

Point Isabel Independent School District

Port Isabel Junior High

2023-2024 Campus Improvement Plan

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Goals

Goal 1: Goal #1: Student Achievement

Point Isabel ISD will achieve academic excellence tailored to each student by challenging him or her to reach their individual goal-centered around student growth while creating productive members of our community.

Performance Objective 1: Objective 1: In 2023-2024 school year, Port Isabel JH will increase Level III: Masters Grade Level performance for all students from 16% to 18%.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will engage in Data Driven Instruction (DDI) sessions to disaggregate formative and summative data to provide targeted instruction, interventions and/or workshops to students: Special Education students, Emergent Bilinguals, Limited English Proficient students, Hispanic students, and white students.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments. Implementation: sign-in sheets, tutorial lesson plans, attendance logs, Eduphoria, grade level and department meetings, lesson plans, workshop plans, data walls, data driven instruction, and data driven planning meetings, SIOP specific walk-throughs. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Tejas Lee, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administrators, District Administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - Title III, Part A-ELA (263) - 263, - ESSER III (282) - 282, - TRI Literacy 6-12</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Based on the needs assessment, staff will provide additional support to address students' needs through reduced class size, instruction, personalized online pathways, mentoring, intensive interventions, and targeted workshops, such as: Edgenuity, Imagine Math, Imagine Language and Literacy/Espanol, readjusted groupings, tutorials, and pull out programs.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments, interim assessments. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Tejas Lee, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, signed job descriptions, attendance logs, tutoring schedules, online resources, station-rotation groupings, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title III, Part A- ELA (263) - 263, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - ACE Grant (265) - 265, - TIPS (429), - TRI Literacy 6-12, - Local (199)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide differentiated instruction for all students' specifically at-risk student populations: special education students, Emergent Bilingual students, limited English proficient students, Hispanic students, and white students through online resources to reteach.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments. Formative/summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, signed job descriptions, attendance logs, secondary master schedules, tutoring schedules, personalized pathways in online resources, station-rotation groupings, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title III, Part A- ELA (263) - 263, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - ACE Grant (265) - 265, - Title III Immigrant , - Local (199)</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide before, during, and after school interventions to address the specific needs of all students' specifically at-risk student populations: special education students, Emergent Bilinguals, limited English proficient students, Hispanic students, and white students.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in MWEA-MAP, STAAR scores, report card grades, simulated assessments. Formative/summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, signed job descriptions, attendance logs, secondary master schedules, tutoring schedules, online resources, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Contracted Service Staff, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district will implement after school and summer programs, opened to all grade levels, that will provide all students help and support as an intervention, enrichment activities that are STEAM driven, and tutoring sessions. all sessions will be aligned during school to after school. Social and emotional support will be offered during the after school and summer programs.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA- MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance, Project Lead the Way. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, Project Lead the Way. Implementation: lesson plans, signed job descriptions, attendance logs, secondary master schedules, tutoring schedules, online resources, Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Contracted Service Staff, ACE Director, ACE Coordinators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Deans of Instruction, Literacy Coaches, and Instructional Coaches, with guidance from the Curriculum Specialists will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction.</p> <p>Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, TTESS data, reflective process based on TTESS, youth truth survey. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: Classroom visit logs, professional development, sign-in sheets, teacher conference logs, walk-throughs, coaching logs, grade level and department meetings, instructional rounds, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - Local (199)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Math interventionists (Instructional Coaches) with guidance from Curriculum Specialists, will provide instructional support to ensure students are provided rigorous and engaging instruction before, during, and after school.</p> <p>Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, TTESS data, reflective process based on TTESS. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: classroom visit logs, professional development, sign-in sheets, teacher conference logs, walk-throughs, coaching logs, grade level department meetings, instructional rounds, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - Strong Foundations Grant (429), - Local (199)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
<p>Strategy 8: Scientifically-based research based resources will be utilized during classroom instruction to provide additional support to at-risk student populations, including special education and limited English proficient/Emergent Bilingual students, and will be evaluated for effectiveness.</p> <p>Strategy's Expected Result/Impact: Attain STAAR meets/masters levels. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, writing academy, sign-in sheets, data, Imagine Language and Literacy/Espanol logs, GoMath logs, Imagine Math logs, NWEA-MAP data, and Learn Smart logs, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - ACE Grant (265) - 265, - Strong Foundations Grant (429), - Stronger Connections (289), - TRI Literacy 6-12</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
<p>Strategy 9: Monitor student progress (RTI) in reading and math (progress monitoring).</p> <p>Strategy's Expected Result/Impact: Attain STAAR meets/masters levels, NWEA-MAP growth measures. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: ESPED Frontline, Imagine Language and Literacy/Espanol logs, GoMath logs, Imagine Math logs and reports, meeting agendas, sign-in sheets, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Instructional Coaches, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199) - 199, - TRI Literacy 6-12</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Provide modified schedules of instruction during classroom instruction as a form of intervention for students struggling in different academic areas, such as an accelerated block, targeted workshops, additional core content area courses and/or a pull-out program.</p> <p>Strategy's Expected Result/Impact: Attain STAAR Meets/Masters level. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: revised schedules and teacher lesson plans, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal #1: Student Achievement

Point Isabel ISD will achieve academic excellence tailored to each student by challenging him or her to reach their individual goal-centered around student growth while creating productive members of our community.

Performance Objective 2: Objective 2: In the 2023-2024 school year, 60% of 6th through 8th grade students will meet the Projected Growth in reading and math.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Based on the needs assessment, additional teachers and support staff will be provided to reduce class size and provide intensive interventions for classroom instruction. Strategy's Expected Result/Impact: Percentage of students reaching their projected growth measure. Formative/ Summative: report card grades. Implementation: lesson plans, job descriptions, attendance logs, adjusted schedules. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - Title I, Part A (211) - 211, - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - ESSER III (282) - 282	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: Teachers will utilize NWEA-MAP, Imagine Language and Literacy/Espanol, CLI Engage, Eduphoria, additional Online Resources, and student observations to analyze assessment data and develop intensive interventions for students in need of assistance during instruction.</p> <p>Strategy's Expected Result/Impact: Percentage of students reaching their projected growth measure. Formative/ Summative: report card grades, Imagine Language and Literacy/Espanol, progress monitoring, monitoring data, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: assessment data, lesson plans, NWEA-MAP, attendance logs for tutorials, identified students' weaknesses and strengths, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: Deans of Instruction, Literacy Coaches, and Instructional Coaches, with guidance from the Curriculum Specialists will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction during classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, increased TTESS performance/data. Formative/Summative: simulated assessments, STAAR results, SIOP specific walk-throughs. Implementation: classroom visit logs, professional development sign-in sheets, teacher conference logs, and instructional rounds, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - Strong Foundations Grant (429), - TRI Literacy 6-12</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The district will provide a math interventionists (Instructional Coaches) to provide instructional support to ensure students are provided rigorous and engaging instruction before, during, and after school.</p> <p>Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, TTESS data, reflective process based on TTESS. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Tejas Lee, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: classroom visit logs, professional development, sign-in sheets, teacher conference logs, walk-throughs, coaching logs, grade level and department meetings, instructional rounds, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - Strong Foundations Grant (429)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Monitor student progress (RTI, NWEA-MAP) in reading and math (progress monitoring) for all students during classroom instruction: Special Education students, Emergent Bilingual, Limited English Proficient students, Hispanic students, and White students. Strategy's Expected Result/Impact: Attain STAAR meets/masters levels, percentage of students reaching their projected growth measure. Formative/Summative: simulated assessments, Edgenuity, NWEA-MAP data, walk-throughs, TTESS, Blueprint, Checkpoints, Google classroom, CLI Engage, Imagine Reading SIOP specific walk-throughs. Implementation: Star Reading/Math, CLI Engage, NWEA-MAP reports, meeting agendas, online resources, and sign-in sheets, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Scientifically research based resources and online resources will be utilized during classroom instruction to provide additional support and will be evaluated for effectiveness. Strategy's Expected Result/Impact: Attain STAAR meets/masters levels. Formative/Summative: simulated assessments, Edgenuity, NWEA-MAP, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, sign-in sheets, Imagine Language and Literacy/Espanol logs, GoMath logs, NWEA-MAP, Imagine Math, online resources, and Learn Smart logs, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The district will implement after school and summer programs, opened to all grade levels, that will provide all students help and support as an intervention, enrichment activities that are STEAM driven, and tutoring sessions. All sessions will be aligned during school to after school. Social and emotional support will be offered during the after school and summer programs.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in MWEA-MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, Project Lead the Way. Implementation: lesson plans, job descriptions, attendance logs, secondary master schedules, tutoring schedules, personalized pathways in online resources, station-rotation groupings, Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Contracted Service staff, ACE Director, ACE Coordinators.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Campus administrators, Instructional Coaches, Literacy Coaches, Deans of Instruction, and Curriculum Specialists will be provided professional development on defining the role of the RLA coach, in-depth analysis of researched-based RLA instruction to accelerate student growth, understanding RLA STAAR redesign, and how to provide effective coaching to teachers. Strategy's Expected Result/Impact: Increase STAAR scores, report card grades, simulated assessments, NWEA-MAP. Meet the state rate of students scoring the satisfactory level on STAAR. Formative/Summative: simulated assessments, STAAR results, TPSP, NWEA-MAP, Blueprint; Checkpoints. lesson plans, instructional rounds, TTESS, progress as noted in coaching notes, simulated assessments, NWEA, SIOP specific walk-throughs. Implementation: goal setting logs, lesson plans, teacher notes, schedule, class rosters, sign-in sheets, handouts, PowerPoints, agendas, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: Campus administrators, Deans of Instruction, Instructional Coaches, and Curriculum Specialists will be provided professional development on defining the role of the math coach, in-depth analysis of researched-based math instruction to accelerate student growth, understanding the math STAAR redesign, and how to provide effective coaching to teachers. Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, NWEA-MAP. Formative/Summative: simulated assessments, STAAR results, TPSP, NWEA-MAP, checkpoints, SIOP specific walk-throughs. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199), - Title I, Part A (211), - Title II, Part A (255), - ESSER III (282), - Strong Foundations Grant (429)		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Goal #1: Student Achievement

Point Isabel ISD will achieve academic excellence tailored to each student by challenging him or her to reach their individual goal-centered around student growth while creating productive members of our community.

Performance Objective 3: Objective 3: In the 2023-2024 school year, Port Isabel Junior High will increase all student performance in Level III: Masters Grade Level performance by 5% (Reading 27%, Math 8%, Science 13%, and Social Studies 13%).

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Differentiated instruction and interventions will be provided for all students: Special Education students, Emergent Bilingual, Limited English Proficient students, Hispanic students, and White students.</p> <p>Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments.</p> <p>Formative/Summative: simulated assessments, STAAR results, Imagine Language and Literacy/Espanol, instructional rounds, observations, lesson plans, NWEA-MAP, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, targeted workshops, gradebook (daily with differentiated instruction and AP classes) instructional rounds, TTESS/TPES, online resources, computer lab schedules, iPad and Chromebook cart logs, computer lab logs, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title II, Part A (255) - 255, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12</p>				

Strategy 2 Details		Reviews			
Strategy 2: Secondary gifted and talented students will develop an individualized project (Texas Performance Standards Project-TPSP). Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, NWEA-MAP. Formative/Summative: simulated assessments, STAAR results, TPSP, NWEA-MAP, Blueprint, Checkpoints. Implementation: lesson plans and class rosters. Staff Responsible for Monitoring: GT teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199) - 199		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers will be provided professional development to enhance and elevate the level of instruction for students in classroom instruction, such as Depth of Knowledge questioning and problem-based learning. Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, NWEA-MAP. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP data, Imagine Learning, Imagine Math, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, targeted workshops, agendas, sign-in sheets, certificates, assessments, sign-in sheets from professional development sessions, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title I, Part A (211) - 211, - Local (199), - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: The teacher will develop and utilize questions at the 2nd-4th levels of Depth of Knowledge (DOK) and projects. Strategy's Expected Result/Impact: Increase of STAAR scores, report card grades, simulated assessments, departmental assessments. Formative/Summative: simulated/departmental assessments, STAAR results, NWEA-MAP, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: lesson plans, targeted workshops, agendas, sign-in sheets, certificates, assessments, sign-in sheets from professional development sessions, projects, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title I, Part A (211) - 211, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Mentoring, academic, TEKS-based goal setting student sessions will be employed which facilitate the understanding of progress monitoring tools and the development of teacher-student relationships. Strategy's Expected Result/Impact: Meet the state rate of students scoring the satisfactory level on STAAR, increase English Language Proficiency on TELPAS, reduction of discipline referrals, increase in NWEA-MAP growth results. Formative/Summative: lesson plans, instructional rounds, TTESS/TPESS, progress as noted in coaching notes, simulated assessments, NWEA-MAP, discipline referrals, SIOP specific walk-throughs. Implementation: goal setting logs, lesson plans, teacher notes, schedule, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - ACE Grant (265) - 265, - Title IV, Part A (289), - Stronger Connections (289), - Mentor Allotment Grant (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The district will implement after school and summer programs, opened to all grade levels, that will provide all students help and support as an intervention, enrichment activities that are STEAM driven, and tutoring sessions. All sessions will be aligned during school to after school. Social and emotional support will be offered during the after school and summer programs.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance, Project Lead the Way. Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Tejas Lee, Weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, Project Lead the Way. Implementation: lesson plans, job descriptions, attendance logs, secondary master schedules, tutoring, schedules, personalized pathways in online resources, station-rotation groupings, Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Contracted Service Staff, ACE Director, ACE Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Students will be provided with all resources, testing, evaluations, for special needs programs to ensure they are receiving academic support in the least restrictive environment. Strategy's Expected Result/Impact: Meet the state rate of students scoring the satisfactory level on STAAR, increase English language proficiency on TELPAS, reduction of discipline referrals, increase in NWEA growth results. Formative/Summative: lesson plans, instructional rounds, TTESS/TPESS, progress as noted in coaching notes, simulated assessments, NWEA, discipline referrals, IEPs. Implementation: goal setting logs, lesson plans, teacher notes, schedule, testing and evaluation from related services. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Special Education Director, Related Services Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: Administrators, Instructional Coaches, Literacy Coaches, and Curriculum Specialists will be provided professional development on defining the role of the RLA coach, in-depth analysis of researched-based RLA instruction to accelerate student growth, understanding RLA STAAR redesign, and how to provide effective coaching to teachers. Strategy's Expected Result/Impact: Increase STAAR scores, report card grades, simulated assessments, NWEA-MAP. Meet the state rate of students scoring the satisfactory level on STAAR. Formative/Summative: simulated assessments, STAAR results, TPSP, NWEA-MAP, Blueprint; Checkpoints. lesson plans, instructional rounds, TTESS, progress as noted in coaching notes, simulated assessments, NWEA, SIOP specific walk-throughs. Implementation: goal setting logs, lesson plans, teacher notes, schedule, class rosters, sign-in sheets, handouts, PowerPoints, agendas, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - Local (199) , - Title III Immigrant		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Goal #1: Student Achievement
Point Isabel ISD will achieve academic excellence tailored to each student by challenging him or her to reach their individual goal-centered around student growth while creating productive members of our community.





Performance Objective 4: Objective 5: In the 2023-2024 school year, Port Isabel Junior High will increase Special Education student performance on state assessments in all content areas by 5% (Reading 53%, Math 33%, Science 36%, and Social Studies 50%).

High Priority
HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Disaggregation of all special education student data in order to provide effective instruction. Strategy's Expected Result/Impact: Increase of report card grades, STAAR scores, coordination day notes, data collection, agendas, sign-in sheets. Formative/Summative: instructional rounds, IEP progress reports, simulated assessments, Frontline, NWEA-MAP, Lexia, Google Classroom, CLI Engage, Imagine Reading. Implementation: sign-in sheets, data sheets, IEPs, coordination day notes, data collection, agendas, sign-in sheets, online resources. Staff Responsible for Monitoring: Campus administrators, Literacy Coaches, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, ARD administrators, Special Education Director. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Local (199) - 199, - Title I, Part A (211) - 211, - IDEA-B (224) - 224		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be provided accommodations and modifications training including inclusive practices to differentiate and strengthen instruction for special education students for classroom instruction. Strategy's Expected Result/Impact: STAAR scores, report card grades. Formative/Summative: report card grades, IEP progress reports. Implementation: sign-in sheets, evaluations, agendas, lesson plans, online resources. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, ARD administrators, Special Education Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - Title II, Part A (255) - 255, - IDEA-B (224) - 224		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Ensure students are provided instruction in the least restrictive environment. Strategy's Expected Result/Impact: Increase in students to least restrictive settings. Formative/Summative: IEP progress reports, report card grades. Implementation: state and local data collected, schedule of services, inclusion logs, ARD meetings, IEPs. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, ARD administrators, Special Education Director Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - IDEA-B (224) - 224		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Monitor full implementation of IEPs. Strategy's Expected Result/Impact: Improvement on state assessment performances (STAAR-Index 2-programs_. Formative/Summative: IEP progress reports, report card grades, Frontline, NWEA-MAP. Implementation: state and local data collected, schedule of services, inclusion logs, ARD meetings, IEPs, coordination days. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, ARD administrators, Special Education Director, Related Services Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - IDEA-B (224) - 224	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special education and classroom teachers will utilize individual special education data throughout the school year learning to properly identify and provide instruction to meet the needs of special education students. Strategy's Expected Result/Impact: Improvement on state assessment performances (STAAR-Index 2-programs). Formative/Summative: IEP progress reports, report card grades, NWEA-MAP data, Frontline, Google Classroom, CLI Engage, Imagine Reading, Unique Learning by News 2 You. Implementation: state and local data, schedule of services, inclusion logs, ARD meetings, IEPs, lesson plans, coordination days. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, ARD administrators, Special Education Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - IDEA-B (224) - 224	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The district will implement programs during and after school and summer programs, opened to all grade levels, that will provide all students help and support as an intervention, enrichment activities that are STEAM driven, and tutoring sessions. All sessions will be aligned during school to after school. Social and emotional support will be offered during the after school and summer programs.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance, Project Lead the Way. Formative/Summative: Weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, Project Lead the Way. Implementation: lesson plans, job descriptions, attendance logs, secondary master schedules, tutoring schedules, personalized pathways in online resources, station-rotation groupings Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Contracted Service staff, ACE Director and ACE Coordinators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal #1: Student Achievement

Point Isabel ISD will achieve academic excellence tailored to each student by challenging him or her to reach their individual goal-centered around student growth while creating productive members of our community.

Performance Objective 5: Objective 6: In the 2023-2024 school year, Port Isabel Junior High will increase Emergent Bilinguals' performance on state assessments in all content areas by 5% (Reading 83%, Math 59%, Science 61%, and Social Studies 50%).





High Priority
HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Disaggregation of all Emergent Bilingual student data in order to provide effective instruction. Strategy's Expected Result/Impact: Increase of report card grades, STAAR scores, TELPAS scores. Formative/ Summative: instructional rounds, TTESS/TPESS, LAS-LINKS/Pre-Las, simulated assessments, NWEA-MAP, Checkpoints, Summit K-12, Google Classroom, CLI Engage, Imagine Reading. Implementation: sign-in sheets, state and local data sheets, online resources, Ellevation Staff Responsible for Monitoring: Campus administrators, Bilingual administrator, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Local (199) - 199, - Title I, Part A (211) - 211, - Title III, Part A- ELA (263), - Title II, Part A (255), - TRI Literacy 6-12, - Title III Immigrant , - Strong Foundations Grant (429)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Content area teachers will be provided second language acquisition strategies, programs, and materials to support Limited English Proficient and Emergent Bilingual students for classroom instruction. Strategy's Expected Result/Impact: Improved TELPAS, STAAR, and TELPAS scores. Formative/Summative: TELPAS data, LAS-LINKS, report card grades, SIOP specific and walk-throughs. Implementation: sign-in sheets, evaluations, agendas, lesson plans, targeted workshops, online resources, Ellevation, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Bilingual administrator, District administrators, LPAC administrators, Curriculum Specialists, Literacy Coaches, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - Local (199) - 199, - Title II, Part A (255) - 255, - State Comp (199), - Strong Foundations Grant (429), - TRI Literacy 6-12, - Title III Immigrant		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Monitor full implementation of ELPS in all subjects for classroom instruction. Strategy's Expected Result/Impact: Improved TELPAS results. Formative/Summative: TELPAS data, instructional rounds, TTESS/TPESS, lesson plans, instructional rounds, SIOP specific walk-throughs. Implementation: lesson plans, walk-throughs, TTESS/TPESS, instructional rounds, Ellevation, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Bilingual Administrator, District administrators, LPAC administrators, Curriculum Specialists, Instructional Coaches, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211), - State Comp (199), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: STAAR closing the gap, Results Driven Accountability (RDA) and TELPAS data will be shared with all staff to ensure the instruction is as rigorous as the assessments. Strategy's Expected Result/Impact: Improved TELPAS results, Results Driven Accountability (RDA) data, STAAR results. Formative/Summative: TELPAS data, STAAR data, SIOP specific walk-throughs. Implementation: state and local data collected, schedules, sign-in sheets, NWEA-MAP, Ellevation, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Campus administrators, Instructional Coaches, Bilingual Administrator, District administrators, LPAC administrators, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199), - Title I, Part A (211), - Title II, Part A (255)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: ESL classroom teachers will utilize individual assessment data throughout the school year to properly identify and provide instruction to meet the needs of Emergent Bilingual students. Strategy's Expected Result/Impact: Teachers, Bilingual Administrator, Campus administrators, District administrators, LPAC members, Instructional Coaches, and Literacy Coaches. Staff Responsible for Monitoring: Improved TELPAS results, Results Driven Accountability (RDA) data, NWEA-MAP. Formative/Summative: TELPAS data, NWEA-MAP, Imagine Language and Literacy/Espanol, Imagine Math, Blueprint, Checkpoints, Benchmarks, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: state and local data collected, schedules, sign-in sheets, online resources, Ellevation, SIOP strategies and PD. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title III, Part A- ELA (263) - 263, - State Comp (199), - TRI Literacy 6-12, - Strong Foundations Grant (429), - Title III Immigrant		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Provide intensive targeted interventions to address the needs of Emergent Bilingual/ESL students. Strategy's Expected Result/Impact: Improved TELPAS results, Results Driven Accountability (RDA) data, improved STAAR results. Formative/Summative: TELPAS data, NWEA-MAP, Imagine Language and Literacy/ Espanol, Imagine Math, ESL Smart data, Blueprint, Checkpoints, Benchmarks, Google Classroom, CLI Engage, Imagine Reading, SIOP specific and walk-throughs. Implementation: state and local data collected, schedules, sign-in sheets, lesson plans, online resources, Ellevation, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Bilingual Administrator, Campus administrators, District administrators, LPAC members, Instructional Coaches, Literacy Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title III, Part A- ELA (263) - 263, - State Comp (199), - Title III Immigrant , - TRI Literacy 6-12, - Strong Foundations Grant (429)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Port Isabel Junior High will provide intensive targeted support to address the needs of Emergent Bilinguals and Limited English Proficient students at the secondary level who have not been reclassified to exit the ESL programs. Strategy's Expected Result/Impact: Improved TELPAS results, Results Driven Accountability (RDA) data, improved STAAR results. Formative/Summative: TELPAS data, NWEA-MAP, Imagine Language and Literacy/ Espanol, Imagine Math, ESL Smart data, Blueprint, Checkpoints, Benchmarks, Google Classroom, CLI Engage, Imagine Reading, SIOP specific walk-throughs. Implementation: state and local data collected, schedules, sign-in sheets, lesson plans, certification, Ellevation, SIOP strategies and PD. Staff Responsible for Monitoring: Teachers, Bilingual Administrator, Campus administrators, District administrators, LPAC members, Instructional Coaches, Literacy Coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title III, Part A- ELA (263) - 263, - State Comp (199), - Title III Immigrant , - TRI Literacy 6-12, - Strong Foundations Grant (429)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The district will implement programs during and after school and summer programs, opened to all grade levels, that will provide all students help and support as an intervention, enrichment activities that are STEAM driven, and tutoring sessions. All sessions will be aligned during school to after school. Social and emotional support will be offered during the after school and summer programs.</p> <p>Strategy's Expected Result/Impact: Increase of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance, Project Lead the Way.</p> <p>Formative/Summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, weekly assessments, Edgenuity, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading, Project Lead the Way. Implementation: lesson plans, job descriptions, attendance logs, secondary master schedules, tutoring schedules, personalized pathways in online resources, station-rotation groupings, Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Contracted Service staff, ACE Director, ACE Coordinators.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal #2: Educational Experience

Point Isabel ISD will cultivate an educational environment inclusive of all learners to promote individual and academic growth.

Performance Objective 1: Objective 1: In the 2023-2024 school year, Port Isabel Junior High will decrease the number of placements in DAEP from 17 to 10 incidents.

High Priority





Strategy 1 Details	Reviews			
Strategy 1: Provide training and support on positive behavior strategies for teachers. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: sign-in sheet, agendas, Project Wisdom, Character Strong Staff Responsible for Monitoring: PIISD police, Campus administrators, District administrators, Teachers, Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title IV, Part A (289) - 289	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Analyze discipline data by special populations by campus and district and specifically special education. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, attendance ACE programs, Project Wisdom, Character Strong. Formative/Summative: discipline data, analysis of reports. Implementation: state and local data analysis and reports, Results Driven Accountability (RDA) data reports. Staff Responsible for Monitoring: PIISD Police, Campus administrators, District administrators, Special Education Director Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Stronger Connections (289)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide training and support on intervention strategies for teachers to address "de-escalating" techniques to reduce student referrals, such as Mental Health and CPI. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Counselors, Title IV Police Officer, Special Education Director Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Enhance the discipline management system at each campus to include additional components such as Secondary ISS programs, afterschool detention, counseling sessions, mentoring, and lunch detention.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, attendance ACE programs, Project Wisdom, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP and ISS and detention logs.</p> <p>Staff Responsible for Monitoring: District administrators, Campus administrators, Counselors, ISS monitor, Teachers, Title IV Police Officer</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - ESSER III (282) - 282, - Stronger Connections (289)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The Point Isabel ISD's Student Code of Conduct is available in English and in Spanish on the district's website www.pi-isd.net and at each campus front office.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local (199) - 199</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: The Campus Behavior Coordinator's dedicated phone line and email, for each campus, is located on the district's website www.pi-isd.net and in the Student Code of Conduct and Student Handbook. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs. Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Local (199) - 199		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Campus administrators will develop a personalized transition plan to help a student transition from DAEP and/or JJAEP to the classroom. The plan will be developed within five days of student's release. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs. Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Title IV Police Officer, Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: The transition plan will include written notice from the DAEP staff to the student's parent/guardian and the campus administrator of the campus the student is returning to. DAEP staff must also provide to the campus administrator: the student's academic progress at DAEP and the results of assessments administered at DAEP. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs. Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Title IV Police Officer, Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: The transition plan will include recommendations for the best educational placement for the student. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs. Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Title IV Police Officer, Teachers, Special Education Director Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: The transition plan will include recommendations for counseling, behavior management, or academic assistance; recommendations for assistance to obtain mental health services; a provision to inform the student's parent/guardians about the process to request a full individual and initial evaluation for special education services; and a regular review of the student's progress toward academic and career goals. i.e., Project Wisdom.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, counseling sessions, Project Wisdom, attendance ACE programs. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Title IV Police Officer, Teachers, Special Education Director</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - ESSER III (282) - 282</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The district will not apply, or consent to anyone else to apply, aversive techniques to a student.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, attendance ACE programs. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Title IV Police Officer, Teachers, Special Education Director</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal #2: Educational Experience

Point Isabel ISD will cultivate an educational environment inclusive of all learners to promote individual and academic growth.

Performance Objective 2: Objective 2: In the 2023-2024 school year, the District will decrease the number of drug and alcohol related disciplinary referrals from 6 to 5.

High Priority





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide presentations to students, parents, and staff about building self-esteem, as well as drug and alcohol awareness sessions.</p> <p>Strategy's Expected Result/Impact: Decrease in drug and alcohol related DAEP placements. Formative/Summative: Texas School Survey of Drug and Alcohol (every other year), discipline data. Implementation: sign-in sheets, agendas, attendance ACE programs, Project Wisdom, Character Strong.</p> <p>Staff Responsible for Monitoring: PIISD Police, District administrators, Campus administrators, Teachers, Counselors, Title IV Police Officer</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - ESSER III (282) - 282</p>				

Strategy 2 Details		Reviews			
Strategy 2: Campus and district administrators and Title IV Officer will analyze trends and concerns in order to develop interventions. Strategy's Expected Result/Impact: Decrease in drug and alcohol related DAEP placements. Formative/Summative: Texas School Survey of Drug and Alcohol (every other year), discipline data. Implementation: sign-in sheets, agendas, attendance ACE programs, Project Wisdom, Character Strong. Staff Responsible for Monitoring: PIISD Police, District administrators, Campus administrators, Teachers, Counselors, Title IV Police Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - ESSER III (282) - 282		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Administer and analyze the data from the Texas School Survey of Drug and Alcohol to secondary students (every other year). Strategy's Expected Result/Impact: Decrease in drug and alcohol related DAEP placements. Formative/Summative: Texas School Survey of Drug and Alcohol (every other year), discipline data. Implementation: survey results. Staff Responsible for Monitoring: PIISD Police, District administrators, Campus administrators, Teachers, Counselors, Title IV Police Officer Title I: 2.5, 2.6 - Results Driven Accountability Funding Sources: - Local (199) - 199		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide information to parents and students about drug related offenses such as e-cigarettes, drug offenses. Strategy's Expected Result/Impact: Decrease in drug and alcohol related DAEP placements, attendance ACE programs, Project Wisdom, Character Strong.. Formative/Summative: Texas School Survey of Drug and Alcohol (every other year), discipline data. Implementation: drug testing results, schedules, posters, surveys, attendance ACE programs, Project Wisdom, Character Strong. Staff Responsible for Monitoring: PIISD Police, District administrators, Campus administrators, PE Teachers, Title IV Police Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Point Isabel ISD's Student Code of Conduct is available in English and in Spanish on the district's website www.pi-isd.net and at each campus front office. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs, attendance ACE programs. Staff Responsible for Monitoring: Campus administrators, District administrators, Campus Behavior Coordinators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - State Comp (199), - Local (199) - 199	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<p>Strategy 6: The Campus Behavior Coordinator's dedicated phone line and email, for each campus, is located on the district's website www.pi-isd.net and in the Student Code of Conduct and Student Handbook.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs</p> <p>Staff Responsible for Monitoring: District administrators, Campus administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Teachers, Title IV Police Officer</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Local (199) - 199, - State Comp (199)</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
<p>Strategy 7: A transition plan will include written notice from the DAEP staff to the student's parent/guardian and the campus administrator of the campus the student is returning to. DAEP staff must also provide to the campus administrator: the student's academic progress at DAEP and the results of assessments administered at DAEP.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs, attendance ACE programs.</p> <p>Staff Responsible for Monitoring: District administrators, Campus administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Teachers, Title IV Police Officer</p> <p>Title I: 2.5, 2.6</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: The transition plan will include recommendations for the best educational placement for the student. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs, attendance ACE programs. Staff Responsible for Monitoring: District administrators, Campus administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Teachers, Title IV Police Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: The transition plan will include recommendations for counseling, behavior management, or academic assistance; recommendations for assistance to obtain mental health services; a provision to inform the student's parent/guardians about the process to request a full individual and initial evaluation for special education services; and a regular review of the student's progress toward academic and career goals. Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs, attendance ACE programs. Staff Responsible for Monitoring: District administrators, Campus administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Teachers, Title IV Police Officer, Special Education Director Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - State Comp (199), - Local (199) - 199, - ACE Grant (265) - 265, - IDEA-B (224) - 224, - ESSER III (282) - 282		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Students in ISS will be provided an alternative means of receiving all instruction provided in the classes the student misses. One option will not require the use of Internet.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs, attendance ACE programs.</p> <p>Staff Responsible for Monitoring: District administrators, Campus administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Teachers, Title IV Police Officer, Special Education Director</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The district will no apply, or consent of anyone else, to apply aversive techniques to a student.</p> <p>Strategy's Expected Result/Impact: Decrease ISS and DAEP placements, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: discipline data and analysis of reports. Implementation: reduced number of discipline referrals to ISS and DAEP, ISS and detention logs, attendance ACE programs.</p> <p>Staff Responsible for Monitoring: District administrators, Campus administrators, Campus Behavior Coordinators, DAEP staff, Counselors, Teachers, Title IV Police Officer, Special Education Director</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Goal #2: Educational Experience
Point Isabel ISD will cultivate an educational environment inclusive of all learners to promote individual and academic growth.

Performance Objective 3: Objective 3: In the 2023-2024 school year, the Port Isabel Junior High will provide a safe learning environment free from bullying and cyberbullying for 100% of students.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Parents, students, teachers, Title IV Police Officer, Counselors, and administrators will participate in informative presentation sessions on bullying and cyberbullying.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline incidents, Project Wisdom, attendance ACE programs, Character Strong. Formative/Summative: improvement on the relevant sections of the teacher and student surveys, discipline data. Implementation: sign-in sheets, agendas, handouts, session evaluations, attendance ACE programs.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, Counselors, Teachers, Parent Educators, Campus staff, Title IV Police Officer, Technology Director, Communications Media Specialist</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - State Comp (199)</p>				

Strategy 2 Details		Reviews			
Strategy 2: Campus administrators will post campus-wide anti-bullying campaigns on their campuses. Strategy's Expected Result/Impact: Decrease in number of discipline referrals, improvement on relevant sections of the parent and student surveys. Formative/Summative: improvement on the relevant sections of the teacher and student surveys. Implementation: posted posters at campuses. Staff Responsible for Monitoring: Campus administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers, counselors, and the Title IV Police Officer will instruct students on appropriate behaviors through presentations, such as classroom sessions and assemblies. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals, improvement on the relevant sections of the parent and student surveys, attendance ACE programs, Project Wisdom, Character Strong. Formative/Summative: monthly discipline reports. Implementation: lesson plans, walk-throughs, TTESS, handouts. Staff Responsible for Monitoring: Teachers, Counselors, Title IV Police Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Appropriate personnel, Technology Director, and the title IV Police Officer will address bullying and cyberbullying incidents in a consistent and structured format, as outlined in Board Policy. Strategy's Expected Result/Impact: Discipline referrals, improvement on the relevant sections of the parent and student surveys. Formative/Summative: documents, monthly discipline reports. Implementation: determination report, discipline forms, counselor session forms. Staff Responsible for Monitoring: Teachers, Title IV Police Officer, Technology Director, Designated Hearing Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will provide campuses an online software to detect cyberbullying and the misuse of technology/online resources. Strategy's Expected Result/Impact: Increase in attendance rates and in grades. Formative/ Summative: determination of bullying documents, monthly discipline reports, online software reports. Implementation: reduced number of discipline referrals to ISS and DAEP; increase in attendance, participation in ACE programs. Staff Responsible for Monitoring: Technology department, PIISD police department, Campus administrators, Title IV police officer. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title IV, Part A (289), - Local (199), - Title I, Part A (211), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal #2: Educational Experience

Point Isabel ISD will cultivate an educational environment inclusive of all learners to promote individual and academic growth.

Performance Objective 4: Objective 4: In the 2023-2024 school year, the Port Isabel Junior High will meet 97% attendance rate for the 2023-2024 school year.

High Priority

Strategy 1 Details		Reviews			
Strategy 1: District and campus administrators will meet regularly to analyze trends in attendance and develop interventions to increase attendance. Strategy's Expected Result/Impact: Increase in attendance rates, Project Wisdom, attendance ACE programs. Formative/Summative: sign-in sheets, weekly/six weeks/yearly attendance rates. Implementation: sign-in sheets, agendas, attendance ACE programs. Staff Responsible for Monitoring: District administrators and campus administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199), - ESSER III (282), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Campus attendance committees will be formed and meet a minimum of once per quarter. Strategy's Expected Result/Impact: Increase in attendance rates, Project Wisdom, Attendance ACE programs. Formative/Summative: sign-in sheets, credit recovery logs, attendance rates. Implementation: sign-in sheets, deliberation minutes, attendance ACE programs. Staff Responsible for Monitoring: Campus administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Presentations for parents on attendance requirements and the impact of low attendance on students. Strategy's Expected Result/Impact: Increase in attendance rates. Formative/Summative: sign-in sheets, weekly/six weeks/yearly attendance rates. Implementation: sign-in sheets, agendas, attendance ACE programs. Staff Responsible for Monitoring: District administrators and Campus administrators. Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199), - Title I, Part A (211), - ACE Grant (265)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Perfect attendance incentives will be awarded to students. Strategy's Expected Result/Impact: Increase in attendance rates. Formative/Summative: sign-in sheets, weekly/six weeks/yearly attendance rates. Implementation: school calendar, assemblies, purchase orders for incentives. Staff Responsible for Monitoring: District administrators and Campus administrators. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199), - Stronger Connections (289)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Attendance credit will be received through daily participation. Strategy's Expected Result/Impact: Increase in attendance rates. Formative/Summative: weekly/six weeks/yearly attendance rates. Implementation: school calendar, student log-in during attendance time, daily progress and student-teacher interaction, daily homework completion and daily submission of assignments, attendance ACE programs. Staff Responsible for Monitoring: District administrators, Campus administrators, Deans of Instruction, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - IDEA-B (224), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: A mentoring program will be continued to provide regular feedback and support to specified students. Strategy's Expected Result/Impact: Increase in attendance rate. Formative/Summative: daily and weekly attendance logs. Implementation: mentoring logs, attendance ACE programs. Staff Responsible for Monitoring: District administrators, Campus administrators, Deans of Instruction, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The district will implement programs during and after school, and summer programs, opened to all grade levels, that will provide all students help and support as an intervention, enrichment activities that are STEAM driven, and tutoring sessions. All sessions will be aligned during school to after school. Social and emotional support will be offered during the after school and summer programs.</p> <p>Strategy's Expected Result/Impact: Increased of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance, Project Lead the Way. Formative/summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Tejas Lee, weekly assessments, Edgenuity, Rosetta Stone, Lexia, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading SeeSaw Pro. Implementation: lesson plans, job descriptions, attendance logs, secondary master schedules, tutoring schedules, personalized pathways in online resources, station-rotation groupings, Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Contracted Service staff, ACE Director, ACE Coordinators.</p> <p>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - IDEA-B (224) - 224, - Title III, Part A- ELA (263) - 263, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Local (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: The district will provide all students with school supplies. Students will be able to participate in all activities with the supplies purchased by the district. Strategy's Expected Result/Impact: Increased of projected growth attainment in NWEA-MAP, STAAR scores, report card grades, simulated assessments, reduced disciplinary referrals, increase in attendance, Project Lead the Way. Formative/summative: simulated assessments, STAAR results, NWEA-MAP, Imagine Math, Imagine Language and Literacy/Espanol, Tejas Lee, weekly assessments, Edgenuity, Rosetta Stone, Lexia, Blueprint, Checkpoints, Google Classroom, CLI Engage, Imagine Reading SeeSaw Pro. Implementation: purchase orders, invoices, Star Reading/ Math, Frontline, Imagine Language and Literacy/Espanol Logs, GoMath logs, Imagine Math logs, NWEA-MAP logs, and reports. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Business Office, Federal Programs, Superintendent Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - ESSER III (282) - 282, - Local (199) - 199		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: The district will continuously evaluate all online programs, curriculum resources curriculum materials, and professional development, offered and provided to teachers and staff in order to ensure all teachers and staff have a reduced workload. Strategy's Expected Result/Impact: Increased STAAR results, meet projected growth measure in NWEA-MAP. Formative/Summative: TTESS/TPESS observations and summative for teachers, simulated assessment data, instructional rounds, NWEA-MAP data. Implementation: sign-in sheets, agendas, coaching feedback, visit schedule and notes, debriefing meeting minutes, staff development, and logs of interactions with teachers. Staff Responsible for Monitoring: Teachers, Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Instructional Coaches, SPED Administrator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211), - Title III, Part A- ELA (263), - Title IV, Part A (289), - ESSER III (282) , - Local (199), - IDEA-B (224)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Incentives and awards will be presented to 8th grade students for academic success and promotion. Strategy's Expected Result/Impact: Increase in attendance daily participation and remote participation Staff Responsible for Monitoring: Campus administration, Deans of Instruction, classroom teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - State Comp (199), - Local (199), - Stronger Connections (289)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Incentives for staff during testing and interventions to promote academic success and promotion requirements for all students. Strategy's Expected Result/Impact: Increase the promotion rates, decrease retention rates and increase students achievement Staff Responsible for Monitoring: Campus administration, Dean of Instruction, Classroom Teachers and Auxiliary staff Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - State Comp (199), - Local (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details		Reviews			
Strategy 12: Encourage student participation in academic extra-curricular activities such as UIL. Strategy's Expected Result/Impact: Increase in the UIL Enrollment per event area. Staff Responsible for Monitoring: Campus Administration, UIL Director, Sponsors, UIL Coaches Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: Goal #2: Educational Experience

Point Isabel ISD will cultivate an educational environment inclusive of all learners to promote individual and academic growth.

Performance Objective 5: Objective 5: In the 2023-2024 school year, the Port Isabel Junior High will provide a safe learning environment for all students.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the Raptor System at all campuses and evaluate entrances. Strategy's Expected Result/Impact: 100% of Visitor's IDs will be verified. Formative/Summative: sign-in data. Implementation: system usage logs. Staff Responsible for Monitoring: District administrators and Campus administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199), - Title IV, Part A (289), - School Safety Grant (429)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to invest in security cameras. Strategy's Expected Result/Impact: Increase in security. Formative/Summative: increased surveillance and security. Implementation: purchase orders and inventory lists. Staff Responsible for Monitoring: District administrators and Campus administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - COPS Grant (...), - School Safety Grant (429), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse. Strategy's Expected Result/Impact: Increased staff awareness. Formative/Summative: sign-in sheets. Implementation: sign-in sheets, staff development agendas, presentations., compliance certifications. Staff Responsible for Monitoring: Title IX Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct mandated drills such as fire and lock downs. Strategy's Expected Result/Impact: Increased student awareness. Formative/Summative: fire drill reports. Implementation: log sheets. Staff Responsible for Monitoring: PIISD Chief of Police and Campus administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Title IV Police Officer and counselor presentations on bullying appropriate behavior and other safety topics. Strategy's Expected Result/Impact: Survey results will show fewer concerns about student safety. Formative/ Summative: presentation, agendas, discipline referrals. implementation: presentations, agendas, counselors' schedules, Title IV officer schedule. Staff Responsible for Monitoring: District administrators, campus administrators, Counselors, Teachers, Title IV Police Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - Texas System of Care Mini Grant (785), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Analyze campus cameras and door entry access to address key points of entrance and exit. Strategy's Expected Result/Impact: Increase in security. Formative/Summative: increased surveillance and increase security. Implementation: analysis, purchase orders, inventory lists. Staff Responsible for Monitoring: PIISD Chief of Police, District administrators, Campus administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199), - School Safety Grant (429) - 429, - COPS Grant (...), - Title IV, Part A (289), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: The district will provide all employees and substitutes safety training on securing classrooms, lockdowns, evacuation protocols, and intruder alerts. Strategy's Expected Result/Impact: Survey results will show fewer concerns about student safety; increased staff awareness. Formative/Summative: increased surveillance, increased security. Implementation: presentations, agendas, sign-in sheets, inventory lists. Staff Responsible for Monitoring: PIISD Chief of police, District administrators and campus administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199), - Title IV, Part A (289), - School Safety Grant (429)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: The district will provide all employees and substitutes safety training on reunification process during an evacuation. Strategy's Expected Result/Impact: Survey results will show fewer concerns about student safety; increased staff awareness. Formative/Summative: increased surveillance, increased security. Implementation: presentations, agendas, sign-in sheets, inventory lists. Staff Responsible for Monitoring: PIISD Chief of police, District administrators and campus administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199), - Title IV, Part A (289), - School Safety Grant (429)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: The district will provide each campus with the Emergency Raptor Alert Software System. Each employee and substitute of the district will be trained on how to implement a call on the system and how to respond to a call. Strategy's Expected Result/Impact: Survey results will show fewer concerns about student safety; increased staff awareness. Formative/Summative: increased surveillance, increased security. Implementation: presentations, agendas, sign-in sheets, inventory lists. Staff Responsible for Monitoring: PIISD Chief of police, District administrators and campus administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199), - Title IV, Part A (289), - School Safety Grant (429)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: Update police reporting system. Strategy's Expected Result/Impact: Increase in security. Formative/Summative: increased surveillance and increased security accurate reporting. Implementation: analysis, purchase orders, inventory lists. Staff Responsible for Monitoring: PIISD Chief of Police, Superintendent TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - Local (199), - Office of Governor Grant (429) - 429, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: Crisis management training for all staff. Strategy's Expected Result/Impact: Increased staff awareness. Formative/Summative: sign-in sheets. Implementation: sign-in sheets and agendas. Staff Responsible for Monitoring: PIISD Chief of Police, Title IV Police Officer, District administrators, Campus administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 12 Details		Reviews			
Strategy 12: The district will implement a protocol and policy for employees and volunteers to respond to traumatic injury i.e., Stop the Bleed. Strategy's Expected Result/Impact: Increased staff awareness and increase in security. Formative/Summative: sign-in sheets, increased surveillance, increased security. Implementation: sign-in sheets, analysis, and agendas. Staff Responsible for Monitoring: PIISD Chief of Police, Title IV Police Officer, District administrators, Campus administrators, Teachers, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 13 Details		Reviews			
Strategy 13: The district will provide hands-on professional development for employees to respond to traumatic injury i.e., Stop the Bleed. Strategy's Expected Result/Impact: Increased staff awareness and increase in security. Formative/Summative: sign-in sheets, increased surveillance, increased security. Implementation: sign-in sheets, analysis, and agendas. Staff Responsible for Monitoring: PIISD Chief of Police, Title IV Police Officer, District administrators, Campus administrators, Teachers, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 14 Details		Reviews			
Strategy 14: The district will submit, yearly, to the Texas Education Agency (TEA) how many employees completed the trauma response professional development. Strategy's Expected Result/Impact: Increased staff awareness. Formative/Summative: sign-in sheets. Implementation: sign-in sheets, analysis, and agendas. Staff Responsible for Monitoring: PIISD Chief of Police, District administrators, Campus administrators, Teachers, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 15 Details		Reviews			
Strategy 15: The district will post to the district's website www.pi-isd.net information about physical and mental health policies and resources. Strategy's Expected Result/Impact: Increased staff awareness, survey results will show fewer concerns about student safety Formative/Summative: sign-in sheets. Implementation: sign-in sheets, analysis, and agendas. Staff Responsible for Monitoring: PIISD Chief of Police, Title IV Police Officer, District administrators, Campus administrators, Teachers, Counselors, Communication Media Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 16 Details		Reviews			
Strategy 16: The district will post to the district's website www.pi-isd.net the location of each full-time nurse and full-time counselor per campus. Strategy's Expected Result/Impact: Increased staff awareness, survey results will show fewer concerns about student safety Formative/Summative: sign-in sheets. Implementation: sign-in sheets and agendas. Staff Responsible for Monitoring: District administrators, Campus administrators, Teachers, Counselors, Communication Media Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199), - Title IV, Part A (289)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 17 Details		Reviews			
Strategy 17: The district will adopt procedures for suicide prevention and to support the return of a student to school following hospitalization or residential treatment for mental health condition or substance abuse. Strategy's Expected Result/Impact: Increased staff awareness, survey results will show fewer concerns about student safety Formative/Summative: sign-in sheets. Implementation: sign-in sheets and agendas. Staff Responsible for Monitoring: District administrators, Campus administrators, Teachers, Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: The district will implement a character education program. Strategy's Expected Result/Impact: Increased staff awareness, survey results will show fewer concerns about student safety Formative/Summative: sign-in sheets. Implementation: sign-in sheets and agendas, attendance ACE programs. Staff Responsible for Monitoring: District administrators, Campus administrators, Counselors, Title IV Police Officer Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - ESSER III (282) - 282, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: The district will include an active shooter response policy in the Multi-hazard Emergency Operations Plan (MEOP). Strategy's Expected Result/Impact: Increased staff awareness and increase in security. Formative/Summative: sign-in sheets, increased surveillance, increased security. Implementation: sign-in sheets and agendas, and analysis. Staff Responsible for Monitoring: District administrators, Campus administrators, Counselors, PIISD Chief of Police. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June





Strategy 20 Details	Reviews			
Strategy 20: School district police officers and the Title IV police officer will complete an active shooter response-training program. Strategy's Expected Result/Impact: Increased staff awareness and increase in security. Formative/Summative: sign-in sheets, increased surveillance, increased security. Implementation: sign-in sheets and agendas. Staff Responsible for Monitoring: District administrators, Campus administrators, Counselors, PIISD Chief of Police, Title IV Police Officer. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: The district will implement a threat assessment team. The team will provide guidance to students and employees on how to recognize harmful/violent behavior, support the district in implementing the MEOP, and conduct threat assessments by analyzing data. Strategy's Expected Result/Impact: Increased staff awareness and increase in security. Formative/Summative: sign-in sheets, increased surveillance, increased security. Implementation: sign-in sheets and agendas. Staff Responsible for Monitoring: District administrators, Campus administrators, Counselors, PIISD Chief of Police, Title IV Police Officer, Superintendent. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 22 Details		Reviews			
Strategy 22: The duties of the Point Isabel ISD police officers, including the Title IV police officer, are to provide a safe, secure, and violence-free place for learning. Detailed duties are in the Student Code of Conduct. The Student Code of Conduct is available at the district's website www.pi-isd.net and at each campus in English and Spanish. Strategy's Expected Result/Impact: Increased staff awareness and increase in security. Formative/Summative: sign-in sheets, increased surveillance, increased security. Implementation: sign-in sheets and agendas. Staff Responsible for Monitoring: District administrators, Campus administrators, PIISD Chief of Police, Title IV Police Officer, Superintendent Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title IV, Part A (289) - 289, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 23 Details		Reviews			
Strategy 23: LEA will consult with the Board of Trustees on prioritizing the safety and health of all students, teachers, and staff by focusing on each LEA's facility needs. Strategy's Expected Result/Impact: Increase staff attendance, increase student attendance, increase teacher attendance. Formative/Summative: attendance. Implementation: invoices, purchase orders Staff Responsible for Monitoring: District administrators, Campus administrators, Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - IDEA-B (224), - School Safety Grant (429), - COPS Grant (...)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 24 Details	Reviews			
<p>Strategy 24: The district will provide campuses with the necessary equipment to detect unsafe issues.</p> <p>Strategy's Expected Result/Impact: Increase staff attendance, increase student attendance, increase teacher attendance, increase staff awareness, increase in student safety. Formative/Summative: decreased discipline referrals, increased school attendance.</p> <p>Staff Responsible for Monitoring: PIISD Chief of police, District administrators, Campus administrators, Title IV police officer, Campus Behavioral Coordinator</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199), - Title IV, Part A (289), - ESSER III (282), - School Safety Grant (429), - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 25 Details	Reviews			
<p>Strategy 25: LEA will meet with Stakeholders, i.e., DEIC, Teacher Advisory Committee, Campus and District administrators, on prioritizing the safety and health of all students, teachers, and staff by focusing on each facility needs as it relates to COVID-19 and any other infectious disease.</p> <p>Strategy's Expected Result/Impact: Increase staff attendance, increase student attendance, increase teacher attendance. Formative/Summative: attendance. Implementation: invoices, purchase orders</p> <p>Staff Responsible for Monitoring: District administrators, Campus administrators, Teachers, Taskforce Committees</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 26 Details		Reviews			
Strategy 26: The district will ensure the health and safety of all students, teachers, and staff by focusing on the air quality for all facilities. Strategy's Expected Result/Impact: Increase staff attendance, increase student attendance, increase teacher attendance. Formative/Summative: attendance. Implementation: invoices, purchase orders Staff Responsible for Monitoring: District administrators, Campus administrators, Teachers, Taskforce Committees Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - ESSER I (266) - 266, - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 27 Details		Reviews			
Strategy 27: The district will purchase furniture to meet health and safety guidelines for all students and teachers. Strategy's Expected Result/Impact: Increase staff attendance, increase student attendance, increase teacher attendance. Formative/Summative: attendance. Implementation: invoices, purchase orders Staff Responsible for Monitoring: District administrators, Campus administrators, Teachers, Taskforce Committees Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 28 Details	Reviews			
<p>Strategy 28: The district will employ a social worker to meet the needs of all students, staff, and parents for social and emotional health.</p> <p>Strategy's Expected Result/Impact: Increase staff attendance, increase student attendance, increase teacher attendance, decrease discipline referrals. Formative/Summative: attendance rates, discipline referral rates. Implementation: job description, attendance, sign-in sheets.</p> <p>Staff Responsible for Monitoring: District administrators, campus administrators, Social Worker, Counselors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - State Comp (199), - Stronger Connections (289)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29 Details	Reviews			
<p>Strategy 29: The district will provide professional development and instructional support to include materials/supplies for paraprofessionals, related services, administrators, teachers, and staff to enhance the safety and education of all special education students, at-risk, Emergent Bilinguals, Homeless, and Foster Care students.</p> <p>Strategy's Expected Result/Impact: Completion of IEP goals. Formative/Summative: assignment rosters, student IEPs, goals, objectives, evaluations, targeted workshops. Implementation: sign-in sheets, agendas, evaluations, Eduphoria, staff development session attendance records, exchange day data, extra duty pay sheets.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, Special Education Director, Bilingual Administrator</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - IDEA-B (224) - 224, - Local (199) - 199, - Title I, Part A (211) - 211, - ESSER III (282), - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 30 Details	Reviews			
Strategy 30: The district will provide eligible students with homebound instruction to ensure safety for academic instruction. Students will meet all criteria to participate in the homebound instruction. Strategy's Expected Result/Impact: Increase student attendance, student report cards, STAAR assessment. Formative/Summative: attendance rates, STAAR results, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, attendance sheets, physician orders, session sheets, homebound eligibility forms, extra duty pay sheets, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Campus administrators, Special Education Director, Homebound Director, Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - ESSER III (282) - 282, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal #3: Retain Staff and Improve Staff Quality.
Point Isabel ISD will offer 100% of personnel professional development opportunities to enhance and grow in their profession and leadership roles in the classroom and community.

Performance Objective 1: Objective 1: In the 2023-2024 school year, 100% of teachers and administrators will be provided with professional development.

High Priority
HB3 Goal





Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided professional development to enhance content and pedagogy knowledge. Strategy's Expected Result/Impact: Increased STAAR results. Formative/Summative: instructional rounds, TTESS/TPESS summative, simulated assessments, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, surveys, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, district administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title II, Part A (255) - 255, - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Deans of Instruction, Instructional Coaches, Literacy Coaches with the guidance from the Curriculum Specialists will support teachers on providing effective instruction to students through classroom demonstrations, individual support sessions, coaching and school wide meetings/sessions. Strategy's Expected Result/Impact: Increased STAAR results, meet projected growth, measure in NWEA-MAP. Formative/Summative: TTESS, observations and summative for teachers, simulated assessment data, instructional rounds, NWEA-MAP data, SIOP specific walk-throughs. Implementation: coaching feedback, visit schedule and notes, debriefing meeting minutes, staff development sign-in sheets, logs of interactions with teachers, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title I, Part A (211) - 211, - Local (199) - 199, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - Title II, Part A (255), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide CTE teachers with professional development to enhance instruction and to increase endorsement completions with an increase of industry certifications. Strategy's Expected Result/Impact: Meet the state rate of students scoring at the satisfactory level on STAAR. Formative/Summative: lesson plans, instructional rounds, TTESS/TPESS data, TTESS/TPESS evaluations, instructional rounds. Implementation: sign-in sheets, agendas, flyers. Staff Responsible for Monitoring: District administrators, CTE Director, and campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Title II, Part A (255) - 255, - Perkins V (244) - 244, - Local (199), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Provide District and Campus administrators, Instructional Coaches, Literacy Coaches, Deans of Instruction, and content area teachers, professional development on TEKS guidelines. Strategy's Expected Result/Impact: Meet the state rate of students scoring at the satisfactory level on STAAR, meet the projected growth measure in NWEA-MAP. Formative/Summative: certificate of attendance, lesson plans, STAAR data, NWEA-MAP, SIOP strategies and PD. Implementation: sign-in sheets, agendas, flyers, registration forms, SIOP specific walk-throughs. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title II, Part A (255) - 255, - Title I, Part A (211) - 211, - Title III, Part A- ELA (263) - 263, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Administrators, Deans of Instruction, Instructional Coaches, Literacy Coaches, and curriculum specialists will utilize online professional development to support teachers in need of assistance and improvement needed according to TTESS. Strategy's Expected Result/Impact: Increased STAAR, Tejas Lee, NWEA-MAP, Imagine Language and Literacy/Espanol, Imagine Math, Blueprint. Formative/Summative: Instructional rounds, simulated assessments, professional growth plans, TTESS/TPESS data, NWEA-MAP, SIOP strategies and PD. Implementation: sign-in sheets, agendas, survey results, Imagine Language and Literacy/Espanol, Imagine Math, Blueprint, SIOP specific walk-throughs. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - State Comp (199) - 199, - Title II, Part A (255) - 255, - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Coaching sessions will be conducted to support teachers in their instruction by consultants, Deans of Instruction, Instructional Coaches, Literacy Coaches, Curriculum Specialists, and administrators. Strategy's Expected Result/Impact: Increased STAAR, Tejas Lee, NWEA-MAP, Imagine Language and Literacy/ Espanol, Imagine Math, Blueprint. Formative/Summative: Instructional rounds, simulated assessments, professional growth plans, TTESS/TPESS data, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, survey results, coaching feedback, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title II, Part A (255) - 255, - Local (199) - 199, - Title I, Part A (211) - 211, - Title III, Part A- ELA (263) - 263, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Teachers, Deans of Instruction, Instructional Coaches, Counselors, and administrators will be provided professional development linked to their individual needs as per TTESS, TPESS, and Continuum of Self Reflection. Strategy's Expected Result/Impact: Increased STAAR, Tejas Lee, NWEA-MAP, Imagine Language and Literacy/ Espanol, Imagine Math, Blueprint. Formative/Summative: Instructional rounds, simulated assessments, professional growth plans, TTESS/TPESS data, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, survey results, coaching feedback., building collective capacity sessions, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists. Title I: 2.4, 2.5 - Results Driven Accountability Funding Sources: - Local (199) - 199, - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Teachers, administrators, and staff will be provided professional development to support mental and social wellness. Strategy's Expected Result/Impact: Increase in wellness., increase in staff awareness, increase in student awareness. Formative/Summative: sign-in sheets, agendas, survey results, needs assessments. Implementation: sign-in sheets, agendas, survey results, needs assessments, Zoom sessions, feedback. Staff Responsible for Monitoring: Campus administrators, District administrators, Deans of Instruction, Counselors TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - ESSER III (282) - 282, - United Way, - Title IV, Part A (289) - 289, - Local (199), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: Teachers, administrators, and staff will be provided professional development training on safety protocols regarding COVID-19 and other infectious disease. Strategy's Expected Result/Impact: Increase in wellness., increase in staff awareness, increase in student awareness. Formative/Summative: sign-in sheets, agendas, survey results, needs assessments. Implementation: sign-in sheets, agendas, survey results, needs assessments, Zoom sessions, feedback. Staff Responsible for Monitoring: Campus administrators, District administrators, Deans of Instruction, Counselors Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - United Way, - ESSER III (282) - 282, - Local (199), - State Comp (199), - Title IV, Part A (289)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Special Education teachers, staff, related services, administrators will receive professional development and software to record special education student information for medical and personal care services.</p> <p>Strategy's Expected Result/Impact: Increase in wellness., increase in staff awareness, increase in student awareness. Formative/Summative: sign-in sheets, agendas, survey results, needs assessments. Implementation: sign-in sheets, agendas, needs assessments, student IEPs, billing invoices, billing records.</p> <p>Staff Responsible for Monitoring: Special Education Director, Related Services, Special Education teachers, Special Education Staff, Superintendent</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199), - IDEA-B (224), - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Goal #3: Retain Staff and Improve Staff Quality.
Point Isabel ISD will offer 100% of personnel professional development opportunities to enhance and grow in their profession and leadership roles in the classroom and community.

Performance Objective 2: Objective 2: In the 2023-2024 school year, 100% of content teachers, paraprofessionals, and campus administrators will participate in second language acquisition and special education staff development sessions.

High Priority
HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Provide all stakeholders professional development on data analysis, such as on all state and local assessments. Strategy's Expected Result/Impact: TTESS/TPESS data and increased STAAR results. Formative/Summative: STAAR, Tejas Lee, NWEA-MAP, Imagine Math, instructional rounds, simulated assessments, TTESS/TPESS evaluations. Implementation: sign-in sheets and disaggregated data reports,. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, Bilingual Administrator, and District administrators, teachers, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - Title III, Part A-ELA (263) - 263, - ESSER III (282) - 282, - Strong Foundations Grant (429), - Title III Immigrant , - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and administrators will be provided professional development on second language learner instructional strategies. Strategy's Expected Result/Impact: Increase in the number of students exiting bilingual and ESL program. Formative/Summative: lesson plans, instructional rounds, TTESS/TPESS evaluations, NWEA-MAP, SIOP specific walk-throughs. Implementations: sign-in sheets, agendas, evaluations, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Bilingual Administrator, Campus administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers and administrators will attend professional development to enhance the instruction of special education students and bilingual/ESL students with special education needs. Strategy's Expected Result/Impact: Completion of IEP goals. Formative/Summative: lesson plans, targeted workshops, simulated assessments, instructional rounds, TTESS/TPESS evaluations, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, evaluations, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Bilingual Administrator, Campus administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - IDEA-B (224) - 224, - Local (199) - 199, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - Title III, Part A- ELA (263) - 263, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Special education and bilingual/ESL teachers will attend professional development session to address the special needs of their students. Strategy's Expected Result/Impact: Increased STAAR performance, meet NWEA-MAP, projected growth measures. Formative/Summative: lesson plans, targeted workshops, simulated assessments, LAS-LINKS, Pre-Las, Tejas Lee, IEP progress, instructional rounds, TTESS/TPESSE evaluations, NWEA-MAP, Summit K12, SIOP specific walk-throughs. Implementation: sing-in sheets, agendas, evaluations, SIOP strategies and PD. Staff Responsible for Monitoring: Campus administrators, District administrators, Special Education Director, Bilingual Administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - IDEA-B (224) - 224, - Local (199) - 199, - Title III, Part A- ELA (263) - 263, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: The district will provide professional development opportunities and resources/materials to paraprofessionals, staff members, teachers, and administrators to improve staff quality and to retain staff. Strategy's Expected Result/Impact: Increase in attendance, increase in STAAR academics, meet NWEA projected growth measures. Formative/Summative: lesson plans, targeted workshops, simulated assessments, NWEA-MAP, TTESS/TPESSE evaluations, SIOP specific walk-throughs. Implementations: agendas, sign-in sheets, job descriptions, percentage returning staff, SIOP strategies, and PD. Staff Responsible for Monitoring: Campus administrators, District administrators, Deans of Instruction, Special Education Director, Curriculum Specialists. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199) - 199, - Title II, Part A (255) - 255, - Title I, Part A (211) - 211, - ESSER III (282) - 282		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Goal 3: Goal #3: Retain Staff and Improve Staff Quality.
 Point Isabel ISD will offer 100% of personnel professional development opportunities to enhance and grow in their profession and leadership roles in the classroom and community.

Performance Objective 3: Objective 3: In the 2023-2024 school year, 100% of content area teachers will meet certification requirements to teach the course assigned.

High Priority
 HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Advertise vacancies with necessary requirements to serve student populations. Strategy's Expected Result/Impact: Teachers hired according to their certifications. Formative/Summative: applications, certifications. Implementation: teacher certification documents. Staff Responsible for Monitoring: District administrators, Special Education Director, Bilingual Administrator, Campus administrators Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - ESSER III (282) - 282, - Title II, Part A (255), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Recruit ESL and special education certified teachers to address needs of EL and special education students. Strategy's Expected Result/Impact: Teachers hired according to their certifications. Formative/Summative: applications and certifications. Implementations: teacher certification documents. Staff Responsible for Monitoring: District administrators, Campus administrators, Special Education Director, Bilingual Administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - ESSER III (282) - 282, - State Comp (199), - Title II, Part A (255)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities for professional staff members, administrators, related services, paraprofessionals, to attend staff development sessions to continue to develop pedagogical skills. Strategy's Expected Result/Impact: TTESS/TPESS goals and performance. Formative/Summative: class assignment rosters, SIOP specific walk-throughs. Implementation: Eduphoria, staff development session attendance records, TTESS/TPESS goals and exchange day data, SIOP strategies and PD. Staff Responsible for Monitoring: Superintendent, Bilingual Administrator, Campus administrators, Special Education Director, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - State Comp (199) - 199, - Title III, Part A- ELA (263)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Submit vacancies and interview candidates meeting the certification requirements. Strategy's Expected Result/Impact: Teachers hired according to their certifications. Formative/Summative: applications and certifications. Implementation: teacher certification documents. Staff Responsible for Monitoring: District administrators, Campus administrators, Superintendent Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - ESSER III (282) - 282, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Goal #3: Retain Staff and Improve Staff Quality.
Point Isabel ISD will offer 100% of personnel professional development opportunities to enhance and grow in their profession and leadership roles in the classroom and community.





Performance Objective 4: Objective 4: In the 2023-2024 school year, 90% of teachers will be retained from the 2022-2023 school year.

High Priority
HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers, administrators and staff will be provided coaching and professional development support to address areas of concerns.</p> <p>Strategy's Expected Result/Impact: Increased retention rate. Formative/Summative: TTESS/TPESS, instructional rounds, observation and summative data, state assessment scores, renewal contract, NWEA-MAP, SIOP specific walk-throughs. Implementation: notes from discussions, instructional rounds, TTESS/TPESS, agendas, sign-in sheets, minutes from meetings, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, District administrators, Deans of Instruction, Curriculum Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282) - 282, - Title IV, Part A (289) - 289</p>				

Strategy 2 Details		Reviews			
Strategy 2: Continue to provide stipends for critical need areas. Strategy's Expected Result/Impact: Increased retention rate. Formative/Summative: TTESS/TPESS, instructional rounds, observation and summative data, state assessment scores, renewal contract, NWEA-MAP. Implementation: pay sheets, sign-in sheets, presentations, agendas. Staff Responsible for Monitoring: District administration Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282) - 282		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: The district will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction. Strategy's Expected Result/Impact: Increased retention rate. Formative/Summative: TTESS, instructional rounds, observation and summative data, state assessment scores, renewal contract, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, minutes from meetings, presentations, invoices of support provided 504 plan accommodations, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Bilingual Administrator, Instructional Coaches, Special Education Director, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - IDEA-B (224) - 224, - ESSER III (282), - Title III, Part A- ELA (263)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The district will provide a retention stipend to all staff and teachers for the school year. Strategy's Expected Result/Impact: Increased retention rate. TTESS/TPESS, instructional rounds, observation and summative data, state assessment scores, renewal contract, NWEA-MAP. Implementation: job descriptions. Staff Responsible for Monitoring: Superintendent, CFO, Budget Accountant, Federal Programs Director Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - ESSER III (282) - 282	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will provide all teachers with the necessary school supplies to provide interventions, tutorials, before, during, and after school instruction. These supplies will provide all teachers with the instructional support to ensure all students are provided rigorous and engaging instruction. Strategy's Expected Result/Impact: Increased retention rate. TTESS/TPESS, instructional rounds, observation and summative data, state assessment scores, renewal contract, NWEA-MAP. Implementation: supply log sheets, purchase orders, invoices. Staff Responsible for Monitoring: District administrators, Campus administrators, Deans of Instruction, Curriculum Specialists, Business Office, Federal Programs Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - ESSER III (282) - 282, - Title I, Part A (211)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The district will continuously evaluate all online programs, curriculum resources, curriculum materials, and professional development, offered and provided to teachers and staff in order to ensure all teachers and staff have a reduced workload.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results, meet projected growth measure in NWEA-MAP. Formative/Summative: TTESS/TPES observations and summative for teachers, simulated assessment data, instructional rounds, NWEA-MAP data. Implementation: sign-in sheets, agendas, coaching feedback, visit schedule and notes, debriefing meeting minutes, staff development, logs of interactions with teachers.</p> <p>Staff Responsible for Monitoring: Teachers, Campus/District Administrators, Deans of Instruction, Curriculum Specialists, Instructional Coaches, SPED Administrator, Bilingual Administrator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211), - Title II, Part A (255), - Title III, Part A- ELA (263), - Title IV, Part A (289), - ESSER III (282), - Local (199), - IDEA-B (224), - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: Goal #4: Improve Curriculum, Instruction, and Assessment

Performance Objective 1: Objective 1: In the 2023-2024 school year, 100% of the content area aligned curriculum will be implemented to address TEKS.





High Priority
HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Content area teachers will analyze, revise, and implement the YAGs, Curriculum Frameworks/Scope and Sequence, and course syllabi.</p> <p>Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: lesson plans, simulated assessments, YAGs, Curriculum Frameworks/Scope and Sequence, syllabi, NWEA-MAP, SIOP specific walk-throughs. Implementation: lesson plans, walk-throughs, TTESS/TPESS data, unit assessment data, department/grade level meeting agendas, sign-in sheets, SIOP strategies and PD.</p> <p>Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Deans of Instruction, Teachers, Curriculum Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12</p>				

Strategy 2 Details		Reviews			
Strategy 2: Analyze data bimonthly (DDI) and provide support to teachers to enhance the level of rigor of instruction to match TEKS. Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: unit and simulated assessments, NWEA-MAP, SIOP specific walk-throughs. Implementation: lesson plans, walk-throughs, NWEA-MAP data, Imagine Math data, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Deans of Instruction, Teachers, Literacy Coaches, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282), - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Analyze curriculum implementation and plan with core teachers to enhance lesson plans/targeted workshops to address students' diverse needs. Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: unit and simulated assessments, NWEA-MAP data, SIOP specific walk-throughs. Implementation: assessment data, lesson plans, walk-through data, inclusion logs, sign-in sheets, department/grade level meeting agendas, sign-in sheets, NWEA-MAP data, Imagine Math data, Project Lead the Way, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Deans of Instruction, Teachers, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Analyze STAAR Domain 1 levels, CLI Engage, and NWEA-MAP data at the student, teacher, campus, and district levels. Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: STAAR and unit assessment data, NWEA-MAP data, SIOP specific walk-throughs. Implementation: assessment data, lesson plans, walk-through data, TTESS/TPES data, inclusion logs, targeted workshops, SIOP strategies and PD. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Literacy Coaches, Campus administrators, Deans of Instruction, Teachers, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Curriculum alignment sessions will be held during grade level and department meetings to enhance horizontal and vertical alignment. Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: STAAR and unit assessment data, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, minutes of meetings, SIOP strategies, SIOP PD. Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Deans of Instruction, Teachers, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - State Comp (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Parent information sessions will be provided to address new accountability system, STAAR data, pre-kindergarten guidelines and TEKS instruction to enhance instruction. Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: skill assessment data, unit assessment data, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, handouts, SIOP strategies, SIOP PD. Staff Responsible for Monitoring: District administrators, Campus administrators, Deans of Instruction, Teachers Title I: 2.4, 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - ACE Grant (265) - 265		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Literacy Coaches will guide Lead teachers to assist with additional support with instruction to meet the needs of special populations, close gaps in learning and increase in Level III. Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: skill assessment data, unit assessment data, NWEA-MAP, SIOP specific walk-throughs. Implementation: schedules, time-sheets, agendas, instructional logs, SIOP strategies, SIOP PD. Staff Responsible for Monitoring: District administrators, Campus administrators, Literacy Coaches, Deans of Instruction, Teachers, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199) - 199, - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - ESSER III (282) - 282, - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Online resources and programs, instructional materials and additional curriculum will be evaluated and analyzed yearly for effectiveness according to Results Driven Accountability (RDA) and utilized to restructure the use of resources and/or programs.</p> <p>Strategy's Expected Result/Impact: Students will meet the STAAR Meets/Masters level and show growth, meet progress growth measures for NWEA-MAP. Formative/Summative: skill assessment data, unit assessment data, NWEA-MAP, SIOP specific walk-throughs. Implementation: sign-in sheets, agendas, handouts, meetings, assessment data, lesson plans, walk-throughs, TTESS/TPES, SIOP strategies, SIOP PD.</p> <p>Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Curriculum Specialists, Deans of Instruction</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199) - 199, - ESSER III (282), - Title I, Part A (211), - Title II, Part A (255), - Title III, Part A- ELA (263), - Title IV, Part A (289), - Strong Foundations Grant (429), - TRI Literacy 6-12</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: Goal #5: Increase Family and Community Involvement

Performance Objective 1: Objective 1: In the 2023-2024 school year, the District will update and implement 100% of the district parental involvement plan.

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Continue to develop parental involvement programs, activities and procedures planned and operated with meaningful consultation with parents of participating children. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys. Formative/ Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, newsletters, DEIC meeting and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Curriculum Specialists, Communication Media Specialist Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title III, Part A- ELA (263) - 263, - ESSER III (282) - 282, - ACE Grant (265) - 265		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Provide copies of the district's current Parent Involvement Policy and campus designed Parent-Student Compact both in English and Spanish at the campus front office and campus website. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys. Formative/ Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, newsletters, DEIC meeting and minutes, and SBDM meetings and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: The District Improvement Plan is available online at www.pi-isd.net in English and in Spanish. It is also available (hardcopy) at Point Isabel ISD Central Office and at campuses. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys. Formative/Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, DEIC meeting and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Communication Specialist Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Arrange school meetings to meet the needs and schedules of the parents. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys, Project Lead the Way. Formative/Summative; impact on student achievement, evaluations, Project Lead the Way, and attendance. Implementation: sign-in sheets, agendas, newsletters, SBDM meetings and minutes, Project Lead the Way, and DEIC meeting and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Communication Specialist, Teachers, Curriculum Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title III, Part A- ELA (263) - 263, - ACE Grant (265) - 265, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Offer parent training on instructional activities and state assessment requirements to improve their children's academic achievement. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys, revised parent sessions. Formative/Summative; state and federal assessments, increased participants in parental involvement sessions, and attendance. Implementation: sign-in sheets, agendas, newsletters, SBDM meetings and minutes, and DEIC meeting and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Communication Specialist, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title III, Part A- ELA (263) - 263, - ESSER III (282) - 282, - ACE Grant (265) - 265, - Local (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Provide opportunities for the participation of all parents in all programs offered in the District. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys, revised parent sessions. Formative/Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, newsletters, SBDM meetings and minutes, LPAC meetings and minutes, Parent/Teacher conferences, and DEIC meeting and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Communication Specialist, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - ESSER III (282) - 282, - ACE Grant (265) - 265, - Local (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: The district will educate its staff on how to develop communication skills with parents. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys, revised parent sessions. Formative/Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, newsletters, SBDM meetings and minutes, and DEIC meeting and minutes. Staff Responsible for Monitoring: Campus administrators, District administrators, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - ACE Grant (265) - 265, - Title IV, Part A (289), - State Comp (199), - Local (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: The district will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of Title I schools. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys, revised parent sessions. Formative/Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, DEIC meeting and minutes, parent/teacher conferences, parental involvement activities, sessions and meetings. Staff Responsible for Monitoring: Campus administrators, District administrators, Communication Specialist, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199), - Local (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Hold GT, ESL, CTE, special education, college and career readiness, onboard, and ESSA parent meetings at each campus. Strategy's Expected Result/Impact: Positive comments on school and district parent surveys, revised parent sessions. Formative/Summative; state and federal assessments and attendance. Implementation: sign-in sheets, agendas, DEIC meeting and minutes, parent/teacher conferences, parental involvement activities, sessions and meetings. Staff Responsible for Monitoring: Campus administrators, District administrators, Communication Specialist, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title III, Part A- ELA (263) - 263, - ESSER III (282) - 282, - IDEA-B (224), - Title IV, Part A (289), - Local (199), - Perkins V (244)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 10 Details		Reviews			
Strategy 10: Maintain communication with parents and staff via various modalities such as: parent portal, email, text messages via online resource applications, social media platforms. Strategy's Expected Result/Impact: Increased parental involvement responses to messages, increased parent portal users, Project Lead the Way. Formative/Summative: blackboard analysis report, Project Lead the Way. Implementation: blackboard analysis report, parent portal users, and Project Lead the Way. Staff Responsible for Monitoring: Communication Media Specialists, District administrators, Campus administrators, Teachers, Clerks Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199) - 199		Formative			Summative
		Nov	Jan	Mar	June

Strategy 11 Details		Reviews			
Strategy 11: Region One staff will coordinate and implement the Migrant identification and recruitment plan and the District will provide program services to identify migrant families. Strategy's Expected Result/Impact: Migrant student achievement scores. Formative/Summative: program evaluation. Implementation: certificates of eligibility. Staff Responsible for Monitoring: Migrant recruiters and staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 12 Details		Reviews			
Strategy 12: Parents and teachers will be surveyed to obtain a list of recommended parent sessions. Strategy's Expected Result/Impact: Increased number of parental involvement sessions, positive survey results. Formative/Summative: state and federal assessments and attendance. Implementation: surveys collected. Staff Responsible for Monitoring: Teachers, Campus administrators District administrators, Communication Media Specialist. Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Increase the number of parents at sessions by linking student activities and/or presentations to sessions.</p> <p>Strategy's Expected Result/Impact: Increased number at parental involvement sessions, positive survey results, Project Lead the Way. Formative/Summative: state and federal assessments, attendance, Project Lead the Way. Implementation: surveys collected and Project Lead the Way.</p> <p>Staff Responsible for Monitoring: Teachers, Campus administrators District administrators, Communication Media Specialist, Title IV Police Officer.</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289, - ACE Grant (265) - 265, - ESSER III (282) - 282</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Goal #6: Improve School Context and Organization.

Performance Objective 1: Objective 1: In the 2023-2024 school year, 100% of Port Isabel Junior High committees will evaluate, discuss and act upon decisions related to maximizing instructional time.

High Priority
HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Organize Port Isabel Junior High committees who will analyze and make decisions about school culture; technology; curriculum, instruction, and assessment. Strategy's Expected Result/Impact: Meet state/federal rate/growth on STAAR, decrease discipline incidents, increased technology use, NWEA-MAP growth. Formative/Summative: six weeks discipline reports, lesson plans, simulated assessments, NWEA-MAP. Implementation: list of committee members, agendas, sign-in sheets, TTESS/TPESS-student engagement. Staff Responsible for Monitoring: District administrators and Curriculum Specialists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Campus and district administrators will monitor, analyze, and evaluate instruction, classroom management plans, and instructional schedules, including time and treatment for bilingual classrooms to provide support to staff. Strategy's Expected Result/Impact: Meet state rate on STAAR promotion and retention rates, increase passing rate for special education and English Learners, NWEA-MAP, classroom schedules. Formative/Summative: failure report, simulated assessments, NWEA-MAP, SIOP specific walk-throughs. Implementation: agendas, sign-in sheets, data collected, minutes, YAGS, curriculum frameworks/scope and sequence, SIOP strategies, SIOP PD. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, Bilingual Administrator, District administrators, Deans of Instruction, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199), - Title III, Part A- ELA (263), - Title III Immigrant		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Campus teachers, campus administrators, Instructional Coaches, and District administrators will monitor, analyze, and evaluate classroom lesson plans and instructional schedules. Strategy's Expected Result/Impact: Technology use, completion rate, pass/fail grade. Formative/Summative: failure report and engagement level, SIOP Specific walk-throughs. Implementation: lesson plans, Google classroom, roster, data, sign-in sheets, agendas, curriculum frameworks/scope and sequence, SIOP Strategies, SIOP PD. Staff Responsible for Monitoring: Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - Strong Foundations Grant (429), - State Comp (199), - Title II, Part A (255), - TRI Literacy 6-12		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus teachers, campus administrators, Instructional Coaches, Literacy Coaches, and district administrators will monitor, analyze, and evaluate the technology components to provide effective instruction and on-campus online learning to support and address areas of concern.</p> <p>Strategy's Expected Result/Impact: Technology use, Internet capabilities, district infrastructure completion rate. Formative/Summative: local technology proficiency, evaluation data analysis, SIOP Specific Walk-throughs. Implementation: lesson plans, Google Classroom, roster, data, sign-in sheets, agendas, curriculum frameworks/Scope and Sequence, SIOP Strategies, SIOP PD.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, Deans of Instruction, Curriculum Specialists, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282, - Strong Foundations Grant (429), - State Comp (199), - TRI Literacy 6-12</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 6: Goal #6: Improve School Context and Organization.

Performance Objective 2: Objective 2: In the 2023-2024 school year, 100% of Port Isabel Junior High committees will evaluate, discuss, and implement strategies to improve student performance during transitional years.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Vertical alignment visits/sessions will be conducted across the grade levels to decrease gaps in instruction.</p> <p>Strategy's Expected Result/Impact: Meet state rate on STAAR, increase STAAR masters level, NWEA-MAP growth rate. Formative/Summative: retention data, summer school data, NWEA-MAP, SIOP Specific Walk-throughs. Implementation: sign-in sheets, agendas, minutes, visit schedules, feedback on visits, SIOP Strategies, SIOP PD.</p> <p>Staff Responsible for Monitoring: District administrators, Instructional Coaches, Campus administrators, Deans of Instruction, Curriculum Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - Title III, Part A- ELA (263) - 263, - State Comp (199) - 199, - ESSER III (282) - 282, - Local (199), - Strong Foundations Grant (429), - TRI Literacy 6-12</p>				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in grade level/department planning meetings to address targeted needs of students. Strategy's Expected Result/Impact: Meet state rate on STAAR, increase STAAR masters level, NWEA-MAP growth rate. Formative/Summative: simulated assessment data and NWEA-MAP, SIOP Specific Walk-throughs. Implementation: lesson plans, agendas, Eduphoria, grade level/department meeting agendas and sign-in sheets, SIOP Strategies, SIOP PD. Staff Responsible for Monitoring: Campus administrators, Deans of Instruction, Literacy Coaches, Instructional Coaches, Curriculum Specialists, Grade level/Department level chairpersons Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - Title I, Part A (211) - 211, - Title II, Part A (255) - 255, - Title III, Part A- ELA (263) - 263, - Title IV, Part A (289) - 289, - State Comp (199) - 199, - ESSER III (282) - 282, - Strong Foundations Grant (429), - TRI Literacy 6-12	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: ESL teachers will monitor student TELPAS scores and provide instructional strategies to help them transition. Strategy's Expected Result/Impact: TELPAS scores, NWEA-MAP growth measures. Formative/Summative: advanced proficiency levels, NWEA-MAP growth measures, SIOP Specific Walk-throughs. Implementation: LPAC minutes, lesson plans, Ellevation, SIOP Strategies, SIOP PD. Staff Responsible for Monitoring: LPAC, Teachers, Literacy Coaches, Bilingual Administrator, Campus administrators, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title III, Part A- ELA (263) - 263, - Local (199)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 7: Goal #7: Improve the Use of Technology to Enhance Student Achievement.

Performance Objective 1: Objective 1: In the 2023-2024 school year, 100% of teachers will integrate technological resources into the classroom a minimum of twice a week.

High Priority
HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase the implementation and/or use of technology within classes to more than twice a week for both teachers and students. Strategy's Expected Result/Impact: Increased integration of technology in classroom instruction, lesson plans documented in Eduphoria, Forethought, TTESS/TPES, Project Lead the Way. Formative/Summative: lesson plans, instructional rounds, Project Lead the Way. Implementation: lesson plans, Project Lead the Way. Staff Responsible for Monitoring: Technology Director, Campus administrators, District administrators, Deans of Instruction, Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - ESSER III (282) - 282, - Title IV, Part A (289) - 289, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: TTESS will be evaluated to determine needs of teachers as per professional development and/or resource implementation. Strategy's Expected Result/Impact: DEIC minutes, professional development adjustments, TTESS/TPESS. Formative/Summative: TTESS/TPESS. Implementation: local technology proficiency, evaluation data analysis. Staff Responsible for Monitoring: Technology director, Campus administrators, District Administrators, Deans of Instruction, Teachers, Literacy Coaches, Curriculum Specialists Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - State Comp (199) - 199, - Title I, Part A (211) - 211, - Local (199) - 199, - Title II, Part A (255)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase technology proficiencies and implementation of technological resources by providing teachers ongoing training. Strategy's Expected Result/Impact: Increased integration of technology in classroom instruction, lesson plans documented in Eduphoria, Forethought, TTESS/TPESS. Formative/Summative: lesson plans, instructional rounds. Implementation: sign-in sheets, agendas, evaluations. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators, Deans of Instruction, Teachers, Curriculum Specialists Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Title II, Part A (255) - 255, - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199	Formative			Summative
	Nov	Jan	Mar	June








Strategy 4 Details	Reviews			
Strategy 4: Increase technology proficiencies for students by developing and implementing an aligned technology proficiency curriculum with online resources. Strategy's Expected Result/Impact: Increased integration of technology in classroom instruction, lesson plans documented in Eduphoria, Forethought, TTESS/TPSS. Formative/Summative: lesson plans, technology proficiency assessment, instructional rounds, Learning.com, Atomic Learning. Implementation: sign-in sheets, agendas, evaluations., prescheduled date for the proficiency assessment of 8th grade students. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators, Deans of Instruction, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Technological equipment will be purchased to maintain online learning, increase the usage of online resources and to meet the needs of the campus. Strategy's Expected Result/Impact: Meet state rate on STAAR, increase STAAR Masters, NWEA-MAP. Formative/Summative: lesson plans. Implementation: technology data Staff Responsible for Monitoring: Technology director, Technology Specialists, Campus administrators, District administrators, Deans of Instruction Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - Title IV, Part A (289) - 289, - ESSER III (282) - 282	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Goal #7: Improve the Use of Technology to Enhance Student Achievement.

Performance Objective 2: Objective 2: In the 2023-2024 school year, Port Isabel Junior High will update and increase technology equipment as per the technology plan of replacing equipment every five years.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Maintain educator work station ratio at one to one. Strategy's Expected Result/Impact: Increased integration of technology in classroom instruction, lesson plans documented in Eduphoria, Forethought, TTESS/TPESS. Formative/Summative: inventories. Implementation: purchase orders and inventories. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199) - 199, - Title I, Part A (211), - ESSER III (282)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Improve student work station ratio to four to one on campus while striving to achieve work station ratio according to campus technology plan. Strategy's Expected Result/Impact: Increased integration of technology in classroom instruction, lesson plans documented in Eduphoria, Forethought, TTESS/TPESS. Formative/Summative: inventories. Implementation: purchase orders and inventories. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289)	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Continue to purchase wireless devices for students throughout the school year and to meet the campus. Strategy's Expected Result/Impact: Increased integration of technology in classroom instruction, lesson plans documented in Eduphoria, Forethought, TTESS/TPSS Formative/Summative: inventories. Implementation: purchase orders and inventories. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199) - 199, - Title IV, Part A (289) - 289, - ESSER III (282) - 282	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain staff and administration workstation ratio at one to one. Strategy's Expected Result/Impact: Support teachers and students in the classroom. Formative/Summative: inventories. Implementation: purchase orders and inventories. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: - Local (199), - State Comp (199), - Title I, Part A (211)	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 No Progress	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Goal #7: Improve the Use of Technology to Enhance Student Achievement.

Performance Objective 3: Objective 3: In the 2023-2024 school year, Port Isabel Junior High will maintain District infrastructure to meet 100% of district users.

High Priority
HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Conduct infrastructure analysis to determine needs of District. Strategy's Expected Result/Impact: Local infrastructure report. Formative/Summative: plan of action based on needs. Implementation: analysis. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators, Technicians, Technology Specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain band with of 10 Gbps. Strategy's Expected Result/Impact: Technology use reports. Formative/Summative: plan of action based on needs. Implementation: maintain band width 10Gbps, purchase orders. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators, Technicians, Technology Specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Install additional wireless access points as new facilities are added. Strategy's Expected Result/Impact: Technology use reports. Formative/Summative: plan of action based on needs. Implementation: wireless access points, purchase orders. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators, Technicians, Technology Specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to purchase basic maintenance for servers, switches, and other necessary components. Strategy's Expected Result/Impact: Technology use reports. Formative/Summative: plan of action based on needs. Implementation: inventories, purchase orders. Staff Responsible for Monitoring: Technology director, Campus administrators, District administrators, Technicians, Technology Specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Funding Sources: - Local (199) - 199, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 8: Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services

Performance Objective 1: Objective 1: In the 2023-2024 school year 90% of students transitioning from a special program to the regular education program will meet STAAR progress measure.

Strategy 1 Details		Reviews			
Strategy 1: District and Campus staff will monitor students that transition from special education (resource) to regular education (inclusion) programs. Strategy's Expected Result/Impact: Decrease in failure rates during transitional placements, meet state passing rate on STAAR at transition grades, completion of IEP's NWEA-MAP growth measures, instructional rounds. Formative/ Summative: monitoring logs, report card grades, simulated assessments, TELPAS, accelerated intervention plan (AIP) for SSI, Learning Logs for HB4545, IEP progress reports, failure ARDS, STAAR data, NWEA-MAP. Implementation: 504/special education monitoring logs, ARD meeting documentation. Staff Responsible for Monitoring: Special Education director, Bilingual Administrator, ARD administrators, Special Education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: District and Campus staff will monitor students that transition from bilingual education/ESL programs to regular education programs. Strategy's Expected Result/Impact: Decrease in failure rates during transitional placements, meet state passing rate on STAAR at transition periods, NWEA-MAP growth measures, instructional rounds. Formative/Summative: monitoring logs, report card grades, simulated assessments, TELPAS, accelerated intervention plan (AIP) for SSI, IEP progress reports, failure ARDS, STAAR data, NWEA-MAP., SIOP Specific Walk-throughs. Implementation: LPAC monitoring logs, LPAC meeting documentation, minutes, Ellevation, SIOP Strategies, SIOP PD. Staff Responsible for Monitoring: Campus administrators, Bilingual Administrator, LPAC members, Teachers, Curriculum Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: District and campus staff will monitor students that transition from 504-dyslexia to regular education programs. Strategy's Expected Result/Impact: Decrease in failure rates while transitioning from programs, meet state passing rate on STAAR, decrease retention rate, NWEA-MAP growth measures, instructional rounds. Formative/Summative: monitoring logs, report card grades, simulated assessments, TELPAS/STAAR data, NWEA-MAP. Implementation: monitoring logs, 504 meeting documentation. Staff Responsible for Monitoring: Special Education Director, Bilingual Administrator, 504 campus administrators, teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: District and campus staff will monitor students who transition from special education dyslexia to regular education programs. Strategy's Expected Result/Impact: Decrease in failure rates while transitioning from programs, meet state passing rate on STAAR, decrease retention rate, NWEA-MAP growth measures, instructional rounds. Formative/Summative: monitoring logs, report card grades, simulated assessments, TELPAS/STAAR data, NWEA-MAP. Implementation: monitoring logs, ARD meeting documentation. Staff Responsible for Monitoring: Special Education Director, Bilingual Administrator, ARD campus administrators, teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will provide services to migrant students listed on the priority of services monthly reports. Strategy's Expected Result/Impact: NWEA-MAP growth measures, achievement performance. Formative/Summative: STAAR data, NWEA-MAP data. Implementation: reports, tutoring logs, lesson plans, NWEA-MAP growth measures. Staff Responsible for Monitoring: District administrators, Campus administrators, teachers. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - Title I, Part A (211) - 211, - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
Strategy 6: District and Campus staff will provide services to homeless students. Strategy's Expected Result/Impact: NWEA-MAP growth measures, achievement performance. Formative/ Summative: STAAR data, NWEA-MAP data. Implementation: reports, tutoring logs, lesson plans, NWEA-MAP growth measures. Staff Responsible for Monitoring: District administrators, Campus administrators, Counselors, Teachers. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199), - State Comp (199), - Title I, Part A (211)	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 8: Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services

Performance Objective 2: Objective 2: In the 2023-2024 school year, 100% of all instructional and federal programs will be evaluated for effectiveness.





Strategy 1 Details	Reviews			
Strategy 1: Federal programs (ESSA, IDEA-B, Perkins V) will be evaluated for effectiveness yearly according to Results Driven Accountability (RDA). Strategy's Expected Result/Impact: Meet state passing rate for STAAR and federal standards, NWEA-MAP growth measures. Formative/Summative: STAAR/TELPAS data, report card grades, evaluation, NWEA-MAP. Implementation: analysis, presentation of evaluations, sign-in sheets, agendas. Staff Responsible for Monitoring: Superintendent, Federal Programs Director, Campus Principals Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199), - Title I, Part A (211)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluations for federal programs will be utilized to restructure programs and use of resources. Strategy's Expected Result/Impact: Meet state passing rate for STAAR and federal standards, NWEA-MAP growth measures. Formative/Summative: STAAR/TELPAS data, evaluation and revised program, NWEA-MAP. Implementation: program changes, presentations , recommendations Staff Responsible for Monitoring: Superintendent, Federal Programs Director, Campus administrators, District administrators, Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Implementation of the activities listed in the identification and recruitment plan for migrant students. Strategy's Expected Result/Impact: Meet state passing rate for STAAR and federal standards, increased graduation rates, NWEA-MAP growth measures. Formative/Summative: graduation rates, college entrance rates, STAAR/ TELPAS data,, NWEA-MAP. Implementation: evaluation of program effectiveness. Staff Responsible for Monitoring: NGS Specialist, District administrators, Campus administrators, Teachers, Region One Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Monitor and address the needs of priority of services for migrant students. Strategy's Expected Result/Impact: Meet state passing rate for STAAR and federal standards, increased graduation rates, NWEA-MAP growth measures. Formative/Summative: graduation rates, college entrance rates, STAAR/ TELPAS data,, NWEA-MAP. Implementation: evaluation of program effectiveness. Staff Responsible for Monitoring: NGS Specialist, District administrators, Campus administrators, Teachers, Region One Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199) - 199, - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Analysis of programs to meet the individual needs of special education students based on special education data throughout the school year. Strategy's Expected Result/Impact: Campus administrators, District administrators, Teachers, ARD administrators, Special Education Director Staff Responsible for Monitoring: Improvement on student progress reports in IEP. Improvement on student's meeting goals in IEP. Formative/Summative: IEP progress reports, student progress report in IEP, improvement on student's meeting goals in IEP, Unique Learning by NEWS 2 You. Evidence of Implementation: state/local data, schedule of services, inclusion logs, ARD meetings, IEPs, lesson plans, coordination days, student progress reports in IEP. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: - Local (199), - Title I, Part A (211), - IDEA-B (224), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Learning to properly identify and provide instruction to meet the needs of all special education students. Strategy's Expected Result/Impact: Campus administrators, District administrators, Teachers, ARD administrators, Special Education Director Staff Responsible for Monitoring: Improvement on student progress reports in IEP. Improvement on student's meeting goals in IEP. Formative/Summative: IEP progress reports, student progress report in IEP, improvement on student's meeting goals in IEP, Unique Learning by NEWS 2 You. Evidence of Implementation: state/local data, schedule of services, inclusion logs, ARD meetings, IEPs, lesson plans, coordination days, student progress reports in IEP. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local (199), - Title I, Part A (211), - IDEA-B (224), - State Comp (199)		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 8: Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services

Performance Objective 3: Objective 3: In the 2023-2024 school year, teachers, parents, staff and community will be provided opportunities to provide input on the use of federal funds through discussions during DEIC and Title I Meetings.

Strategy 1 Details	Reviews			
Strategy 1: DEIC and Title I meeting participants will review evaluations and overviews of federal programs, needs assessments, and budgets. Strategy's Expected Result/Impact: Appropriate use of funds, increased student achievement. Formative/ Summative: presentations, needs assessment, District Improvement Plan. Implementation: DEIC and Title I sign-in sheets, agendas, minutes, presentations. Staff Responsible for Monitoring: Superintendent, Federal Programs Director TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - ESSER III (282) - 282, - Local (199), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: DEIC and Title I meeting members will provide input and feedback on the use of federal funds and planning for student needs. Strategy's Expected Result/Impact: Appropriate use of funds, increased student achievement. Formative/ Summative: presentations, needs assessment, District Improvement Plan. Implementation: DEIC and Title I sign-in sheets, agendas, minutes, presentations. Staff Responsible for Monitoring: Superintendent, Federal Programs Director TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Title I, Part A (211) - 211, - ESSER III (282) - 282, - Local (199), - State Comp (199)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services

Performance Objective 4: Objective 4: In the 2023-2024 school year, administrators, teachers, staff and the Local Department of Social Services will be provided opportunities to provide input on the use of Title I funds to support foster care students' transition between schools.

Strategy 1 Details	Reviews			
<p>Strategy 1: A collaborative group of district and campus administrators, Department of Family Protective Services (DFPS) personnel and foster care workers will determine the appropriate school placement for newly placed foster care students.</p> <p>Strategy's Expected Result/Impact: Appropriate use of funds, maintained student achievement. Formative/ Summative: progress monitoring of student. Implementation: completed forms.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, DFPS personnel, counselor, area foster care representatives.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A collaborative group of district and campus administrators, DFPS personnel and foster care workers will determine the appropriate transportation plan for foster care students commuting from one district to another.</p> <p>Strategy's Expected Result/Impact: Appropriate use of funds, maintained student achievement. Formative/ Summative: progress monitoring of student, transportation log. Implementation: completed forms, transportation schedule.</p> <p>Staff Responsible for Monitoring: Campus administrators, District administrators, DFPS personnel, counselor, area foster care representatives.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A (211) - 211, - Local (199) - 199, - State Comp (199)</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue