notifications 	<ul style="list-style-type: none"> • safety has improved • Improve attendance • Decrease bullying and cyberbullying incidents 	
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Annual Goal 5: By June 2026, family engagement and their interaction with their child’s school will increase from 71% to 81%.

Objective 1: By June 2026, 60% of parents will participate in informational and training sessions.

Strategy 1: Host in-person meetings on a variation of topics scheduled on different days and times.

Timeline: August 2025-June 2026

Title I School Components: Title I: #2, #4

Persons Responsible: Campus Principal, Assistant Principals, Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Region 16 and State Conference • Parent Materials • Research Based Best Practices • District Policy Handbook • Texas Education Agency Material • Family Friendly Research • School Health Advisory Council (SHAC) • Safety and Security • Region One • South Texas College • Copier Lease 	<ul style="list-style-type: none"> • Meeting Invites • Agendas, Minutes & Sign-In Sheets • Power Points • Photos of Meetings • Title I Documents Summary Pages • District Social Media • PSJA District Master Schedule • Region One and STC attendance rosters • Monthly number of copies used 	<ul style="list-style-type: none"> • Parent Surveys • Campus Meetings • Number of Parents at Meetings • STC/Region Classes • Monthly Counselor’s Café Meetings • School Health Advisory Council (SHAC) Meetings 	<ul style="list-style-type: none"> • Assessment Results • Participation Numbers • District’s Internal Survey Results • GED completion rates

Strategy 2: Facilitate parental sessions for parents through a collaboration between Counseling Department, Health Services, Pupil Accounting, and PSJA Police Department

Timeline: September 2025-August 2026

Title I School Components: Title I-#2, #4

Persons Responsible: Campus Principal, Assistant Principals, Counselors

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Campus social media • Weekly Calendar • Parent Surveys • Parent Feedback • District Parental Webpage 	<ul style="list-style-type: none"> • Sign-in Sheets/Agendas/Mins • Invites/Brochures • Power-Point • Calendars: Planning/Counselor's Café /In-person meetings 	<ul style="list-style-type: none"> • Parent Surveys • Parent Feedback • Accountability Reports 	<ul style="list-style-type: none"> • State/Local Assessments (STAAR, TELPAS, etc.) • Participation • Performance • District and Campus Assessment Reports