

LA GLORIA

INDEPENDENT SCHOOL DISTRICT

District/Campus Improvement Plan

2024-2025



La Gloria Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973, as amended.

Vision Statement

The mission of La Gloria Independent School District (ISD) and La Gloria Elementary School is to instill in children the values of involved and responsible citizens and to maximize their ethical, intellectual, and social development As a result, students will be happy, successful in the sense of love for life and learning, kind to others, and self-confident in the pursuit of life's ambitions and aspirations.

La Gloria ISD and Elementary School are committed to helping students be the best they can be and to share and encourage that value with others.

Mission Statement

The mission of La Gloria ISD and La Gloria Elementary School is to teach all students in a safe and secure climate with mutual respect. Students will be encouraged to reach their highest potential in order to become productive, informed citizens. Our highly motivated and professional staff will exhibit positive communication skills to promote a student-centered learning environment and a cooperative partnership with parents that is characterized by trust and a productive working relationship. The school and community will engage in a supportive, mutually beneficial relationship that builds respect and pride.

Elementary and Secondary Education Act (ESEA) Goals

By 2024-2025, all students will reach high standards at a minimum proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment. *

Performance indicator: The percentage of Title I schools that make adequate yearly progress.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. (Proficiency Chart)

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1 *

Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2. *

By 2024-2025, all students will be taught by highly qualified teachers. [Section 9101(23) of ESEA] [Section 1111(h)(1)(C)(viii)]

Performance indicator: The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools (top quartile of schools ranked by low-income population).

Performance indicator: The percentage of teachers receiving high-quality professional development. [Section 9101(34)]

Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified. [Section 1119(c) and (d)]

All students will graduate from high school.

Performance indicator: The percentage of students who graduate from high school, with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

All students will be educated in learning environments that are safe, drug free, bully-free and conducive to learning.

Performance indicator: The number of persistently dangerous schools, as defined by the State.

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

- GOAL 1: The reading and writing of the English language
- GOAL 2: The understanding of Mathematics
- GOAL 3: The understanding of Science
- GOAL 4: The understanding of Social Studies

Education Code 4.001, 4.002

District/Campus Site-Based Decision Making Committee

David Braswell, Chairperson

Erika Valdez	Teacher
Amy Sain	Teacher
Illeana Galindo	Teacher
Corina R. Sanchez	Teacher
Lesly Serna	Teacher

Luanna Pérez	Teacher
Osman Cantu	Teacher
Marcie Salinas	SPED

Other Professionals

David Braswell, Principal

Parent Members

Business Members

Community Members

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Humberto Trevino
 Maxine Villarreal (H-E-
 B)
 Monique Jimenez

Melva
Morales

Comprehensive Needs Assessment

La Gloria Independent School District and La Gloria Elementary School conducted a comprehensive needs assessment based on AEIS data, including STAAR performance, attendance rates, dropout rates, and SAT/ACT data. Other sources utilized in the comprehensive needs assessment were parental-involvement records, safe and drug-free schools and community evaluation, federal program guidelines, and district policies. In addition, for general education and for special programs, the data were disaggregated for all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area and objectives. La Gloria Elementary School is a Title I School-wide campus based on 100% economically disadvantaged students.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program. Needs were identified in the six areas of decision-making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Focus, High Expectations, School Climate, and Parental Involvement).

Surveys were disseminated to faculty, staff and parents, including business and community representatives serving on the District/Campus Site-Based Decision Making Committee. The district/campus improvement plan from the 2023-2024 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2024-2025 district/campus improvement plan includes all identified priority needs.

Goal 1

La Gloria Independent School District will receive distinctions for all tested subjects for the 2024-2025 school year.

La Gloria Independent School District will meet AYP standards for the 2024-2025 school year.

Performance Objectives:

- STAAR – All Students and Special Programs Students will improve 5% for the 2024-2025 school year.
- District student attendance rate will improve from 96.5% in 2023-24 to 97.5% in 2024-25.

Summative Evaluations:

AEIS, STAAR, SDAA, RPTE, TPRI, ITBS, PAS/DAS, Special Programs Annual Evaluations

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>1. Disaggregate STAAR Reading objectives for ALL STUDENTS and focus on objectives below 80% answered correctly.</p> <ul style="list-style-type: none"> ▪ Basic Understanding (3-9) 3, 4, 5, 6 ▪ Knowledge of Literary Elements (3-8) 3, 4, 5, 6 ▪ Using Strategies to Analyze (3-8) 3, 4, 5, 6 ▪ Applying Critical Thinking Skills (3-8) 3, 4, 5, 6 <p><u>Activities</u></p> <ul style="list-style-type: none"> - Define each objective for each grade level. - Compare and contrast how each objective is tested for each grade level. - Determine how each objective will be taught at each grade level to meet STAAR expectations. - Determine what resources will be used to teach the objective for each grade level in addition to textbooks. <ul style="list-style-type: none"> • Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment. • Develop worksheets and teacher-made tests that align with STAAR expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. • Compile individual student profile for extended-day tutorials. • Ensure that TEKS and STAAR expectations are included in daily instruction and in tutorials. • Compile student profile to address skill deficiencies. • Provide release time for Curriculum writing and vertical planning. • Establish grade-level, subject-area benchmarks. 	<p>Principal</p>	<p>STAAR Data</p> <p>STAAR Item Analysis</p> <p>STAAR Information Booklets</p> <p>Accelerated Reader</p> <p>Tutorials</p> <p>Staff Development (Region II ESC)</p> <p>STAA</p> <p>R Workbooks</p> <p>Pearson MyView</p>	<p>Lesson Plans</p> <p>Principal Observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Star Report</p> <p>Objective mastery tests</p> <p>Benchmark tests</p> <p>Staff development sessions (agendas, sign-in sheets)</p>	<p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>W</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>3 weeks</p> <p>6 week</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>2. Disaggregate STAAR Writing objectives for All Students, including Special Education students, and focus on weaknesses below 80% answered correctly.</p> <ul style="list-style-type: none"> • Composition(4, 7) 4 • Organization (4, 7) 4 • Sentence Structure (4, 7) 4 • Standard Usage/word choice (4, 7) 4 • Punctuation, capitalization, spelling (4,7) 4 <p><u>Activities</u></p> <ul style="list-style-type: none"> - Define each objective for each grade level. - Compare and contrast how each objective is tested for each grade level. - Determine how each objective will be taught at each grade level. - Determine the resources (in addition to textbooks) that will be used to teach the objective for each grade level. <ul style="list-style-type: none"> • Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment. • Develop worksheets and teacher-made tests that align with STAAR expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. • Integrate the Writing Process across the curriculum. • Incorporate Short Answer items aligned STAAR expectations. • Provide daily Writing opportunities with 30 minutes for Grades K-1 and 45 minutes for Grades 2-6. • Incorporate Journal Writing into daily curriculum. • Focus on a Writing Process that aligns with STAAR test. • Provide staff development on “Best Practices” for Writing. • Establish a School Publishing Program. 	<p>Principal</p> <p><u>Reporter</u> Erika Valdez</p>	<p>STAAR data</p> <p>STAAR Information Booklets</p> <p>Computer lab</p> <p>Writing Workshops</p> <p>Tutorials</p> <p>Staff Development (Region II ESC)</p> <p>STAA</p> <p>R Workbooks</p> <p>Pearson MyView</p>	<p>Lesson plans</p> <p>Principal observations</p> <p>Progress reports Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p> <p>Writing Portfolios</p> <p>School newsletter</p> <p>Staff development sessions (agendas, sign-in sheets)</p>	<p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>3. Disaggregate STAAR Math objectives for All Students, including Special Education students, and focus on weaknesses below 80% answered correctly.</p> <ul style="list-style-type: none"> • Numbers, operations, and quantitative reasoning (3-8) 3, 4, 5, 6 • Patterns, relationships, and algebraic reasoning. (3-8) 3, 4, 5, 6 • Geometry and spatial reasoning (3-8) 3, 4, 5, 6 • Concepts and uses of measurement (3-8) 3,4, 5, 6 • Probability and statistics (3-8) 3, 4, 5, 6 • Mathematical processes and tools (3-11)3, 4, 5, 6 	<p>Principal</p>	<p>STAAR data</p> <p>STAAR Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Region II ESC)</p> <p>Computer lab</p> <p>Pearson</p> <p>MyView</p>	<p>Lesson Plans</p> <p>Principal Observations</p> <p>Progress reports Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p>	<p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p><u>Activities</u></p> <ul style="list-style-type: none"> - Define each objective for each grade level. - Compare and contrast how each objective is tested for each grade level. - Determine how each objective will be taught at each grade level. - Determine what resources (in addition to textbooks) will be used to teach the objective for each grade level. - Develop additional campus benchmark tests. <ul style="list-style-type: none"> • Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment. • Develop worksheets and teacher-made tests that align with STAAR expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. • Provide staff development focused on instructional strategies for improving student performance in math. • Implement “Best Practices” in teaching math. <ul style="list-style-type: none"> ○ Conduct teacher learning groups on research-based instruction. ○ Utilize “Best Practices” in teacher behaviors and skills. • Staff Development days to work on timelines for every grade level. 				

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>Disaggregate STAAR Science objectives for All Students, including Special Education students, and focus on weaknesses below 80% answered correctly.</p> <ul style="list-style-type: none"> • The Nature of Science (5, 10, 11) 5 <ul style="list-style-type: none"> ○ How do scientists make observations? ○ Why do scientists write down what they see, do, and find out? ○ Why is it important to conduct your investigation more than once? ○ What causes scientific explanations to change? ○ How is your investigation similar to or different from a scientist's investigation? • Life Science (5) 5 • Physical Science (5) 5 • Earth Science (5) 5 	<p>Principal</p>	<p>STAAR data</p> <p>STAAR Information Booklets</p> <p>Tutorials</p> <p>Staff Development (Region II ESC)</p> <p>Computer lab</p> <p>STAAR workbooks</p>	<p>Lesson Plans</p> <p>Principal Observations</p> <p>Progress reports Report cards</p> <p>Objective mastery tests</p> <p>Benchmark tests</p> <p>Staff Development sessions (agendas, sign-in sheets)</p>	<p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>3 weeks</p> <p>6 weeks</p> <p>6 weeks</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p><u>Science Activities</u></p> <ul style="list-style-type: none"> - Define each objective for each grade level. - Compare and contrast how each objective is tested for each grade level. - Determine how each objective will be taught at each grade level. - Determine what resources (in addition to textbooks) will be used to teach the objective for each grade level. - Develop additional campus benchmark tests. <ul style="list-style-type: none"> • Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment. • Ensure that TEKS in Grades K-4 are introduced and mastered to ensure mastery for Grade 5 STAAR testing. • Develop worksheets and teacher-made tests that align with STAAR expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. 				

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>5. Backload Social Studies objectives tested in Grade 8 to ensure that introduction of skills occurs in the respective grade levels.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of issues and events in U.S. history. (8) • Demonstrate an understanding of geographic influences on historical issues and events. (8) • Demonstrate an understanding of economic and social influences on historical issues and events (8) • Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment. • Develop worksheets and teacher-made tests that align with STAAR expectations. • Teachers will model critical thinking skills as a regular part of daily instruction. • Backload Social Studies STAAR objectives to track where these objectives are Introduced and Reinforced before testing in Grade 8. 	<p>Principal</p>	<p>ST AA R dat a ST AA R Informati on B o o k</p>	<p>Lesson Plans Principal Observations Progress reports Report cards Objective mastery tests Staff development (agendas, sign-in sheets)</p>	<p>Weekl y Weekl y 3 weeks 6 weeks 6 weeks As scheduled</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>6. Improve services for At-Risk students supported by SCE funds and Title I funds.</p> <ul style="list-style-type: none"> o Supplemental Personnel (Salaries) o Materials and Supplies o Tutorials o Counseling services o Instructional Aides (2) o Staff Development o Summer School (OEYP) <ul style="list-style-type: none"> • Ensure that tutorials and acceleration classes/services address weaknesses identified on STAAR tests and benchmark tests. • Reduce the gap between at-risk students' performance and all other students' performance. Determine reasons for the disparity and address those reasons in all at-risk services provided in the district. • Use mastery charts and benchmark tests to provide frequent monitoring of the disparity (gap) in student performance of at-risk students and all other students. • Write job description for personnel assigned to monitor and account for allowable expenditures of Title I funds and all other Title funds. <p>Conduct an annual At-Risk Program Evaluation that consists of:</p>	<p>Principal</p>	<p>Title I Funds \$32,957.</p> <p>SCE Funds \$44,230.</p> <p>Computer lab Region II ESC</p>	<p>Lesson Plans</p> <p>Progress reports</p> <p>Report cards</p> <p>Mastery tests</p> <p>Benchmark tests</p> <p>Tutorial attendance</p> <p>Accountability of Title I expenditures (purchase orders, invoices)</p>	<p>W</p> <p>e</p> <p>e</p> <p>k</p> <p>l</p> <p>y</p> <p>3</p> <p>w</p> <p>e</p> <p>e</p> <p>k</p> <p>s</p> <p>6 weeks</p> <p>6 weeks</p> <p>s</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>7. Address identified needs in the Bilingual/ESL program.</p> <ul style="list-style-type: none"> • Coordinate and integrate STAAR expectations into the ESL instructional program to ensure alignment through ESL methodology along with speaking, comprehending, and writing in English. Bilingual/ESL teachers will incorporate STAAR expectations into Bilingual/ESL services. • All regular ed. teachers will incorporate ESL methodology/strategies into their instruction. • Continue to provide updated ESL training for all teachers. (TIA 14.04) • Use 2008-09 DEC Reference Guide to ensure that identification, placement, and services for Bilingual/ESL students are in compliance. • Determine reasons for a disparity in LEP students' performance and all other students' performance. Address these reasons in Bilingual/ESL services and in the regular classroom. • Complete a Bilingual/ESL Annual Evaluation Report to measure the effectiveness of the program through the following: <ul style="list-style-type: none"> ○ List of frequent, periodic assessments used to measure Bilingual/ESL student progress toward reading, speaking, writing, and comprehending the English language. ○ STAAR performance ○ Proficiency in reading, speaking, writing, and comprehending the English language ○ Teacher certification ○ Teacher and aide staff development topics that align with needs of Bilingual/ESL staff. 	<p>Principal</p>	<p>Bilingual/ESL funds</p> <p>Title III (Region II, SSA)</p> <p>Local funds</p> <p>Staff Development</p> <p>Region II ESC</p>	<p>Lesson plans</p> <p>Principal observations</p> <p>Progress reports</p> <p>Report cards</p> <p>Proficiency tests</p> <p>Staff development (agendas, sign-in sheets)</p> <p>TOPS training</p> <p>TOPS Online Qualifying test</p>	<p>Weeks</p> <p>3 weeks</p> <p>6 weeks</p>
<p>8. Implement a quality Migrant Education Program that includes:</p> <ul style="list-style-type: none"> • Annual recruitment, verification, identification, and services • Parent Advisory Committee (PAC) (TIA 14.06) • Training in the Seven Areas of Focus (TIA 	<p>Principal</p> <p>Migrant Coordinator</p>	<p>Migrant funds</p>	<p>NGS Reports</p> <p>ID & R Activity Reports</p>	<p>6 weeks</p> <p>Per occurrence</p>

STRATEGIES	PERSON(S)	RESOURCES	FORMATS	TIMELINES
<p>9. Improve services for Dyslexic students and/or 504 students.</p> <ul style="list-style-type: none"> • Ensure that the District Dyslexia Plan aligns with the TEA State Plan and implement the plan. <ul style="list-style-type: none"> ○ Additional reading intervention for K-2 students demonstrating weaknesses on the TPRI or another approved assessment and daily pullout. ○ Inform parents of additional reading intervention provided to students in Grades K-2 and describe the programs/services being provided. ○ Use multiple assessments to identify students demonstrating characteristics of dyslexia and/or related disorders. ○ Provide modifications/accommodations for students identified with dyslexia and/or related disorders. • Continue the dyslexia and 504 identification procedures and services to ensure alignment with the district dyslexia plan. 	<p>Principal</p>	<p>Local funds Region II ESC District Dyslexia Plan</p>	<p>Referrals Schedule of services Lesson plans with modifications/accommodations Mastery tests Benchmark tests Staff development (agendas, sign-in sheets)</p>	<p>6 weeks e e k s S e m e s t e</p>

STRATEGIES	PERSON(S)	RESOURCES	FORMATS	TIMELINES
<p>10. Address identified needs in the Gifted and Talented (GT) program.</p> <ul style="list-style-type: none"> • Align G/T curriculum with regular education TEKS to ensure differentiation of instruction and assignments with depth and complexity. • Provide G/T services in the 4 core area teachers with 30- hours G/T training and 6-hour annual update training. (TIA 14.04) • Ensure that G/T students have an opportunity to participate in all three instructional/learning patterns: <ul style="list-style-type: none"> ○ G/T students working with other G/T students ○ G/T students working with all other students ○ G/T students working independently (individually) • Ensure that G/T staff development is based on the G/T Needs Assessment. • 2022-2023 G/T focus <ul style="list-style-type: none"> ○ Curriculum 	<p>Principal</p>	<p>G / T f u n d s A ll t</p>	<p>Lesson Plans (Indicate differentiation for G/T students)</p> <p>Advanced-level products/student portfolios</p> <p>Schedule of services (3 Instructional Patterns)</p>	<p>Weekly</p> <p>6 weeks</p> <p>Weekly</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>11. Address identified needs in the Special Education program.</p> <ul style="list-style-type: none"> • Disaggregate STAAR scores for all special education students and focus on objective weaknesses below 80% answered correctly in all subject areas tests (Reading, Writing, Math, and Science). • Analyze data to monitor 1% rule to ensure that special education students taking the STAAR do not exceed 1% taking a lower level STAAR or exemptions. • Provide update Comprehensive Analysis Process (CAP) training and identify areas of needs from the 5 CAP components: <ul style="list-style-type: none"> ○ Initial Evaluations ○ Re-evaluations ○ Least Restrictive Environment (LRE) * ○ Related Services ○ Transition • Focus on LRE for the 2022-2023 school year. • Provide staff development to all faculty and staff in modifications, confidentiality, and pre-referral process. • Implement each strategy for core subject areas into the Special Education program to ensure that special education students 	<p>Principal</p>	<p>Special Ed. funds</p> <p>Special Ed. teachers</p> <p>ESC</p> <p>Region II</p> <p>STAAR data</p> <p>STAAR Information Booklets</p> <p>STAAR workbooks</p>	<p>Lesson Plans</p> <ul style="list-style-type: none"> • Special ed. teachers incorporating TEKS • Regular ed. teachers incorporating modifications <p>Principal Observations</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Mastery tests</p> <p>Benchmark tests IEP progress</p>	<p>Weekly</p> <p>Week</p> <p>3 weeks</p> <p>week</p> <p>s</p> <p>6 weeks</p> <p>6 weeks</p> <p>November, February</p>
<p>12. Recruit, attract, and retain highly qualified staff.</p> <ul style="list-style-type: none"> • Ensure that paraprofessionals meet requirements of 2 years of college or pass a district-approved proficiency test to serve as instructional aides. • Utilize the Alternative Certification Program to ensure compliance with No Child Left Behind 	<p>Superintendent</p> <p>Principal</p>	<p>Region II ESC</p> <p>Title II, Part A \$6,215</p>	<p>Personnel</p> <p>Records</p> <p>Recruitment</p> <p>long</p>	<p>S</p> <p>e</p> <p>m</p> <p>a</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>13. Provide high quality staff development.</p> <ul style="list-style-type: none"> • STAAR training • Paraprofessional training to meet certification requirements • Mentoring • Training in core curriculum subject areas (STAAR) • Vertical teams • Classroom environments conducive to high achievement • Cooperative learning implemented to meet learning styles of students • Follow-up activities • Manipulatives used to teach concepts • Proven instructional strategies implemented based on current research and trends and effective practices to meet the diverse needs of students • Strategies implemented for working with diverse populations to eliminate gender bias 	<p>Principal</p>	<p>Region II ESC</p> <p>Title I, Part A funds \$2,000</p> <p>Title II, Part D funds \$360</p>	<p>Staff Development (Agendas, sign-in sheets, session evaluations)</p> <p>Lesson plans</p>	<p>As scheduled</p> <p>Weekly</p>
<p>14. Ensure that Title I School-wide planning includes the following 10 components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • Reform Strategies • Recruit and Retain Highly Qualified Staff • Quality Professional Development • Strategies For Attracting Highly Qualified Staff • Parental Involvement • Early School Transition Activities (14.07) <ul style="list-style-type: none"> ○ Transition/Orientation from preschool to elementary; elementary to secondary. • Teacher Use of Assessments or Teachers Making Assessment Decisions • Timely Assistance/Early Intervention • Coordination of Local, State, and Federal Services/Funds 	<p>Principal</p>	<p>SBDM Committee</p> <p>District/Campus Improvement Plan</p> <p>Region II ESC</p> <p>Disaggregated data</p> <p>Parental involvement records</p> <p>Personnel records</p>	<p>SBDM meetings (agendas, minutes, sign-in sheets) to assess progress of strategies</p>	<p>Monthly</p>

STRATEGIES	PERSON(	RESOURCE	FORMATI	TIMELINE
<p>15. Implement a Comprehensive Guidance Plan in accordance with the State Guidance Plan.</p> <ul style="list-style-type: none"> • Provide individual student counseling services • Continue to provide classroom guidance based on a recommended schedule. 	Principal	B r o c	Counselor’s log	Weekly
<p>16. Integrate technology throughout the instructional program at all grade levels and in all subject areas.</p> <ul style="list-style-type: none"> • Update all technology hardware and software as identified in the district comprehensive assessment. • Staff development for teachers <ul style="list-style-type: none"> ○ Integration of advanced technologies including emerging technologies into curricula and instruction and in using those technologies to create new learning environments ○ Professional development in the use of technology to lead to improvements in classroom instruction in the core academic subjects, including increasing student technology literacy, that effectively prepares students to meet the challenging state academic content standards and student academic standards ○ Professional development to retrieve Internet- based learning resources • Consider establish teacher/staff proficiency 	District Technology Coordinator	Websi te Regio n II ESC	Purchase orders/invoices Staff development (agendas, sign-in sheets)	Monthly As scheduled
<p>1.17. Provide library/media services.</p>	Principal	Teacher	Library Invoices	Fall Semester Spring

STRATEGIES	PERSON(S)	RESOURCES	FORMATIVE	TIMELINES
<p>18. Monitor student attendance to achieve state standards.</p> <ul style="list-style-type: none"> • Attendance Incentives • Parental contacts • Follow the Withdrawal Procedures for Leavers and Underreported Students 	Principal	Classroom	Attendance Report	<p>Monthly</p> <p>6 weeks</p>

Goal 2

Parents, community members and educators at La Gloria ISD and Elementary School will be active partners in the education of our students.

Performance Objectives:

In 2024-2025, parents/community involvement will increase on the following:

Volunteers

School/Parent Information Meetings

Federal programs collaborative meetings

Other special programs collaboration

Surveys/Forms returned

Summative Evaluations:

Membership and attendance rosters, District website, Parent/Community Involvement Rate

STRATEGIES	PERSON	RESOURCE	FORMAT	TIMELINE
<p>1. Provide opportunities for parental and community involvement.</p> <ul style="list-style-type: none"> • Communication and information dissemination • Family Education Nights • Inclusion in school-wide activities • Development of parent involvement policies/procedures and their effectiveness and the development of strategies to implement effective parental involvement • School-Parent compacts • SBDM committee membership for decision making and district/campus planning • Inclusion of parents in the development of school-wide program application • Involvement in the design, development, and implementation of drug use, violence prevention, and/or intervention programs and activities. • Materials provided in an understandable format in parents' primary language • Parent-Teacher conferences • Presentation to students' classes by parents and/or community members • School visits • Surveys/interviews • Transportation for parent involvement activities • Inclusion in the development and support of district/campus parent involvement 	<p>Principal</p>	<p>District Website Teachers Federal Programs planning meeting District Performance Report</p>	<p>Newsletters Parent volunteer log Parent attendance sheets/sign-in sheets at all school events</p>	<p>Month October November December January February March April May June July August September As scheduled</p>

Goal 3

La Gloria ISD and Elementary School will provide a safe, orderly environment that promotes successful student learning.

Performance Objective:

- Discipline referrals will decrease from 8 (#) in 2023-24 to 5 in 2024-25.
- Tobacco, alcohol, and other drug (TAOD) offenses will decrease from 0 in 2023-24 to 0 in 2024-25.
- Incidents of violence will decrease from 0 in 2023-24 to 0 in 2024-2025.

Summative Evaluations:

PEIMS 425 Discipline Report, SDFSC Annual Program Evaluation, Gun Possession Act Report

STRATEGIES	PERSON (S)	RESOURCES	FORMATS	TIMELINES
<p>1. Implement the Crisis Management Plans. (TIA 14.09)</p> <ul style="list-style-type: none"> • Conflict resolution • Suicide prevention • Violence prevention • Provide training on the contents in the Crisis Plan and update based on needs identified during the training. • Bus Evacuation • TADD Bullvina Prevention 	Principal	Safe, Bully-Free and Drug-Free Committee	Crisis update sessions Disaster/crisis drills	S e m
<p>2. Provide a curriculum to expand the aware of the dangers of tobacco, alcohol, and other drugs.</p> <ul style="list-style-type: none"> • Ensure that drug awareness programs throughout elementary • Complete the Title IV Matrix to ensure that alcohol and drug activities are occurring at all grade levels. • Provide Title IV Safe and Drug-Free Schools and Communities services 	Principal	Student Council Red Ribbon Week Guest	Calendar of events	Monthly

STRATEGIES	PERSON (S)	RESOURCE S	FORMATI VE	TIMELINE S
<p>4. Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiative.</p> <ul style="list-style-type: none"> • 7 Modules <ul style="list-style-type: none"> ○ Legislative Issues ○ School and Classroom Interventions ○ Positive Behavior Supports ○ Time Out ○ Severe Behavior ○ Acting Planning ○ Restraint Training • Provide in-house training to all personnel in restraint. (TIA 14.04) 	Principal	Special Ed. SSA Trainer of Trainers	Training schedules	Semester
<p>3.5 Character education will be implemented within the classroom by all teachers, Grades K-6.</p>	Principal	C h a r a	Lesson plans	Weekly Daily
<p>3.6 Maintain, monitor, and evaluate facilities to provide an environment that is conducive to learning.</p>	School Board <u>Reporter</u> Superintende nt	Local funds Facility Needs Assessme nt	Facility Progres s Reports Maint enan ce recor ds	Monthly

Summary of FTEs by Program

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PROGRAM	FTE	FTE	FTE
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