District Improvement Plan

2023-2024

Mission Statement

Somerset Academy Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment.

Our Beliefs:

- S - Set high expectations
- O - Objective
- M - Meaningful curriculum
- E - Effective
- R - Resourceful and responsible life-long learners
- S - Students who achieve proficiency and beyond
- E - Evaluate continuously and use data to drive curriculum.
- T - Teachers who are highly qualified.

Our Core Principles:

- Effective school leaders
- Highly qualified staff
- Data assessments to drive curriculum and educational focus
- Safe and secure learning environments
- Effectual governing boards
- Research-based curriculum
- Balanced budgets to ensure resources for student achievement, and teacher efficiency.
- Teamwork with stakeholders: community leaders, parents, students, teachers, administration and governing board
- Continuous improvement as the main focal point
- Communications among all Somerset leaders
- Teacher training and mentoring throughout the academic year

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Goals

Goals

Goal 1: Engage families and the community to support student achievement and enhance district goals.

Performance Objective 1: Engage with parents, community members, staff, students, and business partners.

Evaluation Data Sources: Records of Engagement Activities, District and School Newsletters, Social Media Engagement

Strategy 1 Details	Formative Reviews	
Strategy 1: Engage stakeholders in the development of a strategic communications plan.	**Formative**	
Strategy's Expected Result/Impact: Build relationships and trust with all key stakeholders. **Staff Responsible for Monitoring:** Superintendent, Director of Communication	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Communicate with families frequently including expansion of academic interventions, ongoing academic focus on writing and mathematics, and social-emotional learning activities.	**Formative**	
Strategy's Expected Result/Impact: Increased knowledge of district focus areas. **Staff Responsible for Monitoring:** Superintendent, Director of Communication	**Jan**	**May**

Strategy 3 Details	Formative Reviews	
Strategy 3: Identify and implement strategies to incorporate student voice at the campus and district level including the launch of the Superintendent's Student Advisory Committee.	**Formative**	
Strategy's Expected Result/Impact: Provides students a chance to share their experiences and voice their opinions, staff gain insights into best ways to engage with students. **Staff Responsible for Monitoring:** Deputy Superintendent	**Jan**	**May**

Strategy 4 Details	Formative Reviews	
Strategy 4: Communicate unique program opportunities for students. ECHS, SLAM Academic focus.	**Formative**	
Strategy's Expected Result/Impact: Increased knowledge of district programs promotes student engagement and increased enrollment. **Staff Responsible for Monitoring:** Deputy Superintendent	**Jan**	**May**

Strategy 5 Details	Formative Reviews	
Strategy 5: Continue monthly newsletter to share district information with key community members and post on district website for parents and others to view.	**Formative**	
Strategy's Expected Result/Impact: Newsletter provides timely information to parents and community stakeholders. **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Communications	**Jan**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2: Increase opportunities for family engagement at the campus level.

Evaluation Data Sources: Sign-In Sheets, Parent Involvement Survey Data

Strategy 1 Details	Formative Reviews	
Strategy 1: Continue Parent/Family Program to support parental involvement including the development of early childhood students. Title I Family nights, PreK Parent/Family Night, Curriculum Showcase, and Family Festivals.	**Formative**	
Strategy's Expected Result/Impact: Higher achievement for students	**Jan**	**May**
Staff Responsible for Monitoring: Deputy Superintendent, Campus Principals		
Funding Sources: Title I Parent Involvement		

Strategy 2 Details	Formative Reviews	
Strategy 2: Develop a Parent University on each campus. Parent University goals include Parent Portal, Tips for homework help, navigating course selections, sports, clubs, and post K-12 education.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Increased student achievement, family relationships with school staff.		
Staff Responsible for Monitoring: Deputy Superintendent		
Funding Sources: Funding for salaries - American Rescue Plan (ARP/ESSER III), Funding for salaries - ESSER II		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2:

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

> **Performance Objective 1:** Analyze human resources systems and processes to support teacher recruitment, induction, and retention.
>
> **Evaluation Data Sources:** Teacher Turnover Rate Exit Interviews, Staff Satisfaction Surveys, On boarding Survey

Strategy 1 Details	Formative Reviews	
Strategy 1: Strengthen current hiring processes to onboard more high quality candidates through efficient pre-screening/screening structures, interviewing protocols and final review checks.	**Formative**	
Strategy's Expected Result/Impact: Hiring processes ensure that hiring managers can efficiently screen viable candidates, use rigorous interviewing tools, and recommend quality candidates in a timely manner	**Jan**	**May May**
Staff Responsible for Monitoring: School Leaders, HR Support		
Strategy 2 Details	**Formative Reviews**	
Strategy 2: Develop a New Teacher Academy district wide.	**Formative**	
Strategy's Expected Result/Impact: Improved teacher retention and support	**Jan**	**May**
Staff Responsible for Monitoring: Academic Specialist, School Leaders		
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue		

Goal 2:

Performance Objective 2: Implement innovative solutions and strategies for teacher recruitment, induction and retention.

Evaluation Data Sources: Teacher Turnover Rate, Number of Teachers Recruited, Teacher Satisfaction Surveys

Strategy 1 Details	Formative Reviews	
Strategy 1: Apply and implement Teacher Incentive Allotment plan.	**Formative**	
Strategy's Expected Result/Impact: Increase student achievement, retain highly effective teachers **Staff Responsible for Monitoring:** HR Support, Academic Specialist, Deputy Superintendent **Funding Sources:** Teacher Incentive Allotment	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Develop a "Grow Your Own" program to promote current staff members to pursue Bachelor of Education degrees	**Formative**	
Strategy's Expected Result/Impact: Increase in highly qualified instructional staff members **Staff Responsible for Monitoring:** HR, Deputy Superintendent, Academic Specialist	**Jan**	**May**

Strategy 3 Details	Formative Reviews
Strategy 3: Research, design and implement innovative recruitment strategies using social media and website.	**Formative**

	Jan	May
Strategy's Expected Result/Impact: Improve recruitment of hard-to-fill positions including classroom teachers, bilingual educators, substitutes, and support staff **Staff Responsible for Monitoring:** HR, Deputy Superintendent, School Leaders		

Strategy 4 Details	Formative Reviews
Strategy 4: Recruit high school students who receive the paraprofessional certification and help them transition into college and university education programs for teaching.	**Formative**

	Jan	May	May
Strategy's Expected Result/Impact: Develop pipeline of paraprofessionals to become classroom teachers **Staff Responsible for Monitoring:** School Leaders, HR			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Recruit, develop, and retain highly qualified teachers and staff to increase the percentage of teachers with more than five years of experience and decrease the turnover rate.

Performance Objective 3: Develop and implement a professional development plan to support increased student achievement.

Evaluation Data Sources: Professional Development Plan, Sign-In Sheets, Session Survey Results, Increased Knowledge and Skills of Effective Instructional Strategies, T-TESS Results

Strategy 1 Details	Formative Reviews	
Strategy 1: Implement Reading Academy participation and completion.	**Formative**	
Strategy's Expected Result/Impact: Teachers and principals have increased knowledge and skills in the science of reading instruction **Staff Responsible for Monitoring:** HR, School Leaders, Region 20 coordinator	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Data-Driven Instruction led by district curriculum coordinators, instructional coaches, and school leaders. Data-driven instructional planning, in-class instructional support, and professional development for teachers.	**Formative**	
Strategy's Expected Result/Impact: Schedule to ensure all campuses have access to instructional coaches as needed and schedule for DDI training and campus implementation plans **Staff Responsible for Monitoring:** Deputy Superintendent, Academic Specialist	**Jan**	**May**

Strategy 3 Details	Formative Reviews	

Strategy 3: Coaching professional development to onboard new leaders to increase the effectiveness of observation and feedback and focus on strengthening knowledge and skills of principals, assistant principals, instructional specialists, and district leaders.
 	
    Strategy's Expected Result/Impact: Observation and feedback schedules and coaching scripts to increase effectiveness of feedback given to teachers
 	
    Staff Responsible for Monitoring: Deputy Superintendent, Academic Specialist, School Leaders
	Formative	

	Jan	**May**

Strategy 4 Details	Formative Reviews	

Strategy 4: Provide initial professional development for new staff and leaders around lesson planning, processes, and protocols.
 	
    Strategy's Expected Result/Impact: Creation of aligned lesson plans that include effective objectives, aligned formative checks, and reteach plans to support effective Tier I instruction
 	
    Staff Responsible for Monitoring: Deputy Superintendent, Academic Specialist, and School Leaders
	Formative	

	Jan	**May**

Strategy 5 Details	Formative Reviews	

Strategy 5: Provide job-embedded, practice-based professional development based on campus needs to support the district's initiatives. Using the Somerset Network of Support Specialist, train campus leaders on how to identify ways to support teachers through high leverage action steps.
 	
    Strategy's Expected Result/Impact: Learning and application of new skills to support implementation in high-leverage action steps to support teacher growth and increased student achievement.
 	
    Staff Responsible for Monitoring: Deputy Superintendent, Academic Specialist, and School Leaders
	Formative	

	Jan	**May**

Strategy 6 Details	Formative Reviews	
Strategy 6: Use student achievement data to develop a summer professional development plan. The plan will provide differentiated opportunities for teachers based on experience level and need. **Strategy's Expected Result/Impact:** Digital and/or print document outlining summer professional development offerings **Staff Responsible for Monitoring:** Deputy Superintendent, Academic Specialist, and School Leaders	**Formative**	
	Jan	**May**

Strategy 7 Details	Formative Reviews	

Strategy 7: RTI/MTSS: Provide training to academic intervention teachers to support the implementation of small group instruction in literacy and mathematics.
    Strategy's Expected Result/Impact: Systemized interventions implemented for small group remediation
    Staff Responsible for Monitoring: Director of Student Services, Academic Specialist
	Formative	

	Jan	**May**

Strategy 8 Details	Formative Reviews	

Strategy 8: Develop web-based, flexible professional development offerings to respond to problems of practice. Frontline Solutions
    Strategy's Expected Result/Impact: Flexible, real-time professional development provided to address teacher needs
    Staff Responsible for Monitoring: Director of Communication, Deputy Superintendent
	Formative	

	Jan	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3:

Goal 3: Ensure vetted and viable curriculum, customized to the needs of the district.

    Performance Objective 1: Continue to refine the district's scope and sequence curriculum documents.

    Evaluation Data Sources: Curriculum Documents for Core Content Areas, STAAR Data, SAT/ACT Results

Strategy 1 Details	Formative Reviews	
Strategy 1: Convene groups of content and grade level teachers to provide feedback and revise curriculum documents.	**Formative**	
Strategy's Expected Result/Impact: Teachers provide feedback to refine scope and sequence document based on experiences during the first year of implementation **Staff Responsible for Monitoring:** Academic Specialist	**Jan**	**May**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		

Performance Objective 2: Evaluate and revise the district's assessment program to measure the effectiveness of curriculum and instructional delivery.

Evaluation Data Sources: Local Assessment Data, STAAR Assessments

Strategy 1 Details	Formative Reviews	
Strategy 1: Continue to develop and refine progress monitoring programs including iReady, MCLASS, Sirius, CERT, NWEA, etc…	**Formative**	
Strategy's Expected Result/Impact: Schedule of assessments to include the number of assessments, timeline for administration of each assessment, and leverage areas for each assessment	**Jan**	**May**
Staff Responsible for Monitoring: District Testing Coordinator, Campus Testing Coordinators		

Strategy 2 Details	Formative Reviews	
Strategy 2: Continue to use TEA interim assessments to identify areas of instructional focus and interventions at each school.	**Formative**	
Strategy's Expected Result/Impact: Greater alignment to the state testing system and achievement predictability	**Jan**	**May**
Staff Responsible for Monitoring: District Testing Coordinator, Campus Testing Coordinators		

Strategy 3 Details	Formative Reviews	
Strategy 3: Provide support to campus leadership teams to use data to determine instructional adjustments and targeted interventions for students in need of additional support.	**Formative**	
Strategy's Expected Result/Impact: Student achievement data drives campus and/or student-specific interventions	**Jan**	**May**
Staff Responsible for Monitoring: Academic Specialist		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Ensure a guaranteed and viable curriculum, customized to the needs of the district.

Performance Objective 3: Review, refine, and clearly communicate the district's literacy program including resources, data collection techniques, and interventions.

Evaluation Data Sources: Student Achievement on Literacy Assessments, STAAR Achievement Data, Board-Adopted Plans and Goals for Early Childhood Literacy and Math Proficiency

Strategy 1 Details	Formative Reviews	
Strategy 1: Professional development plan for effective literacy instruction for middle school teachers. Focus on increasing student interest and engagement in reading, increasing student time reading and discussing literature. Teachers will also learn strategies for small group instruction time during the reading block.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective literacy instruction for middle school RLA **Staff Responsible for Monitoring:** Academic Specialist and Instructional Coaches		

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Goal 3:

Performance Objective 4: Develop, implement, and clearly communicate the district's program for math instruction.
Evaluation Data Sources: Professional development plans, improved tier 1 planning and instruction for math, math assessment data

Strategy 1 Details	Formative Reviews	
Strategy 1: Collaborate with ESC Region 20 and math consultants to develop a comprehensive framework for elementary math instruction and teacher training.	**Formative**	
Strategy's Expected Result/Impact: Increased proficiency in lesson planning for tier 1 instruction, response to data, and increased student performance in math	**Jan**	**May**
Staff Responsible for Monitoring: Academic Specialist and Instructional Coaches		

Strategy 2 Details	Formative Reviews	
Strategy 2: Develop and implement a professional development plan for secondary math teachers focused on explicit instruction.	**Formative**	
Strategy's Expected Result/Impact: Increased proficiency in lesson planning for tier 1 instruction, response to data, and increased student performance in math	**Jan**	**May**
Staff Responsible for Monitoring: Academic Specialist and Instructional Coaches		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3:

Performance Objective 5: Review and refine district and campus processes for course selections, scheduling, and sequencing to ensure fidelity with attendance accounting, consistency, and clear communication to students and families.

Evaluation Data Sources: Audit of Transcripts, PEIMS Attendance Accounting Data, Master Schedules

Strategy 1 Details	Formative Reviews	
Strategy 1: Monitor student attendance in dual credit courses to ensure compliance with state attendance accounting guidelines.	**Formative**	
Strategy's Expected Result/Impact: Report outlining all students currently taking dual credit courses, the number of minutes in attendance overall, and the number of minutes on campus each day of week	**Jan**	**May**
Staff Responsible for Monitoring: PEIMS coordinator, School Leaders, CCMR		

Strategy 2 Details	Formative Reviews	
Strategy 2: Continue training for secondary counselors including academic advising, transcript process for incoming students, and separation of class rank calculations from academic advising.	**Formative**	
Strategy's Expected Result/Impact: Accurate transcripts and 4 year graduation plans in place for each student	**Jan**	**May**
Staff Responsible for Monitoring: PEIMS coordinator, School Leaders, CCMR		

Strategy 3 Details	Formative Reviews	
Strategy 3: Review and continue to refine and revise course planning guide, ensuring alignment to ECHS and SLAM tracks (LOCAL).	**Formative**	
Strategy's Expected Result/Impact: Updated course planning guide	**Jan**	**May**
Staff Responsible for Monitoring: Deputy Superintendent, School Leaders, CCMR		

Strategy 4 Details	Formative Reviews	
Strategy 4: Align middle and high school core courses, including middle school courses offered for high school credit, and elective courses to provide consistency among campuses.	**Formative**	
Strategy's Expected Result/Impact: Equity and alignment of courses at the secondary level	**Jan**	**May**
Staff Responsible for Monitoring: School Leaders, CCMR		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings.

Performance Objective 1: Increase the knowledge and skills of administrators, teachers, and professional staff in understanding the changes to the state and federal accountability systems.

Evaluation Data Sources: Increased Student Achievement on STAAR and Domain Indicators including CCMR

Strategy 1 Details	Formative Reviews	
Strategy 1: Continue to train district and campus leaders to understand and develop systems to monitor progress on state and federal accountability systems and clarify any misconceptions.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: District and campus leaders have clear understanding of accountability system allowing them to identify areas of focus to improve and areas to leverage improvement in student achievement **Staff Responsible for Monitoring:** Director of Accountability		

Strategy 2 Details	Formative Reviews	
Strategy 2: Conduct training on understanding the TELPAS testing system, how to interpret data reported on the TAPR for federal accountability standards, and developing campus monitoring systems to track student progress.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Use of data to develop interventions for applicable students, identify strategies to support successful TELPAS testing in primary grades **Staff Responsible for Monitoring:** District Testing Coordinator, ESL Coordinator		

Strategy 3 Details	Formative Reviews	
Strategy 3: Provide technical assistance at each campus to develop increased knowledge of state and federal accountability systems and set student achievement goals.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Director of Accountability		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Develop and implement plans, systems and processes to support improved campus A-F ratings

Performance Objective 2: Develop strategies to evaluate, monitor, and improve the College, Career, and Military Readiness (CCMR) graduate indicators.

Evaluation Data Sources: TSI Scores, ACT/SAT Scores, Advanced Placement Scores, Data on Number of Students Earning National Certifications, Dual Credit Course Completion Rates, Military Enlistment Data, Board-Adopted Plans and Goals for CCMR

Strategy 1 Details	Formative Reviews	
Strategy 1: Ensure that CTE students earn an industry-based certification and complete an aligned program of study according to new accountability guidelines that go into effect for the 2022-2023 school year.	**Formative**	
Strategy's Expected Result/Impact: Accurate coding for students meeting CCMR through dual credit or advanced courses **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Accountability	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Review and refine board-adopted plans and goals for CCMR.	**Formative**	
Strategy's Expected Result/Impact: Feedback received from board, plan and goals adopted, compliance with HB 3 **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Accountability	**Jan**	**May**

Strategy 3 Details	Formative Reviews	
Strategy 3: Implement a TSI testing plan focused on common testing practices and schedules across campuses.	**Formative**	
Strategy's Expected Result/Impact: Testing processes administered according to College Board guidelines, consistent and accurate TSI testing, and more students tested at the appropriate time **Staff Responsible for Monitoring:** Deputy Superintendent, CCMR	**Jan**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 1: Improve the district's four-year graduation rate through the development and implementation of research-based dropout prevention strategies.

Evaluation Data Sources: Disaggregated Dropout Rates by Campus and District, STAAR End-of-Course Exam Results, Attendance Records

Strategy 1 Details	Formative Reviews	
Strategy 1: Continue to evaluate attendance monitoring and intervention strategies by coordinating with various departments (SPED, Homeless, ELL, etc.) through cohort meetings to create personalized plans for students with excessive absences.	**Formative**	
Strategy's Expected Result/Impact: Increased student attendance, individual plans in place for students with excessive absences	**Jan**	**May**
Staff Responsible for Monitoring: Deputy Superintendent, Director of IT, School Leaders		

Strategy 2 Details	Formative Reviews	
Strategy 2: Continue to evaluate knowledge and skills of ESL teachers and campus administrators to inform professional development and curriculum planning, including instructional resources.	**Formative**	
Strategy's Expected Result/Impact: Develop plans to increase teacher and leader knowledge and skills of effective instructional strategies to support Bilingual/ESL students	**Jan**	**May**
Staff Responsible for Monitoring: Director of Student Services, ESL Coordinator		

Strategy 3 Details	Formative Reviews

Strategy 7: Develop and implement plans for the transition of students from 5th to 6th grade and 8th to 9th grade. Explore the use of a mentoring program for freshman students at the high school level.	Formative	
	Jan	May
Strategy's Expected Result/Impact: Address patterns and issues related to poor academic progress and dropout prevention **Staff Responsible for Monitoring:** Deputy Superintendent, School Leaders		

Strategy 4 Details	Formative Reviews

Strategy 4: Continue system for post-secondary conferences with students. Individual conferences will provide an opportunity for counselors to discuss possible CTE certifications, opportunities for advanced or dual credit courses, and military options based on individual student interest and academic level of achievement.	Formative	
	Jan	May
Strategy's Expected Result/Impact: Students establish post-secondary plans, receive information about Texas On-Course as a means to explore other post-secondary options, decrease in dropout rate **Staff Responsible for Monitoring:** Deputy Superintendent, School Leaders, CCMR		

Strategy 5 Details	Formative Reviews

Strategy 5: Engage families with student goal setting, implementing support, and responding to feedback related to student performance and attendance with at least formalized conferences in October and February.	Formative	
	Jan	May May
Strategy's Expected Result/Impact: Parent support results in increased student achievement and decreased dropout rate **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Student Services		

Strategy 6 Details	Formative Reviews		

Strategy 6: Continue to evaluate and enhance wrap around services provided to students at-risk of dropping out of school to determine which services have the greatest impact. Determine where gaps exist and plan for improved support.
    Strategy's Expected Result/Impact: Students receive services to support overall well-being
    Staff Responsible for Monitoring: Deputy Superintendent, Director of Student Services
	Formative		

	Jan	**May**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 2: Systematize processes, procedures, and instructional services for Special Education students to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: Special Education Manual, Student Achievement Data, Improved Special Education Compliance

Strategy 1 Details	Formative Reviews	
Strategy 1: Partner with the curriculum department to train campus and district special education leaders on what to look for when conducting learning walks of special education classrooms. Data from learning walks will be used to identify instructional needs and provide support for individual teachers.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Support special education teachers and campus leaders in the areas of instructional planning, knowledge of students and student learning, content knowledge and expertise, learning environment, data driven practices, and professional practices and responsibilities **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Student Services		

Strategy 2 Details	Formative Reviews	
Strategy 2: Assist special education teachers in lesson planning and the effective use of curriculum resources to increase student achievement.	**Formative**	
Strategy's Expected Result/Impact: Increased student achievement and performance ratings on local and state assessments **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Student Services	**Jan**	**May**

Strategy 3 Details	Formative Reviews	
Strategy 3: Provide professional development to special education teachers and special education service providers related to the development of present levels of academic achievement and functional performance, as well as individualized education plan goals and objectives that support individualized student needs and facilitate the achievement of appropriate grade-level TEKS.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Increase special education teachers and service providers knowledge and skills in the area of IEP Development to support individualized student needs **Staff Responsible for Monitoring: Deputy Superintendent,** Director of Student Service		

Strategy 4 Details	Formative Reviews	
Strategy 4: Continue to provide training and coaching to campus administrators and staff to support the implementation of curriculum and instruction in all self-contained classrooms.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Support administrators, teachers and paraprofessionals in the implementation of Life Skills and LEAPERS programs **Staff Responsible for Monitoring:** Director of Student Services, School Leaders		

Strategy 5 Details	Formative Reviews	
Strategy 5: Analyze endorsements for special education students, CCMR, and graduation rate data for areas in need of improvement. Establish goals to ensure that special education students are challenged, have clear pathways and graduate from high school.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Special education students graduate at highest levels with a clear path post secondary **Staff Responsible for Monitoring:** Director of Student Services, School Leaders		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 3: Systematize processes, procedures, and instructional services for students in Bilingual/ESL to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: TELPAS Results, STAAR Data, Dropout Rates, Bilingual/ESL Teacher Certifications

Strategy 1 Details	Formative Reviews	
Strategy 1: Implement a sustainable Bi-Lingual Program	**Formative**	
Strategy's Expected Result/Impact: Students will become proficient in Spanish and English, becoming bi-literate **Staff Responsible for Monitoring:** Director Student Services, Academic Specialist, School Leaders, ESL Coordinator	**Jan**	**May**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 4: Systematize processes, procedures, and instructional services for Dyslexia and Section 504 to ensure state and federal compliance and increased student achievement.

Evaluation Data Sources: Number of Students Served, Student Achievement Data, Compliance with State and Federal Guidelines

Strategy 1 Details	Formative Reviews	
Strategy 1: Provide annual training to dyslexia staff, 504 coordinators, and campus administrators to review the updated Texas Education Agency Dyslexia Manual, which outlines screening procedures for students with indicators of possible Dyslexia or 504 needs.	**Formative**	
Strategy's Expected Result/Impact: Shared understanding of Dyslexia and 504 screening protocols between district and campus leaders and teachers **Staff Responsible for Monitoring:** Director of Student Services, School Leaders	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Review the state's dyslexia rubric and make adjustments as needed in preparation for planned TEA compliance and monitoring visit.	**Formative**	
Strategy's Expected Result/Impact: Meet TEA compliance for dyslexia **Staff Responsible for Monitoring:** Director of Student Services, School Leaders	**Jan**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 5: Monitor and refine the Response to Intervention (RtI) plan to support increased student achievement.

Evaluation Data Sources: STAAR Data, Graduation Rates, Dropout Rates, Targeted Intervention Plans in eSPED, Local Progress Monitoring Measures

Strategy 1 Details	Formative Reviews	
Strategy 1: Continue the use of the district's universal screener for K-8 Reading and Mathematics (iReady), K-2 Reading (MCLASS), NWEA Science. Implement protocols for data analysis and action plans with fidelity.	**Formative**	
Strategy's Expected Result/Impact: Establish a base line of student achievement data to determine student progress and growth toward STAAR and measure growth over time **Staff Responsible for Monitoring:** Director of Accountability, Director of Student Services	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Continue to provide additional staffing and instructional resources to support Tier II and Tier III interventions.	**Formative**	
Strategy's Expected Result/Impact: Increased support for students in need of interventions **Staff Responsible for Monitoring:** Academic Specialist, Director of Student Services	**Jan**	**May**

Strategy 3 Details	Formative Reviews	
Strategy 3: Continue to provide training for Tier 3 intervention programs. Monthly PLCs will be conducted to ensure expectations are being met and to address instructional needs.	**Formative**	
Strategy's Expected Result/Impact: Intervention programs implemented with fidelity, increased student achievement **Staff Responsible for Monitoring:** Director of Student Services, School Leaders, RTI specialists	**Jan**	**May**

Strategy 4 Details	Formative Reviews	
Strategy 4: Use local progress monitoring assessments to analyze student achievement data to determine the impact of interventions.	**Formative**	
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Director of Student services, School Leaders	**Jan**	**May**

Strategy 5 Details	Formative Reviews	
Strategy 5: Continue to calibrate on the selection criteria for students to be served in interventions. Develop RTI Manual.	**Formative**	
Strategy's Expected Result/Impact: Increased student achievement, clear RtI systems implemented with fidelity **Staff Responsible for Monitoring:** Director of Student Services, Academic Specialist, School Leaders	**Jan**	**May**

Strategy 6 Details	Formative Reviews	
Strategy 6: Implement Saturday School, extended school year, and after school interventions for students who are at risk of failing or losing academic credit due to failing grades/state assessment or truancy and attend conferences or training for additional information for research-based interventions for classrooms and funding that is available for RTI.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Recovery of academic credits **Staff Responsible for Monitoring:** Director of Student Services, School Leaders		

Strategy 7 Details	Formative Reviews	
Strategy 7: Meet House Bill 4545 compliance with the 30 hour accelerated instruction requirement for students who failed STAAR.	**Formative**	
Strategy's Expected Result/Impact: Meet TEA compliance, increased student achievement **Staff Responsible for Monitoring:** Director of Student Services, Academic Specialist, School Leaders	**Jan**	**May** **May**

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Coordinate the entire instructional program, including federal resources, to support increased student achievement for all student groups.

Performance Objective 7: Ensure students are aware of and have an understanding of opportunities afforded them through CTE courses of study.

Evaluation Data Sources: Number of Certifications Earned, CCMR Data, Number of Students Participating in CTE Programs, Budget Reports

Strategy 1 Details	Formative Reviews	
Strategy 1: Identify strategies to ensure that students are completing a sequence of courses within a program of study and achieving a workforce certification.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Increase in number of certifications achieved in programs of study **Staff Responsible for Monitoring:** Deputy Superintendent, CCMR		

Strategy 2 Details	Formative Reviews	
Strategy 2: Review CTE middle school offerings and their alignment to programs of study.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Students understand and identify their preferred programs of study early to continue through high school **Staff Responsible for Monitoring:** Deputy Superintendent, CCMR		

Strategy 3 Details	Formative Reviews	
Strategy 3: Expand and refine transition activities for incoming ninth graders through orientation events, tours, scheduling assistance, etc.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Students identify a program of study and complete a sequence of courses as a part of a four-year plan **Staff Responsible for Monitoring:** Deputy Superintendent, CCMR		

Strategy 4 Details	Formative Reviews
Strategy 4: Increase CTE certification passing rates by focusing on literacy strategies to improve vocabulary, reading fluency, and comprehension.	**Formative**

	Jan	May
Strategy 4: Increase CTE certification passing rates by focusing on literacy strategies to improve vocabulary, reading fluency, and comprehension. 　　**Strategy's Expected Result/Impact:** Increase in CTE certifications 　　**Staff Responsible for Monitoring:** Deputy Superintendent, CCMR		

Strategy 5 Details	Formative Reviews
Strategy 5: Enhance project based learning opportunities through participation in community service projects for students in CTE Career Academies.	**Formative**

	Jan	May
Strategy 5: Enhance project based learning opportunities through participation in community service projects for students in CTE Career Academies. 　　**Strategy's Expected Result/Impact:** Increased co-curricular opportunities that can improve opportunities for employment and scholarships beyond high school 　　**Staff Responsible for Monitoring:** Deputy Superintendent, CCMR		

Strategy 6 Details	Formative Reviews
Strategy 6: Build partnerships with local businesses that align with student certification pathways.	**Formative**

	Jan	May
Strategy 6: Build partnerships with local businesses that align with student certification pathways. 　　**Strategy's Expected Result/Impact:** Increase student certifications, internships, and local employment opportunities 　　**Staff Responsible for Monitoring:** Deputy Superintendent, CCMR		

0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue

Goal 6:

Goal 6: Create and sustain safe and supportive learning environments.

Performance Objective 1: Implement strategies to support the safety and well-being of students.

Evaluation Data Sources: Training Sign-In Sheets, Number and Type of Anonymous Reports, Professional Development Calendar

Strategy 1 Details	Formative Reviews	
Strategy 1: Comply with new state safety and reporting requirements, ensuring the Emergency Operations Plan is updated annually and meets state criteria.	**Formative**	
Jan	**May**
Strategy's Expected Result/Impact: New safety requirements implemented, EOP is in compliance with state requirements, procedures clearly communicated across district **Staff Responsible for Monitoring:** Deputy Superintendent School Leaders		

Strategy 2 Details	Formative Reviews	
Strategy 2: Purchase and implement an emergency software system to support the documentation of drills, intruder assessments, threat assessment and reunification processes.	**Formative**	
Jan	**May**
Strategy's Expected Result/Impact: Greater efficiency in the implementation of best practices to support safety **Staff Responsible for Monitoring:** Deputy Superintendent School Leaders		

Strategy 3 Details	Formative Reviews	
Strategy 3: Expand the use of an anonymous reporting system for students, parents, and/or others to report incidents of bullying or other unsafe behaviors. Ensure the program is widely communicated.	**Formative**	
Jan	**May**
Strategy's Expected Result/Impact: Anonymous reporting system used to support school safety **Staff Responsible for Monitoring:** Deputy Superintendent School Leaders		

Strategy 4 Details	Formative Reviews	
Strategy 4: Continue implementation of processes for the use of campus threat assessment teams.	**Formative**	
Strategy's Expected Result/Impact: Threat assessment teams implemented with fidelity at all campuses **Staff Responsible for Monitoring:** Deputy Superintendent School Leaders	**Jan**	**May**

Strategy 5 Details	Formative Reviews	
Strategy 5: Conduct regular district safety committee meetings to review processes, systems and training.	**Formative**	
Strategy's Expected Result/Impact: Improved school safety **Staff Responsible for Monitoring:** Deputy Superintendent School Leaders	**Jan**	**May**

Strategy 6 Details	Formative Reviews	
Strategy 6: Update School Board Policies to include Mental Health, Substance Abuse, Coping Mechanisms, Grief-Informed Care, Trauma-Informed Care practices, suicide prevention, dating violence prevention, guidelines for victims, sexual harassment, retaliation, human trafficking, and age-appropriate educational materials	**Formative**	
Strategy's Expected Result/Impact: Process and procedures to ensure student safety **Staff Responsible for Monitoring:** Deputy Superintendent, District Team, School Leaders	**Jan**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

Goal 7:

Goal 7: Evaluate, develop and/or refine district processes and systems.

Performance Objective 1: Continue to increase staff knowledge and skills to support improved processes and use of student management software (Ascender, Frontline, Eduphoria, Aires) for online student registration, enrollment verification, attendance and secondary course selection.

Evaluation Data Sources: Streamlined Online Processes for Student Registration, Enrollment Verification, Attendance and Secondary Course Selection

Strategy 1 Details	Formative Reviews	
Strategy 1: Implement and develop training plans for best practices for student management and business information software system.	**Formative**	
Strategy's Expected Result/Impact: System used fully to support district operations	**Jan**	**May**
Staff Responsible for Monitoring: Director of PEIMS, Director of IT and Communication, Deputy Superintendent		
Strategy 2 Details	**Formative Reviews**	
Strategy 2: Conduct weekly meetings to review leaver coding for high schools to ensure accurate dropout rate data.	**Formative**	
Strategy's Expected Result/Impact: Accurate coding and development of plans to contact students	**Jan**	**May**
Staff Responsible for Monitoring: Director of Accountability, Director of PEIMS, CCMR, School Leaders		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7:

Performance Objective 2: Improve district and campus websites.

Evaluation Data Sources: Information on Websites, Analytics on Website Access and Use

Strategy 1 Details	Formative Reviews	
Strategy 1: Train campus and department webmasters in content management system, website accessibility, and district expectations.	**Formative**	
Strategy's Expected Result/Impact: Updated, accessible websites **Staff Responsible for Monitoring:** Director of IT and Communications	**Jan**	**May**
Strategy 2 Details	**Formative Reviews**	
Strategy 2: Remove outdated content from district and campus websites.	**Formative**	
Strategy's Expected Result/Impact: Updated information provided on district and campus websites **Staff Responsible for Monitoring:** Director of IT and Communications	**Jan**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 8: Build capacity and school leadership

Performance Objective 1: Develop campus and district capacity to serve student needs while working as a team to advance the goals of the district.

Evaluation Data Sources: Student Achievement Data, Culture and Climate Survey Data

Strategy 1 Details	Formative Reviews	
Strategy 1: Facilitate annual retreat with school and district leaders to launch the 2022-2023 school year with a focus on leadership skill development. **Strategy's Expected Result/Impact:** Deepen leadership skills while focusing on the strategic plan for 2022-2023 **Staff Responsible for Monitoring:** Supt., Deputy Supt.	Formative	
	Jan	May

Strategy 2 Details	Formative Reviews	
Strategy 2: Provide monthly targeted, real-time leadership training to support campus principals. **Strategy's Expected Result/Impact:** Increased knowledge of inter-rater reliability and calibration of teacher evaluations **Staff Responsible for Monitoring:** Deputy Supt	Formative	
	Jan	May

Strategy 3 Details	Formative Reviews	
Strategy 3: Develop systems for campus leadership teams to track and respond to campus level data related to data-driven instruction and action coaching. **Strategy's Expected Result/Impact:** Increased student achievement and increased observation and feedback resulting in improved Tier I instruction **Staff Responsible for Monitoring:** Academic Specialist	Formative	
	Jan	May

Goal 8: Build capacity for school leadership.

    Performance Objective 2: Develop capacity of aspiring leaders to build a pipeline for succession planning.

    Evaluation Data Sources: PD evaluation surveys, number of internal candidates in the eligible hiring pool, number of aspiring leaders hired for school and/or district leadership roles

Strategy 1 Details		Formative Reviews	

Strategy 1: Develop and implement the district's Aspiring Leaders program to deepen the understanding for systems thinking and leadership competencies.
    Strategy's Expected Result/Impact: Increase the pipeline of prepared assistant principals
    Staff Responsible for Monitoring: Deputy Supt
		Formative	

		Jan	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9:

Goal 9: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 1: Maintain and update the district's technology systems and infrastructure.

Evaluation Data Sources: Budget Records, Replacement Cycle Plan, WAN Usage, e-Rate plan, Technology Organizational Chart

Strategy 1 Details	Formative Reviews	
Strategy 1: Improve bandwidth	**Formative**	
Strategy's Expected Result/Impact: Provide external internet connectivity at two locations to provide equity for learning **Staff Responsible for Monitoring:** Director of IT and Communication	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Continue to ensure proper systems and processes are in place to provide security support through video surveillance and campus access including security alarms, card readers, training for staff, and updated equipment and software.	**Formative**	
Strategy's Expected Result/Impact: Enhanced school safety **Staff Responsible for Monitoring:** Deputy Superintendent, Director of IT and Communication	**Jan**	**May**

Strategy 3 Details	Formative Reviews	
Strategy 3: Annually review and update the District's Cybersecurity plan to meet legislative compliance for student safety, security, and privacy.	**Formative**	
Strategy's Expected Result/Impact: Compliance with legislative requirements, security of district resources and systems **Staff Responsible for Monitoring:** Deputy Superintendent, Director of IT and Communication	**Jan**	**May**

Strategy 5 Details	Formative Reviews	
Strategy 4: Continue contract for expert assistance for e-Rate services as needed to ensure proper filings in order to maximize funding to support technology needs.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: e-Rate plan submitted in a timely manner and fully funded without delays, federal guidelines followed **Staff Responsible for Monitoring:** Deputy Superintendent, Director of IT and Communication		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 9: Provide technology to support teaching and learning initiatives and support district operations.

Performance Objective 2: Use technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, e-Rate Reports, Budget Records, Surveys, Stimulus Budgets

Strategy 1 Details	Formative Reviews	
Strategy 1: Increase teacher knowledge and skills regarding the use of the district's digital learning management systems (Clever and Colegia) to support instruction.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: High-quality instruction is delivered using a variety of instructional tools including district learning management systems **Staff Responsible for Monitoring:** Director of IT and Communication, Academic Specialist		

Strategy 2 Details	Formative Reviews	
Strategy 2: Continue to provide high-quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments.	**Formative**	
	Jan	**May**
Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective digital, online instruction **Staff Responsible for Monitoring:** Director of IT and Communication, Academic Specialist		

Strategy 3 Details	Formative Reviews	
Strategy 3: Use a Technology Advisory Committee to update the District's Technology Plan.	**Formative**	
Strategy's Expected Result/Impact: Updated Technology Plan, minimum technology standard implemented across all classrooms **Staff Responsible for Monitoring:** Director of IT and Communications, Deputy Superintendent	**Jan**	**May**

Strategy 4 Details	Formative Reviews	
Strategy 4: Use stimulus funds (ARP/Emergency Connectivity Fund/ERATE) to maintain and upgrade the district's technology infrastructure to support increased student achievement and ensure the district is prepared to meet online state testing requirements.	**Formative**	
Strategy's Expected Result/Impact: Improve district technology and district replacement cycle is implemented **Staff Responsible for Monitoring:** Director of IT and Communications, Deputy Superintendent	**Jan**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 1: Identify, plan and implement district facilities projects.

Evaluation Data Sources: Budget Records, Planning Documents, Board Meeting Minutes

Strategy 1 Details	Formative Reviews	
Strategy 1: HVAC maintenance/upgrade projects	**Formative**	
Strategy's Expected Result/Impact: improve campus HVAC systems **Staff Responsible for Monitoring:** Deputy Superintendent	**Jan**	**May**

Strategy 2 Details	Formative Reviews	
Strategy 2: Roofing maintenance/upgrade projects	**Formative**	
Strategy's Expected Result/Impact: Improve existing facility roofs and the learning environment **Staff Responsible for Monitoring:** Deputy Superintendent	**Jan**	**May**

Strategy 3 Details	Formative Reviews	
Strategy 3: Continue to evaluate the district's overall number of portables and discontinue leases on existing portables/storage containers	**Formative**	
Strategy's Expected Result/Impact: Strategically utilize leased portables and reduce usage of portables district wide **Staff Responsible for Monitoring:** Deputy Superintendent	**Jan**	**May**

Strategy 4 Details	Formative Reviews	
Strategy 4: Maintain an updated Capital Projects Plan to identify large construction projects to be completed as funds become available.	**Formative**	
Strategy's Expected Result/Impact: Capital Projects Plan available for the Board to review when funding is available for projects and/or there is a bond program **Staff Responsible for Monitoring: Deputy Superintendent**	**Jan**	**May**

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews
Strategy 5: Provide an annual furniture replacement budget to update classroom furniture across the district.	**Formative**
Strategy's Expected Result/Impact: School furniture replacement cycle implemented to ensure optimal learning for students **Staff Responsible for Monitoring:** Deputy Superintendent	**Jan** / **May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	

Goal 10: Ensure well-maintained, quality teaching and learning spaces.

Performance Objective 2: Ensure efficient and effective maintenance of child nutrition departments.

Evaluation Data Sources: Five-Year Maintenance Plan, Budget Records, Program Reviews

Strategy 1 Details	Formative Reviews	
Strategy 1: Maintain a surplus Child Nutrition fund balance to allow for equipment purchases, dining room upgrades and support staff additions as needed. **Strategy's Expected Result/Impact:** Upgraded equipment and dining room enhancements will improve overall food quality and make students feel confident and welcome during mealtimes. Culinary improvements and a welcoming atmosphere should naturally increase meal participation resulting in more federal funds **Staff Responsible for Monitoring:** Director of Child Nutrition Services, Deputy Superintendent	**Formative**	
	Jan	**May**
Strategy 2 Details	Formative Reviews	
	Formative	
Strategy 2: Yearly taste tests, new menu initiatives, staff training and development of new offerings. **Strategy's Expected Result/Impact:** Offering students the opportunity to assist in the menu process by providing feedback on menu items is crucial to departmental evolvement and customer satisfaction. **Staff Responsible for Monitoring:** Director of Child Nutrition, FSMC, Production Mgr.	**Jan**	**May**
Strategy 3 Details	Formative Reviews	
Strategy 3: Uniform Committee; Recipe Committee; Promotional Committee	**Formative**	
Strategy's Expected Result/Impact: Involve Somerset CNS Staff in the creative process. Ownership of program results and staff development resulting in improved employee retention. **Staff Responsible for Monitoring:** Director, FSMC, Somerset CNS Staff	**Jan**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Somerset Academies of Texas
Student Assessment Data
2022-2023 Student Achievement Results

Data Tables STAAR Achievement (District)

STAAR Performance	RLA	Math	Science	Social Studies	Total	Percentages	2023 Scaled Score
Number of Assessments	2077	1756	737	378	*4948*		
Approaches Grade Level or Above	1435	943	455	228	*3061*	*62%*	
Meets Grade Level or Above	795	333	194	110	*1432*	*29%*	
Masters Grade Level	183	96	28	38	*345*	*7%*	
Total Percentage Points						*98%*	*Pending TEA release*
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						*33%*	

Data Tables STAAR Achievement (Brooks)

STAAR Performance	RLA	Math	Science	Social Studies	Total	Percentages	2023 Scaled Score
Number of Assessments	830	686	315	172	2003		
Approaches Grade Level or Above	617	374	195	98	1284	64%	
Meets Grade Level or Above	341	132	84	42	599	30%	
Masters Grade Level	62	40	11	11	124	6%	
Total Percentage Points						100%	Pending TEA release
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						33%	

Data Tables STAAR Achievement (Collegiate)

STAAR Performance	RLA	Math	Science	Social Studies	Total	Percentages	2023 Scaled Score
Number of Assessments	896	758	337	190	*2181*		
Approaches Grade Level or Above	628	414	220	121	*1383*	*63%*	
Meets Grade Level or Above	351	140	101	73	*665*	*30%*	
Masters Grade Level	79	30	16	27	*152*	*7%*	
Total Percentage Points						*101%*	*Pending TEA release*
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						*34%*	

Data Tables STAAR Achievement (Lone Star)

STAAR Performance	RLA	Math	Science	Social Studies	Total	Percentages	2023 Scaled Score
Number of Assessments	66	70	18		*154*		
Approaches Grade Level or Above	48	19	10		*77*	*50%*	
Meets Grade Level or Above	24	12	6		*42*	*27%*	
Masters Grade Level	9	3	1		*13*	*8%*	
Total Percentage Points						*86%*	*Pending TEA release*
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						*29%*	

Data Tables STAAR Achievement (Oaks)

STAAR Performance	RLA	Math	Science	Social Studies	Total	Percentages	2023 Scaled Score
Number of Assessments	94	104	23		221		
Approaches Grade Level or Above	82	79	11		172	78%	
Meets Grade Level or Above	55	45	2		102	46%	
Masters Grade Level	33	23	0		56	25%	
Total Percentage Points						149%	*Pending TEA release*
Student Achievement Domain STAAR Component Score (Total Percentage Points ÷ 3)						50%	

State, Region and School Comparisons by Grade level
Reading Performance

Reading Grade 3 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	23	26	30	20	
Region	26	28	30	17	
District	25	34	28	13	
Brooks	26	37	31	6	63
Collegiate	29	34	26	11	63
Lone Star	25	33	33	8	58
Oaks	17	28	19	36	45

Reading Grade 4 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	22	31	26	21	
Region	24	31	26	19	
District	30	40	21	9	
Brooks	33	35	24	8	68
Collegiate	32	50	14	4	82
Lone Star	43	35	22	0	78
Oaks	9	29	31	31	38

Reading Grade 5 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	19	25	28	28	
Region	20	25	28	26	

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
District	22	35	28	15	
Brooks	25	36	28	10	61
Collegiate	26	34	24	17	60
Lone Star	11	44	11	33	55
Oaks	9	26	52	13	35

Reading Grade 6 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	25	25	29	22	
Region	26	26	29	19	
District	32	34	26	7	
Brooks	26	34	35	5	60
Collegiate	39	36	19	5	75
Oaks	11	11	11	67	22

Reading Grade 7 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	23	24	26	26	
Region	25	25	27	23	
District	32	31	26	11	
Brooks	27	36	30	8	63
Collegiate	37	26	23	14	63

Reading Grade 8 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level

State	18	26	29	27	
Region	20	28	29	24	
District	25	33	31	11	
Brooks	25	31	32	12	56
Collegiate	24	35	30	10	59

English I EOC Performance Level

	Did Not Meet	Approaches	Meets	Masters	% Students Below Grade Level
State	29	16	40	14	
Region	30	17	40	12	
District	26	22	44	8	
Brooks	22	27	42	9	49
Collegiate	30	17	45	8	47

English 2 EOC Performance Level by Percentage

	Did Not Meet	Approaches	Meets	Masters	% Students Below Grade Level
State	26	18	47	9	
Region	26	18	47	8	
District	23	26	49	1	
Brooks	22	34	43	0	56
Collegiate	24	19	54	3	43

State, Region and School Comparisons by Grade level **Mathematics Performance**

Math Grade 3 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	28	29	25	19	
Region	31	29	23	16	
District	38	32	19	10	
Brooks	40	35	21	5	75
Collegiate	41	35	16	9	76
Lone Star	58	19	12	12	77
Oaks	14	31	31	25	45

Math Grade 4 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	30	23	25	22	
Region	35	24	24	18	
District	52	21	13	14	
Brooks	38	25	16	21	63
Collegiate	64	17	15	5	81
Lone Star	76	24	0	0	100
Oaks	34	23	11	31	57

Math Grade 5 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	21	30	29	21	

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
Region	22	30	28	20	
District	39	38	17	6	
Brooks	45	36	14	5	81
Collegiate	38	36	16	10	74
Lone Star	28	39	33	0	67
Oaks	30	48	17	4	78

Math Grade 6 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	26	36	23	15	
Region	28	38	22	12	
District	43	43	12	2	
Brooks	40	46	13	1	86
Collegiate	48	42	9	1	90
Oaks	11	33	33	22	55

Math Grade 7 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	39	26	25	10	
Region	42	27	23	8	
District	57	28	12	3	
Brooks	50	30	15	5	80
Collegiate	66	24	9	1	90

Math Grade 8 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	26	30	28	16	
Region	29	32	26	12	
District	48	35	15	2	
Brooks	71	23	6	0	94
Collegiate	34	43	20	3	77

Algebra I EOC Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	22	33	21	24	
Region	24	35	21	21	
District	33	49	15	3	
Brooks	31	53	11	5	84
Brooks (8)	29	52	14	5	
Brooks (HS)	32	53	11	5	
Collegiate	35	46	17	2	81
Collegiate (8)	5	62	33	0	
Collegiate (HS)	40	43	14	3	

State, Region and School Comparisons by Grade level   **Science Performance**
Science Grade 5 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	36	30	19	15	
Region	38	30	19	14	
District	56	27	13	4	
Brooks	53	35	9	2	88
Collegiate	63	16	16	6	79
Lone Star	44	22	28	6	66
Oaks	52	39	9	0	91

Science Grade 8 Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	28	27	29	16	
Region	30	27	28	16	
District	41	32	25	3	
Brooks	50	28	20	2	78
Collegiate	34	35	28	3	69

Biology EOC Performance Level

	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	11	32	35	22	
Region	11	31	36	22	
District	14	47	32	6	
Brooks	14	43	37	6	57
Collegiate	14	52	28	6	66

State, Region and School Comparisons by Grade level Social Studies Performance				
Social Studies Grade 8 Performance Level				
	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	40	29	16	15	
Region	41	29	16	14	
District	58	30	10	2	
Brooks	61	33	6	0	94
Collegiate	55	28	14	3	83
US History EOC Performance Level				
	% Did Not Meet	% Approaches	% Meets	% Masters	% Students Below Grade Level
State	5	24	32	39	
Region	5	23	31	40	
District	6	26	42	27	
Brooks	9	29	43	19	38
Collegiate	3	22	40	34	25

Appendix B

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; or • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20 MEP SSA	Priority for Service (PFS) Action Plan	Completed By: ESC-20 MEP Team, SSA Member Representatives
Region: 20	School Year: 2023 - 2024	Date: 08/23/2023

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*

<u>Goal(s):</u>	<u>Objective(s):</u>
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedba ck Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

▪ **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms

Appendix C

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migratory Children*: Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. *Currently Eligible Migratory Children*: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs/ECOEs. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. ● Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.

G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	**INDIVIDUALS RESPONSIBLE**	**TIMELINE**
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Consultant/Education Specialists	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year

E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		**TIMELINE**
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	By July 30
B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing