



North ECHS Campus Improvement Plan 2025 – 2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved: Monday, September 22, 2025

Mission

PSJA North ECHS is committed to share the communal responsibility of empowering students with the essential knowledge and skills to excel in a dynamic global society by providing a resourceful and nurturing environment that fosters the cultural individuality of each student.

Vision

PSJA North ECHS teachers, staff and administration are committed to providing rigorous, relevant quality education and a comfortable and safe environment for all students so they may be empowered to compete in a diverse job market.

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Melissa Brewster-Parent

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Daniel Garcia-Community Member

Ruben Mata-Community Member

Felipe Avila-Business Representative

Ella Hernandez-Senior Student

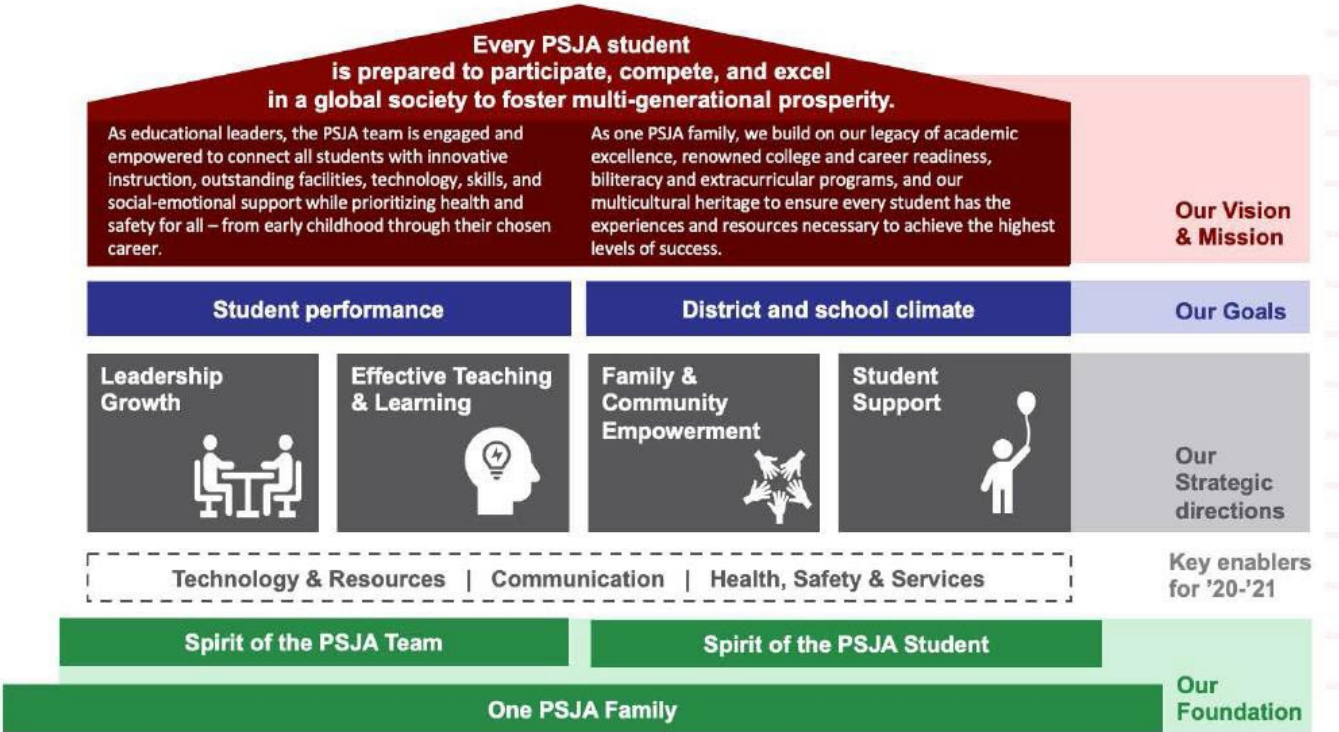
Lauren Gongora-Junior Student

Antwon Estrada-Sophomore Student

District Improvement Plan Strategic Planning & Outcomes



STRATEGIC DIRECTION



Campus Goals

GOAL 1: Student Achievement

By June 2026, the percentage of students who perform at meets grade level or above on STAAR EOC will increase by five percentage points.

Goal measure 1.1: By June 2026, the percent of students performing at meets grade level or above on STAAR Eng 1 & Eng 2 EOC will increase from 52% to 57%.

Goal measure 1.2: By June 2026, the percent of students performing at meets grade level or above on STAAR Algebra 1 EOC will increase from 67% to 72%.

Goal measure 1.3: By June 2026, the percent of graduates who earn Associate Degrees and/or Industry-Based Certificates will increase from 87% to 92%.

Campus Goals

GOAL 2: Closing the Gaps

By June 2026, the percentage of individual students at School Progress Measure will increase by 3 percentage points in English 1, 2, and Algebra 1.

Goal measure 2.1: By June 2026, the scaled score for School Progress Measure will increase by 90% to 93%.

Goal measure 2.2: By June 2026, all EB students showing progress on TELPAS will meet the long-term target of 40% and Meets level performance on STAAR from 41% to 46%.

Goal measure 2.3: By June 2026, all teachers will ensure that their daily lessons are modified to meet the needs of each individual student's IEPs.

Campus Goals

GOAL 3: Improve Safety, Public Support, Culture & Climate

By June 2026, all teachers will be instrumental in ensuring that the campus is safe and that staff and students feel comfortable attending daily.

Goal measure 3.1: By June 2026, all staff will attend on-going trainings that will prepare them to be vigilant of environmental conditions.

Goal measure 3.2: By June 2026, foster relationships will all stakeholders and the community.

Goal measure 3.3: By June 2026, a climate of fostering professional relationships with all campus staff will be evident.

Campus Goals

GOAL 4: Increase Staff Quality, Recruitment, and Retention

By June 2026, PSJA North ECHS will be recognized as a highly accomplished, competitive and successful campus.

Goal measure 4.1: By June 2026, teachers will be provided with opportunities to enrich their professional knowledge and skills.

Goal measure 4.2: By June 2026, PSJA North ECHS will continuously publicize campus accolades to attract highly qualified staff.

Goal measure 4.3: By June 2026, PSJA North ECHS will continuously provide staff with the resources that will maximize their performance.

Student Demographics

	MALE	FEMALE	ECD	CTE	AT-RISK	EB	SPED	GT	MIGRANT
Number	1,115	1,050	2,649	1,905	1,448	1,136	285	146	21
Percent	51.5%	48.5%	93.5%	67.2%	51.1%	40.1%	10.0%	5%	1%

The student population consists of 51.5% male (1,115 students) and 48.5% female (1,050 students). A large majority, 93.5% (2,649 students), are identified as Economically Disadvantaged, while 67.2% (1,905 students) participate in Career and Technical Education (CTE). Over half of the students (51.1%, 1,448 students) are identified as at-risk, and 40.1% (1,136 students) are receiving services as Emergent Bilingual (EB) learners. Special populations include 10% (285 students) receiving Special Education (SPED) services, 5% (146 students) identified as gifted and talented (GT), and 1% (21 students) classified as migrant students.



2024 – 2025 ACCOUNTABILITY SUMMARY

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
PSJA North	86	90	93	91	A

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
1	Student Achievement	<ul style="list-style-type: none"> • English 1: <i>Approaches</i> (North 67%) (State 66%), <i>Meets</i> (North 48%) (State 51%), <i>Masters</i> (North 12%) (State 16%). • English 2: <i>Approaches</i> (North 73%) (State 71%), <i>Meets</i> (North 52%) (State 56%), <i>Masters</i> (North 6%) (State 8%). • Algebra 1: <i>Approaches</i> (North 94%) (State 76%), <i>Meets</i> (North 67%) (State 47%), <i>Masters</i> (North 46%) (State 29%). • Biology: <i>Approaches</i> (North 90%) (State 91%), <i>Meets</i> (North 46%) (State 62%), <i>Masters</i> (North 11%) (State 21%). • Social Studies: <i>Approaches</i> (North 95%) (State 94%), <i>Meets</i> (North 61%) (State 68%), <i>Masters</i> (North 23%) (State 37%). • CCMR: TSI Criteria Graduates increased 9%. SAT/ACT Participation increased 17%. AP Examination Participation increased 1%. • Four-Year Longitudinal Graduation Rate increased 1%. 	<ul style="list-style-type: none"> • English 1 and English 2 - There is a -13% gap between EL students and ALL student groups at the Approaches Grade Level. • English 1 and English 2 - There is a -31% gap between our SPED students and ALL student groups at the Approaches Grade Level. • Algebra 1 - There is a -13% gap between EL students and All student groups at the Meets Grade Level. • Algebra 1 -There is a -18% gap between SPED students and All student groups at the Approaches Grade Level. • Biology - There is a -19% gap between EL students and All student groups at the Meets Grade Level. • Biology -There is a -21% gap between SPED students and All student groups at the Meets Grade Level. • Social Studies -There is -9% gap between EL students and All student groups at the Meets Grade Level. • Social Studies -There is -25% gap between SPED students and ALL student groups at the Meets Grade Level. • CCMR – Industry-Based Certifications decreased by 7 percentage points from 68.7% to 61.6%.

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
2	Closing the Gaps	<ul style="list-style-type: none"> • Academic Growth with a scaled score of 80 indicates that the students continue to maintain progress from the prior year to the current year. • Relative Performance with a scaled score of 90 showed that students are making progress relative to our comparison group of similar demographics and Economically Disadvantaged students. • Algebra 1 – Campus met all indicators for Academic Achievement Status. • TELPAS Progress Rate of 49% exceeded the long-term target of 40% demonstrating progress in achieving English language proficiency. • Graduation Rate Status – Campus met indicators for all students, economically disadvantaged and sped. • School Quality Status – Campus exceeded the next interim target on all indicators. 	<ul style="list-style-type: none"> • Reading Language Arts missed the target of 69% by two percentage points in the academic growth score. • Reading Language Arts missed the next interim target of 53% by one percentage point for all students at the meets level of performance. • Reading Language Arts missed the next interim target of 28% by three percentage points for the special education student group at the meets level of performance. • Reading Language Arts missed the next interim target of 55% by two percentage points in Academic Growth.

**PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
COMPREHENSIVE NEEDS ASSESSMENT**

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
3	Culture & Climate, Safety, & Public Support	<ul style="list-style-type: none"> • The campus holds various parental meetings and special events throughout the year ranging from beginning of the year Meet the Teacher, and Open House events, EOC parent meetings, SB 999 Parent meetings, Graduation Requirements Parent Meetings, Meet the Raiders, Remembrance of September 11, Constitution Day, Election Day, College Night, Red Ribbon Parades and Drug Awareness Presentations, Trunk-or-Treat, Christmas Posadas, Veterans Day Parade with the City of Pharr, Christmas Toys for Tots Toy Drives, Community Cemetery Clean Up with City of San Juan, Diaz De Los Muertos Celebration and Alter Contests, Special Olympics, Kennedy Hall Garden, Kennedy Gala, Easter Egg Roll, Student Council sponsored visits to Nursing Homes to visit the elderly, CAPSTONE meetings for parents. These are just a few of the events and meetings that the campus has hosted throughout the year that foster family and community involvement. • Teachers daily greeting of students at the door. • Teachers being on duty on time monitoring students. • Teacher Celebrations • Monthly teacher birthday recognition. • School Spirit and Pride through positive interactions with students and community. • Teacher Intervisitations and Ghost Walks that showcase learning and culture of the campus. • Mariachi and Conjunto performances in Center Court to highlight cultural awareness. • Health trainings/videos 	<ul style="list-style-type: none"> • Staff actively monitoring at the assigned duty posts during their designated times. • The need to revisit the CARE standards with staff in interactions with all stakeholders. • The enforcement of state laws, district policies, and campus procedures by all staff. • The participation of staff in district and campus events as chaperones and concession stand workers.

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
4	Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Internet connection is available to all students and teachers throughout the campus. • All teachers and administrators and counselors have access to new and updated laptops and/or desktops. • Newline TVs are available that teachers use to deliver instruction. • Students were issued personal devices to use throughout the school year • Teachers can schedule their classes in the library for research, book checkout, printing of materials and utilize the read/exercise bikes • Highly Qualified Staff • New Teacher Academy (NTI) • New Teacher mentors • T-TESS Evaluation Tool • On-going Intentional Staff Development in CLCs. • Daily CLC meetings for all contents • CLC Thursdays in Data room for all contents • Administrative calibrations • Teacher leaders on a variety of committees 	<ul style="list-style-type: none"> • Ensure we have 100% Teacher buy-in with our districts Literacy Initiative • Send CIT to Tech Conferences in Austin and/or where available for continued training.

Goals

Goal Area 1: Student Achievement

Goal Area 2: Closing the Gaps

Goal Area 3: Culture & Climate, Safety & Public Support

Goal Area 4: Increase Staff Quality, Recruitment and Retention

GOAL AREA PRESENTATION



Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2026, the percentage of students who perform at meets grade level or above on STAAR EOC will increase by five percentage points.						
Objective 1:	By June 2026, the percent of students performing at meets grade level or above on STAAR Eng 1 & Eng 2 EOC will increase from 52% to 57% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement the district curriculum with hybrid instructional concept and resources using data for all students.	Administrators Content Leaders CLL Teachers	TEKS resources District Curriculum State and local data Google Classroom StudySync IXL Practices	Aug. 2025- June 2026	Curriculum documents Lesson plans CLC agendas/minutes Walkthrough documents Google Classroom	STAAR at Meets Level Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR/TELPAS Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Literacy instructional skills will be embedded in the lesson cycle for all contents 9 th -12 th .							
2) History/ELA partnership to strengthen writing skills.							
3) IXL practices will be utilized during Raider Time across all contents to enhance Reading skills with a focus on Sustainability goals.							
4) Integrate technology into the curriculum using the following platforms: Google Classroom, Study Sync, News-o-Matic, MackinVia, Summit K-12, and Wayground.							
5) Monitor and provide feedback on daily attendance, student engagement, student work, and student progress logs.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will be deliberate in sharing best practices, analyzing data, lesson planning and instructional delivery to meet the needs of all sub-groups.	Administrators Content Leaders CLL Teachers	TEKS resources District Curriculum State and local data IXL Program	Aug. 2025- June 2026	CLC agendas/minutes Walk-through documentation Student Progress Logs Progress Measure data IXL reports	STAAR at Meets Level Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR/TELPAS Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Utilize District Walkthrough forms to observe and provide immediate and constructive feedback to teachers on effective, rigorous and engaging instructional strategies.							
2) Create an environment during CLCs where the norm is to share Best Practices, discuss activities, collaborate on effective strategies and analyze student work daily.							
3) Provide teachers with professional development and ensure teachers are implementing SIOP strategies to ensure that Differentiated Instruction is implemented in every class with every lesson.							
4) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.							
5) Utilize CLCs to analyze EOC data to provide instructional feedback and create intentional lessons that target individual students' needs.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities for all student groups.	Administrators Content Leaders CLL Teachers	Enrichment Consumables Technology devices/apps STAR Lexile Program	Aug. 2025- June 2026	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List STAR Reports	Gains on STAAR Six Weeks & Progress Reports Lexile level increase Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports	Title I Title II Title III Title IV
Action Step							
1) Identify students' academic levels and create Individual Student Profiles for tutorials, academies, and enrichment.							
2) Support technology by placing charging towers in each classroom. Integrate technology within the ELAR/ SLAR curriculum.							
3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.							

Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2026, the percentage of students who perform at meets grade level or above on STAAR EOC will increase by five percentage points.						
Objective 2:	By June 2026, the percentage of students performing at meets grade level or above on Algebra I EOC will increase from 67% to 72% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The teacher will implement the district Curriculum instructional resources using data and sharing during daily CLCs for all students.	Administrators Content Leaders CLL Teachers	TEKS resources District Curriculum State and local data Google Classroom StudySync IXL Practices	Aug. 2025- June 2026	Curriculum documents Lesson plans CLC agendas/minutes Walkthrough documents	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Literacy instructional skills will be embedded in the lesson cycle for all contents 9 th -12 th .							
2) Integrate technology into the curriculum with the use of the following platforms: Google Classroom, IXL, Pearson Assessment, Wayground, Desmos, and TI-84 plus color edition calculators							
3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.							
4) Create an environment during CLCs where the norm is to share Best Practices, discuss activities, collaborate on effective strategies and analyze student work daily.							
5) Provide teachers with professional development and ensure teachers are implementing SIOF strategies to ensure that Differentiated Instruction is implemented in every class with every lesson.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will be deliberate in sharing Best Practices, analyzing data, lesson planning and instructional delivery to meet the needs of all sub-groups.	Administrators Content Leaders CLL Teachers	TEKS resources District Curriculum State and local data Google Classroom StudySync IXL Practices	Aug. 2025- June 2026	CLC agendas/minutes Walk-through documentation Student Progress Logs Progress Measure data IXL reports	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Utilize District Walkthrough forms to observe and provide immediate and constructive feedback to teachers on effective, rigorous, and engaging instructional strategies.							
2) Create an environment during CLCs where the norm is to share Best Practices, discuss activities, collaborate on effective strategies, and analyze student work daily.							
3) Provide teachers with professional development and ensure teachers are implementing SIOF strategies to ensure that Differentiated Instruction is implemented in every class with every lesson.							
4) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.							
5) Utilize CLCs to analyze data (EOC, TELPAS, AP, TSI), provide instructional feedback and create intentional lessons that target individual students' needs.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities for all student groups.	Administrators Content Leaders CLL Teachers	Enrichment Technology devices	Aug. 2025- June 2026	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Identify students' academic levels and create Individual Student Profiles for tutorials, academies, and enrichment.							
2) Place charging towers in each classroom to support technology integration within the Algebra 1 curriculum in order to enhance the virtual learning lessons.							
3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.							

Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2026, the percentage of graduates who are CCMR ready will increase by five percentage points.						
Objective 3:	By June 2026, the percentage of graduates who earn associate degrees and/or industry-based certificates will increase from 87% to 92%.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Students will remain on-track each year in order to receive their associate degree and/or industry-based certificate.	Principal Early College Director Counselors Dual-Credit Teachers	Student College Transcripts Blackboard Jagnet	Aug. 2025- Dec. 2025 Jan. 2026- June 2026	Class Roster Signed interview document Professional Dev Sign-In sheets/Remote Check-In Accountability Report	Associate degrees Accountability Report College Entrance Reports Industry-Based Certificates	Student Interviews Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Counselors will continue to hold three annual student interviews and credit checks to ensure that students are on-track with course-level work.							
2) Teachers will participate in professional development training through our College Readiness Department, Higher-Education partners and CTE department.							
3) Campus Principal, Early College Director and Head Counselor will participate in monthly Early College Leadership Data Analysis Reviews.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Dual Credit and CTE teachers will receive professional development on course pathways and aligned curriculum.	Principal Early College Director Counselors CTE Teachers	High School Transcripts Contact Hour Logs	Aug. 2025- Dec. 2025 Jan. 2026- June 2026	Class Roster Signed Interview document Professional Dev Sign-In sheets/Remote Check-In Accountability Report	Associate degrees Accountability Report College Entrance Reports Industry-Based Certificates	Student Interviews Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Counselors will continue to hold three annual student interviews to ensure the students are on-track with course-level work.							
2) Teachers will participate in professional development training through our District CTE department.							
3) CTE teachers will receive training on certificate pathways.							
4) Campus Principal, Early College Director and Head Counselor will participate in monthly Early College Leadership Data Analysis Reviews.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for required assessments.	Principal Early College Director Counselors CTE Teachers	High School Transcripts Contact Hour Logs	Aug. 2025- Dec. 2025 Jan. 2026- June 2026	Class Roster Signed Interview document Professional Dev Sign-In sheets/Remote Check-In Accountability Report	Industry-Based Certificates Accountability Reports	Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Schedules will be created for tutorials to prepare students for specialized assessments: TSI, AP, ACT, SAT.							
2) Teachers will be trained to provide effective tutorials and to administer assessments and attend/conduct Mock AP tests.							
3) Monitor and provide feedback on daily attendance, student engagement, student assessments and student progress logs.							
4) Campus Principal, Early College Director and Head Counselor will participate in monthly Early College Leadership Data Analysis Reviews.							

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	By June 2026, the scaled score for School Progress will increase by three percentage points in English I, English II, and Algebra I.						
Objective 1:	By June 2026, the scaled score for School Progress will increase from 90% to 93% to maintain an A rating in this domain.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement the district curriculum with instructional concepts and resources using data for all EOC students.	Administrators Content Leaders CLL Teachers	Individual STAAR Student Confidential Reports Student Progress Measure Template Goal-Setting Profile	Aug. 2025- June 2026	Student Profile List Individual Student Conference Log CIF & Sustainability Practices Interactive Journals	Student achievement gains on the STAAR Progress Measure Benchmark Data Accountability Report Six Weeks / Progress Reports	Formative assessments CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Identify individual students' EOC performance levels and create Individual Student Profiles for tutorials, academies, and enrichment.							
2) Utilize the Student Progress Measure template to hold Individual Student Conferences using STAAR data at beginning of year and after every benchmark so that students can monitor their personal growth.							
3) Monitor and utilize template data to provide feedback and to assist students in creating personal short-term and long-term goals.							
4) Utilize CLCs to analyze data and create intentional lessons that target individual student needs.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance individual academic performance levels for all EOC students.	Administrators Content Leaders CLL Teachers	Enrichment Consumables Criterion Technology devices Technology programs	Aug. 2025- June 2026	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List	Student achievement gains on the STAAR Progress Measure Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Identify individual students' EOC performance levels and create Individual Student Profiles for tutorials, academies, and enrichment.							
2) Place charging towers to support technology integration within the curriculum in order to enhance the learning.							
3) Monitor and provide feedback on daily attendance, student engagement, student work, and student progress logs.							
4) Conduct bi-weekly on-line mini-assessments to strengthen testing endurance, protocols, practices, and become familiar with the online platform.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
English I, English II, and Algebra I teachers will receive professional development on Progress Measure calculations to determine individual growth needed.	Administrators Content Leaders CLL Teachers	Technology devices Technology programs TEA School Progress Calculation Chart	Aug. 2025- June 2026	Sign-in sheets Teachers' Student Performance Conversion Document	Student achievement gains on the STAAR Progress Measure Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Administration/Teacher Training on Progress Measure calculations.							
2) Teacher training on input of student scores to determine points needed to meet Progress Measure.							
3) Administration-Teacher Conferences to review data and action plan beginning of year and after each benchmark.							
4) Teachers will hold Individual Student Conferences to discuss short-term and long-term goals.							

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	By June 2026, the percentage of emergent bilingual students will maintain progress on TELPAS by meeting or exceeding the long-term goal and will increase the percentage at the meets level by five percentage points on STAAR.						
Objective 2:	By June 2026, the percentage of EB students showing progress on TELPAS will meet or exceed the long-term target of 40% and increase meets level performance from 41% to 46% on STAAR.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive professional development on sheltered instruction strategies to embed in their daily lessons.	Administrators Content Leaders CLL Teachers	TELPAS Data Reports EB Strategic Plan Sheltered instruction strategies	Aug. 2025 - June 2026	Sign-in sheets Completed EB Plan Walkthrough Observations	Student Achievement gains on TELPAS Proficiency levels and STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
<ol style="list-style-type: none"> Teachers will receive training on TELPAS and STAAR proficiency level descriptors and sheltered instruction strategies. Teachers will complete the EB Strategic Plan in order to identify each student's proficiency level. Teachers will collaborate on implementing sheltered instruction strategies during daily content CLCs and weekly campus CLCs. Teachers will be able to identify and implement sheltered instruction strategies for students to move one proficiency level in each domain: Listening, Speaking, Reading and Writing. Teachers will complete and monitor the current and monitored EBs every six weeks by providing linguistic accommodations for each student at risk of failing the core content course. 							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for EB student groups.	Administrators Content Leaders CLL Teachers	Enrichment Texas Coach StudySync Technology devices/apps Summit K-12	Aug. 2025 - June 2026	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports Summit K-12 assessments	Title I Title II Title III Title IV
<ol style="list-style-type: none"> Identify students' proficiency levels, create Individual Student Profiles, and adhere to IEPs for tutorials, academies, and enrichment. Schedule opportunities for on-line practice and tutorial sessions. Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs. Teachers will be able to identify and implement sheltered instruction strategies for student progress from one proficiency level to another in each domain: Listening, Speaking, Reading and Writing. Teachers will complete and monitor the current and monitored EBs every six weeks by providing linguistic accommodations for each student at risk of failing the core content course. 							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will produce a print-rich learning environment to foster linguistic development.	Administrators Content Leaders CLL Teachers	Word Walls Anchor Charts Research-based articles	Aug. 2025 - June 2026	Ghost Walk Forms Walkthrough forms Writing Portfolio Summit K-12 reports	TELPAS reports Six Weeks/Progress Reports Benchmark Data	Formative assessments TELPAS testing Accountability Reports	Title I Title II Title III Title IV
Action Steps							
<ol style="list-style-type: none"> Teachers will create a print-rich environment in the classroom and when assigning lessons via technology. Teachers will emphasize the use of sentence stems, transitional phrases, cognates, open-ended questioning, and higher order thinking skills. Teachers will display words walls with academic vocabulary in English and Spanish that include visuals relevant to each lesson. Teachers will adhere to the 90-minute daily reading, writing, listening, and speaking opportunities throughout each lesson. Teachers will be deliberate with the implementation of sheltered instruction strategies in their daily lesson plans. 							

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	By June 2026, all identified special education students will increase meets level performance in all STAAR EOC exams from 34% to 39%.						
Objective 3:	By June 2026, all teachers will ensure that their daily lessons are modified to meet the needs of each individual students' IEPs.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive Professional Development training on Intervention strategies to embed in their daily lessons.	Administrators Department Heads Content Leaders CLL Teachers Sped teachers	IEPs SuccessEd Intervention Strategies CIF & Sustainability Practices TEKS resources	Aug. 2025- June 2026	Sign-in sheets IEP signatures Walkthrough Observations DAMC reports IEPs	Student Achievement gains on STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Content teachers will receive training on Differentiated Instruction to include hybrid instruction and target individual students' learning styles.							
2) Sped teachers will participate in the District Professional Development on SuccessEd and ARD process.							
3) Case managers will continuously conference with each student's teacher to discuss the student's Individual Education Plan to ensure the necessary accommodations will be implemented.							
4. Teachers will receive training on and conduct In-Person small groups and Break-out Rooms for small group instruction to accommodate students' social/emotional learning needs.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for SpEd students.	Administrators Content Leaders CLL Teachers Sped teachers	IEPs District Curriculum Supplemental Aids TEKS resources Curriculum Calendar State and local data	Aug. 2025- June 2026	Sign-in sheets IEP signatures Walkthrough Observations DAMC reports	Student Achievement gains on STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Identify students' academic levels and create Individual Student Profiles for tutorials, academies, and enrichment.							
2) Support technology integration within each content in order to enhance the differentiated learning experiences and small groups in the classroom.							
3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs to parents and relevant stakeholders.							
4) ARDS will occur with designated staff to offer their expertise and input on each student's menu of services on scheduled dates and to continuously update parents on their child's overall progress.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide common planning periods to allow collaboration between the Core Content Teachers and the Inclusion Teachers.	Administrators Content Leaders CLL Teachers/Sped teachers	IEPs Intervention	Aug. 2025- June 2026	Sign-in sheets IEP signatures Walkthrough Observations DAMC reports	Student Achievement gains on STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I Title II Title III Title IV
Action Steps							
1) Content and Inclusion teachers will review student work, modify activities/tests/classwork, and ensure that IEPs are taken into consideration.							
2) Content and Inclusion teachers will hold individual student conferences and discuss individual goals.							
3) Continuous parent communication will occur with Content teacher, Inclusion teacher, Case Manager, and administrators to keep them informed of their child's academic progress, attendance, and behavior.							

Goal Area 3: Culture & Climate, Safety & Public Support

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2026, all teachers will be instrumental in ensuring that the campus is safe, and students feel comfortable attending daily.						
Objective 1:	By June 2026, all staff will attend on-going training that will prepare them to be vigilant of unsafe conditions.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Equip teachers with knowledge on campus' safety practices through professional development as well as scheduled drills and a duty schedule.	Principals Assistant principals Campus Leadership team Emergency Response Team All support staff	CDC Guidelines District PowerPoint Campus PD Health Services Modules	Aug. 2025- June 2026	Campus Safety Log Reports Agenda Emergency Response Team Sign-in sheets Completion of modules	Execution of Drills Adherence to policy Campus areas monitored	Student/staff surveys Nurse set-up Classroom set-up Time Measured Drills	Title I Title II Title III Title IV
Action Steps							
1) Teachers will be provided with Professional Development in the Teacher's Handbook: the district and campus policies.							
2) Teachers and staff will be scheduled for morning/lunch/afterschool duty to continuously monitor student behavior and report any unsafe practices.							
3) Teachers will be provided with training on how to handle fire drills and lock-down procedures.							
4) Nurses will train members of the Emergency Response Team (selected teachers from each hall) on emergency response.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All staff will be trained in Epilepsy Staff training (Seizure Training) and Traumatic Injury Response Training (Stop the bleed).	Principals Assistant principals Campus Leadership team Campus teachers All support staff	District PowerPoint Campus PD PowerPoint MobileMind Safety Kit AED Kit	Aug. 2025- June 2026	Agenda Sign-in sheets Data reports Completion of modules	Health reminder notices posted around campus/classrooms	Student/staff surveys Nurse set-up Campus/classroom set-up	Title I Title II Title III Title IV
Action Steps							
1) Teachers will complete Health Services modules on MobileMind and Stop the Bleed requirements with the nurses. .							
2) Teachers will attend district and campus professional development with focus on Epilepsy, and Traumatic Injury Response.							
3) Teachers will be highly encouraged to continue to practice safety measures.							
4). The Principal and Administrators will conduct Ghost Classroom/Restroom Walks to ensure that all areas of our campus are clean and sanitized daily.							
5). The administrator in charge of custodians and Head of Custodians will hold scheduled meetings to ensure that custodians are informed of the protocols required to keep our campus sanitized.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will be members of different campus committees that will collaborate to create policies that will keep our campus, classroom and students and staff safe.	Principals Assistant principals Campus Leadership team Campus teachers All support staff	Teacher Handbook Student Handbook District Power point Campus PD MobileMind	Aug. 2025- June 2026	Agenda Sign-in sheets Emergency Response Log Completion of modules	Increased teacher leadership roles Increase in staff involvement Committee sign-in sheets/agendas	Student/staff surveys Nurse set-up Classroom/Campus set-up	Title I Title II Title III Title IV
Action Steps							
1) Teachers selected as members of our Safety Committee will be instrumental in creating/monitoring policies that target our campus' needs.							
2) Teachers selected as members of the Discipline Committee will be instrumental in creating/monitoring policies that target our campus' needs.							
3) Teachers from each hall will be selected to be members of the Emergency Response Team and will receive training on protocols during a medical emergency.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2026, campus administration will continuously involve stakeholders to be integral partners in the education of our students.						
Objective 2:	By June 2026, campus staff will foster relationships with all stakeholders and the community.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will develop constant communication with parents and the community and view them as partners in their child's education.	District PR Representative Principal Campus PR Administrators Parent Educator SBDM committee All staff	Technology Google Voice X/TikTok Facebook School Website Messenger Instagram	Aug. 2025- June 2026	Web page Parent Contact Log Social Media responses Student Progress	Increase in parental involvement Increase of community members involvement Positive Feedback Passing rates	Community surveys Social Media responses Title 1 on-line forms Compact Policy	Title I -CNA Title II Title III Title IV
Action Steps							
1. Teachers will make weekly parent contact and keep a log to communicate students' strengths as well as areas in need of growth.							
2. Administration will hold parent/community meetings via Teams and/or face-to-face to keep them abreast of student progress, behavior and attendance.							
3. Campus Parent Educator will be instrumental in contacting parents/community members, sending flyers, posting on social media for invites on campus events.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The campus will highlight accomplishments and post celebrations on social media outlets.	District PR Representative Principal Campus PR Administrators Parent Educator Campus PR teacher All staff/Parents	Technology Google Voice X/TikTok Facebook School Website Messenger Instagram	Aug. 2025- June 2026	Web page Principal Newsletters Social Media Local Media Library Media	Increase in parental involvement Increase of community members involvement Staff/Student weekly recognition	Social Media responses Students Organizations' Accolades Teacher Honors	Title I -CNA Title II Title III Title IV
Action Steps							
1. Teachers will be expected and encouraged to submit weekly student accomplishments to highlight student successes.							
2. The Campus PR representative will ensure that our staff and students are recognized at the district and campus level.							
3. Administrators will recognize staff's accomplishments weekly: principal's weekly newsletter, Dept meeting celebrations, Web Home page and social media outlets.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Senior and Junior students will seek members of the community to be Capstone Project mentors.	Principal Early College Director Community Mentors CTE teachers Senior/Junior ELA teachers	Capstone Project Forms Capstone Project PowerPoint	Aug. 2025- June 2026	Completed Capstone Project trifolds, videos, and research papers Judges' Feedback	Completed Senior Abstracts and Proposals	Capstone Judges' forms	Title I Title II Title III Title IV
Action Steps							
1. Senior students will seek community members who are experts in their field as partners in assisting them to complete their Senior Capstone Project proposals.							
2. CTE and Senior English teachers will be instrumental in reaching out to members of the community to partner with senior/junior students in providing vital information for their research.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2026, campus administration will promote a positive campus culture that embraces success.						
Objective 3:	By June 2026, a climate of professional relationships with all campus staff and students will be evident.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The campus will highlight staff and students' accomplishments and post celebrations on social outlets.	District PR Representative Principal Campus PR administrator Campus PR teacher All staff Parents	Technology Google Voice	Aug. 2025- June 2026	Web page Parent Contact Log Social Media Local Media Principal Weekly Newsletters	Increase in parental involvement Increase of community members involvement Staff/Student weekly recognition	Staff/Community surveys	Title I Title II Title III Title IV
Action Steps							
1. Teachers will be expected and encouraged to submit weekly student accomplishments to highlight student successes.							
2. The PR administrator and Campus PR representative will ensure that our staff and students are recognized at the district level.							
3. Administrators will recognize staff's accomplishments weekly: principal's weekly newsletter, Dept meeting celebrations, Web Home page and social media outlets.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District personnel/Campus Counselors will provide professional development training on Social/Emotional Learning to all teachers.	District Personnel Principal Administration Counselors CLL	District PowerPoint Counselor presentations Teams Chat feedback	Aug. 2025- June 2026	District Sign-In sheets Remote Check-In Sheets Training agendas	Staff surveys Counselor's Open-Door policy Teacher Feedback Pre-Evaluation Conferences	Staff/Community Surveys	Title I Title II Title III Title IV
Action Steps							
1. Teachers will attend district Social/Emotional Learning professional development and complete a personal survey.							
2. Counselors will be scheduled in the campus' Professional Development agenda to provide teachers with information on how to detect and assist students who display social/emotional issues.							
3. Teachers will refer students in need of Social/Emotional guidance to counselors for individual consultations.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators, along with Dept heads, Content Leaders, CLL will lead focused and intentional daily CLCs that will target curriculum, data, and intentional planning.	Principal Assistant Principals Content Leaders CLL	CLC Roadmap District Curriculum State/Campus data Accountability Reports Student work	Aug. 2025- June 2026	CLC Roadmap Lesson plans CLC agenda Sign-in sheets Student Progress logs	Reports Cards/Progress Reports Student engagement Execute the 3-phases of the CLCs agenda	Increased student performance	Title I Title II Title III Title IV
Action Steps							
1. Teachers will analyze campus/individual/state trend data, accountability reports, Standards/TEKS to provide prescriptive daily lessons.							
2. Teachers will review the district curriculum and share Best Practices daily during CLCs led by the Content Leaders and CLL.							
3. Teachers will examine student work to strengthen their pedagogy.							
4. CLL will be deliberate in creating and delivering the Campus Roadmap and providing intentional professional development to teachers weekly.							

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention						
Annual Goal 1:	By June 2026, PSJA North ECHS will be recognized as a highly accomplished, competitive, and successful campus.						
Objective 1:	By June 2026, teachers will be provided with opportunities to enrich their professional knowledge and skills.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive training on the designated evaluation system, will be provided feedback, and given opportunities to enhance their professional growth.	Principal Administrators CLL Content Leaders Teachers	T-TESS system/rubric Professional Dev power points CLL contact log	Aug. 2025- June 2026	T-TESS process Completion of goals Completion of SGMs Administrator's scheduled conferences/notes (feedback)	Increased student growth Improved lesson delivery Student engagement T-TESS Rubric knowledge	Increased teacher performance on each T-TESS domain T-TESS teacher survey	Title I Title II Title III Title IV
Action Steps							
1) Teachers will receive training on the T-TESS teacher evaluation instrument and analyze the rubric.							
2) Teachers, in collaboration with their administrator, will create Professional Development goals.							
3) Teachers will collaborate with their grade level colleagues to create Student Growth Measurement objectives.							
4) Administrators will schedule Pre-Evaluation conferences with their assigned teachers to discuss goals and SGMs.							
5) Administrators will provide teachers with feedback using the T-TESS rubric during Pre and Post Conferences, Mid-Year Summatives and End-of-Year Summatives.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators will conduct Walkthroughs/Learning Walks to provide feedback and enhance teacher's instructional methods. Teachers will conduct Intervisitations and Ghost Walks to gather learning evidence.	Principal Administrators CLL Content Leaders Teachers	Walkthrough rubric Professional Dev power points Administrators logs	Aug. 2025- June 2026	Walkthrough/Ghost Walks/Intervisitation templates Administrator's schedule	Increased student growth Improved lesson delivery Student engagement Adjusted teacher lessons	Executive officer's Walkthrough Report Increased teacher performance in walkthrough components	Title I Title II Title III Title IV
Action Steps							
1) Administrators will receive training on gathering aligned and factual evidence for providing feedback.							
2) Administrators will calibrate to ensure that feedback is consistent and constructive.							
3) Teachers will gain instructional classroom (from their peers via professional development and Intervisitations) concepts from their colleagues to continuously add to their pedagogy toolbox.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus staff will receive training on the Spirit of PSJA to embody professional leadership at all employment levels.	Principal Administrators Campus Staff	Spirit of PSJA Power- point Certificates	Aug. 2025- June 2026	Principal's Newsletter Display Posters throughout campus Web page Staff meeting announcements	Staff leadership capacity Voluntary Committee membership Positive Customer Service	Increased Voluntary Committee Membership/ Involvement Teacher survey	Title I Title II Title III Title IV
Action Steps							
1) Administration/Staff will receive training on the components of the Spirit of PSJA's professional philosophy.							
2) Campus staff will nominate colleagues for each Spirit of PSJA theme throughout the year.							
3) Campus staff selected will be honored with a district/campus certificate, social media recognition and end-of-the year celebration.							

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention						
Annual Goal 1:	By June 2026, PSJA North ECHS will be recognized as an accomplished, competitive, and successful campus.						
Objective 2:	By June 2026, PSJA North ECHS will continuously publicize campus accolades to attract highly qualified staff.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All staff will be trained in the A-F Campus Accountability System.	Principal Administrators CLL Department Heads Content Leaders Teachers	Accountability Report PD Powerpoint Mission/Vision statement	Aug. 2025- June 2026	Professional Development Agenda Sign-in Sheets Walkthroughs Evaluations Intervisitations	Increased student performance Equitable accountability	STARR EOC state/district/campus data Benchmark data CCMR data TELPAS reports	Title I Title II Title III Title IV
Action Step							
1) Teachers will be informed of their specific role and how they are accountable for the campus' attainment of the highest rating.							
2) Teachers will receive training on the 3 Domains: Student Achievement, School Progress and Closing the Gaps							
3) Administrators and teachers will collaborate and use feedback to ensure that everyone is focused on reaching the school's mission/vision.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
As an Early College High School, opportunities will be provided for all students to attain an associate degree and/or receive Industry-Based Certificates.	Principal Administrators Early College Director Counselors	TSI assessment Counselor interviews Student requests Go-Center CTE fair/showcase DC Professional Dev CTE Professional Dev	Aug. 2025- June 2026	TSI Assessment Reports Student Interview Sign-ins Higher-Ed Partner Reports GO-Center student logs Associates/Certificates Report	Increased student advancement Increased number of degree/certificates	Trend Data Comparison track	Title I Title II Title III Title IV
Action Steps							
1) Recruit staff to fulfill the demand for increase in higher-education courses.							
1) Recruit staff to fulfill the demand for increase in Industry-Based courses.							
3) Provide DC/AP and CTE teachers with professional development that address their specific field.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Recruit highly qualified staff to continue the success of academics and extra-curricular activities at the campus.	Principal Administrators Staff Leaders	Job Description Social media outlets Interview Forms Technology Job Fair Information	Aug. 2025- June 2026	Job Fair participants Committee participants Social Media posts	Hire highly qualified staff Increase student participation Increase number of teachers with Masters' degrees	Staff survey Accountability Reports Increase number of students competing at state/regional level	Title I Title II Title III Title IV
Action Steps							
1) Publicize campus achievements on social media outlets.							
2) Participate in the district Job Fairs.							
3) Establish interview committees with staff leaders from their respective departments.							

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention						
Annual Goal 1:	By June 2026, PSJA North ECHS will be recognized as a highly accomplished, competitive and successful campus.						
Objective 3:	By June 2026, PSJA North ECHS will continuously provide staff with resources that will maximize their performance.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Encourage teachers to seek opportunities to lead professional growth activities and decision-making processes.	Principal Administrators CLL Dept. Leaders	T-TESS rubric CLL job description Committee logistics Staff interest PD training	Aug. 2025- June 2026	Committee lists Interview Questions Staff Interest Forms PD agendas/sign-in sheets	Increase staff involvement Positive culture Staff buy-in	Staff survey	Title I Title II Title III Title IV
Action Steps							
1) Utilize CLL to mentor struggling teachers and provide them with strategies.							
2) Be intentional in the selection of members to participate in specific committees as per their expertise.							
3) Encourage teachers to be Trainer-of-trainers during Staff Development and CLCs.							
4) One teacher will be selected as a member of the Superintendent’s Faculty Advisory Council to represent our campus.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers are provided with current Technology equipment to facilitate their daily responsibilities.	Principal Administrators CIT	New-Line True Touch Boards New IPADS Computer labs Document Readers Wireless mouse/key boards Charging towers	Aug. 2025- June 2026	New-Line True Touch Boards New IPADS for every teacher, counselor, liaison, administrators CIT Device Distribution List	Resources to allow for synchronous/asynchronous learning Higher-level student thinking Provide students with immediate feedback Immediate parent contact	Staff survey Parent/Student Contact Log	Title I Title II Title III Title IV
Action Steps							
1) Teachers will be provided with updated 2025 laptops, computer labs, wireless mouse/key boards, and charging towers to increase learning time.							
2) Teachers will receive Professional Development on Google Classroom apps and hybrid instruction.							
3) Teachers will provide evidence of student engagement and higher-level thinking skills to maximize student learning.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators, along with Content Leaders and CLL will lead focused and intentional daily CLCs. that will target curriculum, data, and intentional planning.	Principal Assistant Principals Content Leaders CLL	CLC Roadmap District Curriculum State/Campus data Accountability Reports Student work	Aug. 2025- June 2026	CLC Roadmap Lesson plans CLC agenda Sign-in sheets Student Progress logs	Reports Cards/Progress Reports Student engagement Execute the 3-phases of the CLCs agenda	Increased student performance T-TESS representative conferences	Title I Title II Title III Title IV
Action Steps							
1. Teachers will analyze campus/individual/state trend data, accountability reports, Standards/TEKS to provide prescriptive daily lessons.							
2. Teachers will review the district curriculum and share Best Practices daily during CLCs lead by the Content Leaders.							
3. Teachers will examine student work to strengthen their pedagogy.							
4. CLL will be deliberate in facilitating the Campus Roadmap.							