

**PROGRESO ISD**  
**District Improvement Plan**  
**2022/2023**



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Date Reviewed: 08/17/2022

Date Approved: 09/26/2022

# **PROGRESO ISD SCHOOL BOARD MEMBERS 2022-2023**

Frank Alanis - PRESIDENT  
Juan J. Ramos - VICE-PRESIDENT  
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# PROGRESO ISD Site Base

Name	Position
Coronado, Claudia	Bilingual/ESL/ Title I
Rodriguez, Maribel	PISD Curriculum & Instruction Dir
Valdez, Lupita	HR Coordinator
Rocha, Zelda	Parental Engagement Coordinator
Quintero, Frank	PISD Maintenance and Transportation / CATE Directo
Correa, Adriana	PISD Director for Sp.Ed, 504, Dyslexia
Pecina, Jesus	PISD Technology Director
Hernandez, Juan	PISD Finance Director
Rocha, Audrey	PISD Food Service Director
Villanueva, Marianna	Progreso Early Childhood Facilitator
Vannest, Cynthia	Teacher
Garcia, Marivel	Progreso Elementary Principal
Alvarado, Santos	Progreso Elementary Facilitator
Cabrera, Isabel	Elementary Teacher
Castro, Marla	Progreso Elementary Teacher
Cruz, Norma	Elementary Teacher
Garza, Ana	Elementary Teacher
Isla, Ana	Progreso Elementary Teacher
Marquez, Ariana	Progreso Elementary Teacher
Ramirez, Rosalinda	Elementary Teacher
Molina, Yulia	DTMS Principal
Amberson-Dominguez, Samantha	DTMS Teacher
Barrera, Silma	DTMS Teacher
Dena, Delia	DTMS Teacher
Latigo, Maria	DTMS Teacher
Aguilar, Diana	PHS Principal
Aguilar, Leticia	EC Director

# PROGRESO ISD Site Base

Name	Position
Garza, Michelle	High School Teacher
Gonzalez, Ivan	High School Teacher
Banda, Humberto	High School Teacher
Zuniga, Edith	Progreso EarlyChildhood Principal
Banda, Ivett	PEC Teacher
Beltran, Chelsea	PEC Teacher
Mireles-Alaniz, Noemi	PEC Teacher
Zamora, Magdalena	PEC Teacher
Fonseca, Elia	parent
Mendoza, Ana	parent
Sarzos, Maricela	Parent
Valero, Sandra	Parent

# PROGRESO ISD

## **Mission**

*Students will be inspired to search, discover, experience and apply knowledge in a safe creative environment.*

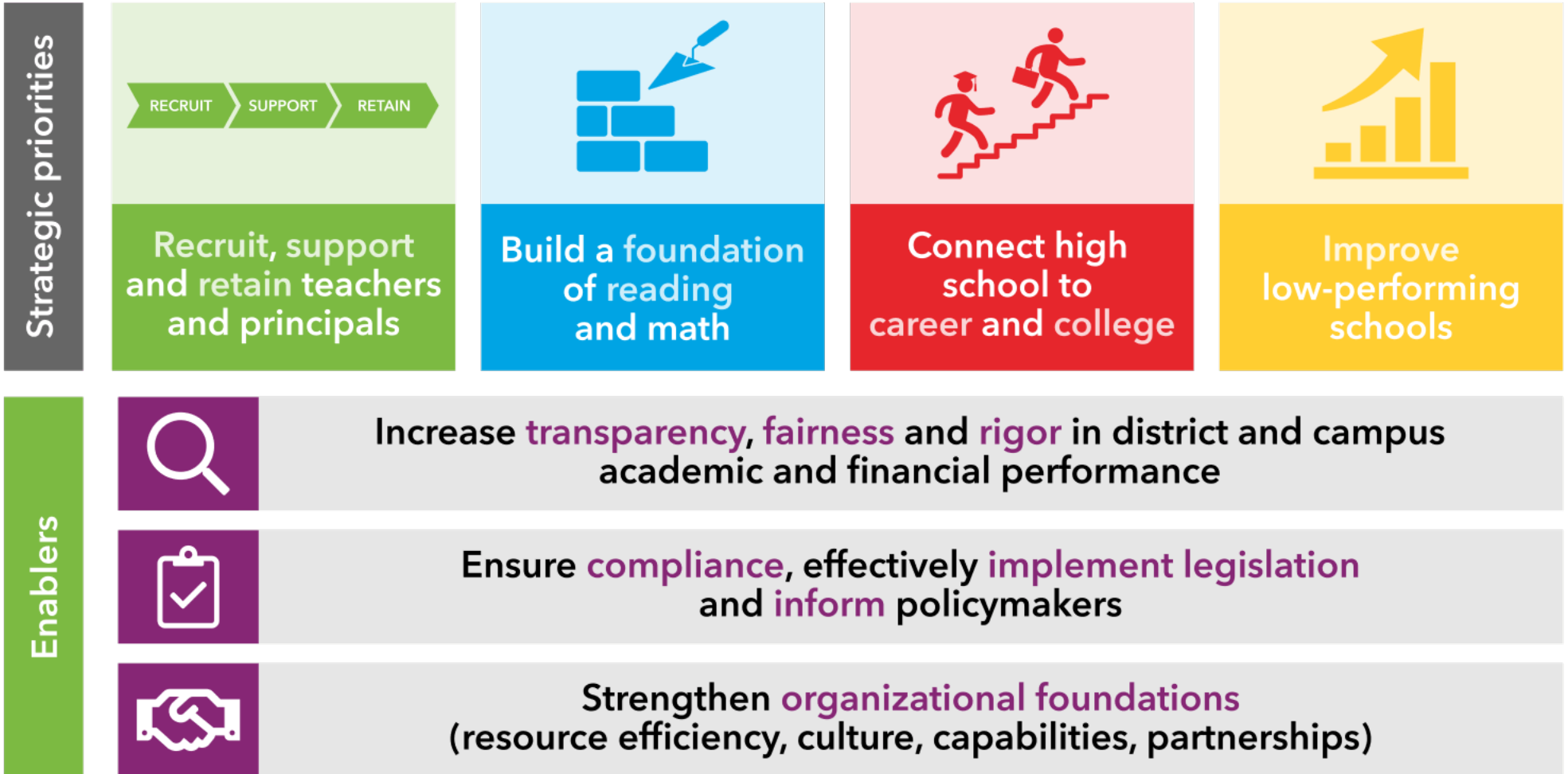
## **Vision**

*Every student in Progreso ISD will graduate with an Associate's Degree and/or a career license*

### Nondiscrimination Notice

PROGRESO ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational 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.

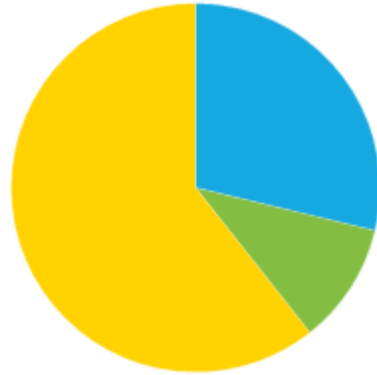
# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

# Resources

## Currency



Total	\$14,311,346
Federal	\$4,112,425
State	\$1,522,281
Local	\$8,676,640
Other	\$0

Resource	Source	Amount
ESSER III	Federal	\$1,837,441
TCLAS	Federal	\$953,616
Title I Part A	Federal	\$942,078
Title I Part C Migrant	Federal	\$130,984
Title IIA Principal and Teacher Improvement	Federal	\$94,759
Title III Bilingual / ESL	Federal	\$79,304
Title IV Safe and Drug Free	Federal	\$74,243
General Fund	Local	\$8,676,640
Gifted and Talented	State	\$29,617
State Bilingual	State	\$418,689
State Compensatory	State	\$1,073,975

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

PEIMS Report  
Results Driven Accountability Report  
State Accountability

### Demographics Strengths

- Ethnic groups are consistent with the previous year and continue equal distribution.
- At-risk numbers and categories are consistent.
- Teacher to student ratio that facilitates differentiated instruction to special population at the elementary and middle school levels.
- Small class sizes allows for greater one to one and small group support / intervention with special population and At-Risk students

### Demographics Weaknesses

- Increase coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students.
- Improve learning opportunities and supplemental instructional materials to address achievement data and individual student needs.
- Average daily attendance below 90% and processes are in place to assist parents to improve individual student attendance.
- Enrollment has decreased in the past year.

### Demographics Needs

- Desegregate data to individualize interventions based on demographics needs.
- Create a structure to ensure proper LRE for all students.
- Ensure that students in the bilingual program progress at least one level in TELPAS.
- Increase the performance of students receiving special education services and bilingual services.

# Comprehensive Needs Assessment

## Demographics Summary

The following demographics areas of improvement would be addressed:

1. Consistently analyze data to provide prescriptive intervention for students receiving special services.
2. Decrease At-Risk percentage of students who miss school by providing more academic support through research based interventions for students struggling academically.
3. Progress monitor emergent bilinguals to ensure that academic achievement is fostered through a variety of strategies that close performance gap.

## Student Achievement

### Student Achievement Data Sources

PEIMS Report  
Results Driven Accountability Report  
State Accountability

### Student Achievement Strengths

- Teachers collaborating with other specialty teachers to meet the needs of these students.
- Instructional Coaching bridged what we are doing and how we can enhance instruction for both ourselves as teachers and the students to succeed.
- Students are provided with intervention periods during the day and grouping is intentional to reflect their needs.
- English Language Learners receive instruction that is commensurate with their TELPAS rating throughout the instructional day. A strong foundation in the child's language coupled with solid ESL instruction ensures that all students attain the English language within 3-5 years.
- Strong curricula that is vertically aligned with state standards
- Teachers are provided with support on research based instruction practices and professional development sessions.
- Student achievement in state assessments increased in all areas.

### Student Achievement Weaknesses

- Learning gaps have increased over the past several years within these populations due to distance learning and lack of on campus support services.

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

- Lack of cross Curricular activities which would be beneficial for students to interconnect knowledge. Extra time to plan and provide explicit instruction.
- English Learners language barriers to acquire new knowledge.
- Learning loss caused by the pandemic which affected reading and math performance.
- Systemize progress Monitoring and allow time for purposeful planning for adjusting instruction.
- Mainstreaming professional development to increase academic performance.
- Align reading to the Science of Reading Methodology to continue to support reading competence.

## Student Achievement Needs

- Focus on all student groups performance, to ensure progress to close the achievement gap.
- Continue to develop Strategic Support Plan to increase the academic performance of Emergent Bilinguals.
- Continue to work toward meeting state and federal system targets specifically in closing the gaps.
- Focus on increasing the percentages for Meets and Masters to ensure College Readiness.
- Targeted and prescriptive instruction for special pops.
- Support students and staff socially and emotionally.
- Progress Monitor and allow time for purposeful planning to adjusting instruction.

## Student Achievement Summary

1. There is evidence of learning loss across grade levels in reading and math that continues to affect student performance.
2. Assessments will begin with baseline testing at the onset of the school year to determine retention of knowledge from the previous year.
3. Students not performing satisfactorily on state assessments will be required to engage in different Learning Acceleration strategies.
4. Cross curricular opportunities to engage students in complex learning.

## School Culture and Climate

### School Culture and Climate Data Sources

Surveys

# Comprehensive Needs Assessment

## School Culture and Climate Strengths

- Teachers create a culture that is conducive to learning, fosters results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.
- The school district is proactive in implementing measures for the safety of students and staff: low incidences of level III disciplinary referrals and low incidences DAEP and JJAEP placements.
- Campuses foster an environment of unity and collaboration.
- Friendly and supportive staff who provide a safe and nurturing environment for students.
- Door security systems that keep the doors locked all day, surveillance cameras, and a district police officer that comes to the campus once a day.

## School Culture and Climate Weaknesses

- Progreso ISD is in need of a longitudinal plan to address the needs assessment of all facilities to prioritize needs and maximize student learning.
- Facilities are in need of renovations and school grounds need maintenance.
- Financial resources will be structure to meet the facilities basic needs to ensure a safe environment for students.
- We are in need of security officers and possibly redesign the main entrance area for security purposes.
- Increase the security cameras intended to create positive environments for students and staff.
- Need to renovate HVAC systems.
- Discipline protocols to improve behavior in campuses.

## School Culture and Climate Needs

- Enhance security of entrance points and improve safety procedures.
- Respond to school climate responses to improve school climate.
- Provide more in-depth Social Emotional Training and systems for family, students and staff.
- Incorporate new enhanced safety measures to ensure the safety of students and staff.

## School Culture and Climate Summary

1. Enforcement an array of security measures to provide students, staff, and visitors a safe learning/working environment.
2. The district has develop system to mitigate COVID 19 transmission and has implemented protocol to sustain safe schools that are conducive to learning.
3. Additional methodology is required to measure effectiveness of the implemented strategies.
4. Renovation Plan for facilities and HVAC systems.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

Master Schedule  
Personnel Files

### Staff Quality, Recruitment and Retention Strengths

- Highly qualified teachers
- Friendly work environment
- New teachers have mentors
- Teacher collaboration

### Staff Quality, Recruitment and Retention Weaknesses

- Retain and recruit Highly Qualified teachers on a year to year basis..
- Ensure all elementary teachers and/or secondary content teachers are bilingual or ESL certified.
- Mentoring Program for new teachers.
- Effective and Systemic Professional development for teachers.
- Small community environment is appealing to many individuals who are devoted to developing relationships and initiating positive changes for students and their families
- PLCs are continuous and embedded throughout the year.

### Staff Quality, Recruitment and Retention Needs

- Identify teachers who are not bilingual or ESL certified and provide additional staff development toward certification.
- Cost effective employee benefits
- Modification of teacher salary scale and supplemental pay to remain competitive with other districts.
- Public Relations to promote our district accomplishments, programs and benefits
- Retention of Language Arts teachers in secondary.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary

1. Although most the the teachers are highly qualified, there is a an area of growth in the supplemental certification.
2. Progreso ISD has a high employee turnover.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

Curriculum and Assessment  
Results Driven Accountability Report  
Scope and Sequence  
State Accountability  
TEKS Resource

### Curriculum, Instruction and Assessment Strengths

- Curriculum alignment addresses the areas of need in mastering the TEKS. The teacher have been aligning the curriculum to learning loss, student expectation mastery and differentiating the curriculum based on the special populations being serviced.
- District has research based supplemental resources such as PLATO, Edmentum and TEKS Resource.
- Data driven instruction and intervention are addressed by spiraling areas of need into the curriculum in an ongoing bases.
- Teachers are provided with a core content PLC planning period to consistently adapt the curriculum to students' needs.
- Accelerated Instruction block was implemented during the day.
- District allows educators the flexibility to design and implement lessons that are tailored to the educator's teaching style and the needs of diverse learners.

### Curriculum, Instruction and Assessment Weaknesses

- Curriculum needs to be aligned to the new requirements of HB 3906 to meet the reading and language arts redesign, and increase the integration of authentic assessments.
- Curriculum enhancement is needed to plan for student centered and differentiated instruction.
- Curriculum must include the following types of assessment: Multipart (EBSR) - Student provides a response and a justification for the response. Also known as Evidence -Based Selected Response (EBSR), Constructed response and Student provides a written response, which could consist of one or more sentences, an equation, or a

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Weaknesses (Continued)

- mathematical expression.
- Curriculum must prioritize cross-curricular content integration for RLA passages. Passages must be linked to Science, Social Studies, Math and others. Information texts must be based on cross-curricular content covered in other TEKS subjects.
- Technology is not routinely updated to provide access to latest apps and software to facilitate instruction.

## Curriculum, Instruction and Assessment Needs

- Although curriculum writing has been implemented to align areas of need, the curriculum is pending to address the new assessment mandates.
- Curriculum must prioritize content based reading, aligned to content based student expectations
- Assessment must include constructed responses and Evidence-Based Selected Response.
- Curriculum must align language proficiency and content knowledge

## Curriculum, Instruction and Assessment Summary

1. Progreso ISD implements teacher created curriculum based on state guidelines and the Texas Essential Knowledge and Skills for prekindergarten through 12th grade.
2. TEKS Resources has serves as guiding framework for curriculum alignment; however, there is a need to redesign our curriculum to meet the needs of the new STAAR Redesign.
3. Curriculum enhancement is needed to meet instructional needs.

# Family and Community Involvement

## Family and Community Involvement Data Sources

Surveys

## Family and Community Involvement Strengths

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

- Implementation of monthly community based activities and programs.
- Structured professional development sessions have been offered to parents with information regarding.
- Families and community members are involved in school decisions through participation in committees and school board meetings.
- Campuses offers various community based activities which encourage strong family-school-community partnerships including Literacy Nights, cultural and seasonal festivals, fundraisers, etc.

## Family and Community Involvement Weaknesses

- Increase parental engagement rather than parental participation.
- There is a need to establish a variety of means of communication with parents and community about campus and events to adapt to individual needs.
- Implement an improved parental committee to build a stronger relationship with our parents.
- Need to increase community involvement.

## Family and Community Involvement Needs

- Establish a variety of innovative channels of communication with parents and community about campus and events.
- More effective means of two-way communication between home and school
- Better community awareness of the special programs available for students
- Increasing parental engagement rather than focusing on parental participation.

## Family and Community Involvement Summary

1. Progreso ISD is committed to improving community and family involvement by engaging in continuous improvement in the areas of engagement and communication.
2. Improve the established community based activities to increase community and parental engagement.
3. Strengthen parental committees to build a stronger relationship with our parents.

## School Context and Organization

# Comprehensive Needs Assessment

## School Context and Organization Data Sources

Surveys

## School Context and Organization Strengths

- Progreso ISD supports school organizations to the highest degree possible. Staff is offered continuous opportunities to participate in committees.
- Organizational support is observable. Staff continuously provides feedback, ideas and recommendations.
- Parents and students have have a positive perception of the school district.
- Student, parents, and the community feels that campus staff and personnel does genuinely care about the academic and socio-emotional wellbeing of their students/children.

## School Context and Organization Weaknesses

- Although Progreso ISD has established committees for stakeholders to get involved in the decision making, there is a need to increase the number of active participants in the decision making of school policies and evaluation of students programs.
- Additionally, systems should be implemented to facilitate the engagement of teachers, parents, paraprofessionals, support staff, and students in the process to find solutions to identified problems
- Increase collaboration between campus staff and upper levels of district administration with regards to campus-student community needs.
- Assessment instrument that qualitatively measures involvement not available.

## School Context and Organization Needs

- Solicit stakeholders input in terms of decision making and evaluation of programs
- Create a system to ensure that all stakeholders are part of the solution to identified problems.
- Incorporate a system to evaluate the organization of the district.

## School Context and Organization Summary

1. Create a system to ensure that committees have an active role in the decision making process.
2. Incorporate systems to measure the effectiveness of current school context and organization practices.

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

3. Differentiate between participation and engagement of the organizational practices the district has in place.

## Technology

### Technology Data Sources

Inventory

### Technology Strengths

- Systems are in place to support the use of technology and improving the management of all technology devices.
- Currently all classrooms have internet access, document reader, projector, and access to mobile devices.
- Students have access to Chromebooks. Computers are managed from a central system or server to apply policies and app that include Google for Education, zoom, windows.
- Each campus has at least two functional computer labs.
- Several forms of technology, software programs, and online platforms are available for instructional and community outreach use.

### Technology Weaknesses

- Need to upgrade network and computers for teachers and students.
- Additional training and training time are needed for teachers to effectively utilize educational technology tools.
- Parents are unfamiliar with how to utilize technology to assist their child at home or how to utilize platforms such as Google Classroom, Remind, Zoom, etc

### Technology Needs

- Established qualitative and quantitative measures to regularly assess effectiveness of instructional technology.
- Trainings will be scheduled for all available software services. IT department long with Curriculum and Instruction can recommend and review new instructional tools.

# Comprehensive Needs Assessment

## Technology Needs (Continued)

- Upgrade internet drops and wifi access at all campuses and district buildings.
- Implement a technology replacement plan (funding) for future technology purchases e.g. (computers, iPads, Chromebooks, video projectors, interactive boards) in 4-5 year cycle.

## Technology Summary

1. Increasing purchase of additional devices for student usage and increase pupil:device ratio.
2. Continue with the offerings of technology trainings for staff to implement in the instructional setting

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>87</b>	<b>B</b>
<b>Student Achievement</b>		<b>76</b>	<b>C</b>
STAAR Performance	38	67	
College, Career and Military Readiness	63	91	
Graduation Rate	90.1	65	
<b>School Progress</b>		<b>92</b>	<b>A</b>
Academic Growth	80	92	A
Relative Performance (Eco Dis: 99.9%)	51	89	B
<b>Closing the Gaps</b>	<b>45</b>	<b>75</b>	<b>C</b>

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

**Distinction Designations**

**X Postsecondary Readiness**

Texas Education Agency  
**2022 STAAR Performance**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

**Calculation Report**

<b>STAAR Performance</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>Totals</b>	<b>Percentages</b>
Total Tests	910	734	365	214	2,223	
Approaches GL or Above	580	463	267	143	1,453	65%
Meets GL or Above	370	199	139	77	785	35%
Masters GL	141	77	44	27	289	13%
Total Percentage Points						113%
<b>Component Score</b>						<b>38</b>

Texas Education Agency  
2022 STAAR Performance  
PROGRESO ISD (108910) - HIDALGO COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	65%	-	66%	57%	-	-	-	-	65%	55%	60%	31%	38%	67%	56%
At Meets GL Standard or Above	35%	-	35%	57%	-	-	-	-	35%	24%	29%	16%	25%	37%	27%
At Masters GL Standard	13%	-	13%	29%	-	-	-	-	13%	7%	11%	5%	25%	14%	7%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,453	-	1,446	4	-	-	-	-	1,447	713	945	75	3	1,251	202
At Meets GL Standard or Above	785	-	781	4	-	-	-	-	785	307	454	39	2	689	96
At Masters GL Standard	289	-	287	2	-	-	-	-	289	93	167	12	2	263	26
Total Tests	2,223	-	2,207	7	-	-	-	-	2,213	1,292	1,563	245	8	1,865	358
<b>Participation</b>															
% participation 2020-21	92%	-	92%	100%	-	-	-	-	92%	92%	92%	90%	71%	92%	87%
% participation 2021-22	98%	-	98%	100%	-	-	-	-	98%	99%	99%	100%	100%	98%	98%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	64%	-	64%	67%	-	-	-	-	64%	50%	57%	28%	40%	66%	53%
At Meets GL Standard or Above	41%	-	41%	67%	-	-	-	-	41%	26%	33%	17%	20%	42%	32%
At Masters GL Standard	15%	-	16%	33%	-	-	-	-	16%	9%	13%	7%	20%	16%	10%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	580	-	578	2	-	-	-	-	579	273	377	29	2	502	78
At Meets GL Standard or Above	370	-	368	2	-	-	-	-	370	142	218	17	1	323	47
At Masters GL Standard	141	-	140	1	-	-	-	-	141	49	87	7	1	126	15
Total Tests	910	-	903	3	-	-	-	-	906	546	658	103	5	764	146
<b>Participation</b>															
% participation 2020-21	92%	-	92%	100%	-	-	-	-	92%	92%	92%	90%	67%	93%	89%
% participation 2021-22	100%	-	100%	100%	-	-	-	-	100%	100%	100%	99%	100%	100%	99%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	63%	-	63%	33%	-	-	-	-	63%	58%	62%	35%	33%	64%	57%
At Meets GL Standard or Above	27%	-	27%	33%	-	-	-	-	27%	23%	26%	19%	33%	28%	24%
At Masters GL Standard	10%	-	11%	0%	-	-	-	-	11%	7%	10%	6%	33%	11%	6%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	463	-	461	1	-	-	-	-	461	259	332	28	1	395	68

Texas Education Agency  
2022 STAAR Performance  
PROGRESO ISD (108910) - HIDALGO COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	199	-	198	1	-	-	-	-	199	104	141	15	1	171	28
At Masters GL Standard	77	-	77	0	-	-	-	-	77	33	52	5	1	70	7
Total Tests	734	-	729	3	-	-	-	-	732	446	538	80	3	615	119
<b>Participation</b>															
% participation 2020-21	90%	-	90%	100%	-	-	-	-	90%	92%	92%	89%	100%	92%	84%
% participation 2021-22	95%	-	95%	100%	-	-	-	-	95%	98%	98%	100%	100%	95%	95%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	73%	-	73%	100%	-	-	-	-	73%	63%	68%	21%	-	75%	61%
At Meets GL Standard or Above	38%	-	38%	100%	-	-	-	-	38%	23%	29%	7%	-	41%	25%
At Masters GL Standard	12%	-	12%	100%	-	-	-	-	12%	4%	9%	0%	-	13%	7%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	267	-	266	1	-	-	-	-	267	128	171	9	-	231	36
At Meets GL Standard or Above	139	-	138	1	-	-	-	-	139	46	73	3	-	124	15
At Masters GL Standard	44	-	43	1	-	-	-	-	44	8	22	0	-	40	4
Total Tests	365	-	364	1	-	-	-	-	365	204	250	43	-	306	59
<b>Participation</b>															
% participation 2020-21	91%	-	91%	-	-	-	-	-	91%	90%	91%	89%	50%	92%	85%
% participation 2021-22	99%	-	98%	100%	-	-	-	-	98%	98%	99%	100%	-	99%	97%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	67%	-	67%	-	-	-	-	-	67%	55%	56%	47%	-	68%	59%
At Meets GL Standard or Above	36%	-	36%	-	-	-	-	-	37%	16%	19%	21%	-	39%	18%
At Masters GL Standard	13%	-	13%	-	-	-	-	-	13%	3%	5%	0%	-	15%	0%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	143	-	141	-	-	-	-	-	140	53	65	9	-	123	20
At Meets GL Standard or Above	77	-	77	-	-	-	-	-	77	15	22	4	-	71	6
At Masters GL Standard	27	-	27	-	-	-	-	-	27	3	6	0	-	27	0
Total Tests	214	-	211	-	-	-	-	-	210	96	117	19	-	180	34
<b>Participation</b>															
% participation 2020-21	88%	-	88%	-	-	-	-	-	88%	83%	86%	95%	-	90%	80%
% participation 2021-22	99%	-	99%	-	-	-	-	-	99%	99%	99%	100%	-	98%	100%

- Indicates there are no students in the group.

Texas Education Agency  
**2022 College, Career, and Military Readiness**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

**Calculation Table**

	Annual Graduates	
	Count	Percentage
<b>Total</b>		
Total graduates	122	
Total credit for CCMR criteria	77	63%

**Data Table**

	Annual Graduates	
	Count	Percentage
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both ELA/Reading and Mathematics	48	39%
<b>TSI Criteria - ELA/Reading</b>		
Met TSI criteria for at least one indicator in ELA/Reading	71	58%
Met TSI assessment criteria	71	58%
Met ACT criteria	8	7%
Met SAT criteria	-	-
Earned credit for a college prep course	-	-
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	51	42%
Met TSI assessment criteria	51	42%
Met ACT criteria	4	3%
Met SAT criteria	-	-
Earned credit for a college prep course	-	-
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	4	3%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	67	55%
<b>Industry-Based Certifications</b>		
Earned an industry-based certification from approved list	2	2%
<b>Level I or Level II Certificate</b>		
Earned a level I or level II certificate in any workforce education area	3	3%
<b>Associate Degree</b>		
Earning an associate degree by August 31 immediately following high school graduation	37	30%
<b>OnRamps Dual Enrollment Course</b>		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
<b>Graduate with Completed IEP and Workforce Readiness</b>		
Received graduation type code of 04, 05, 54, or 55	5	4%
<b>Special Ed with Advanced Diploma Plan</b>		
Received special education services and earned an advanced diploma plan	6	5%
<b>U.S. Armed Forces*</b>		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency  
**2022 Graduation Rate**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2021</b>											
% Graduated	89.1%	-	89.8%	0.0%	-	-	-	-	89.1%	71.4%	70.0%
# Graduated	123	-	123	0	-	-	-	-	123	25	7
Total in Class	138	-	137	1	-	-	-	-	138	35	10
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	90.1%	-	90.0%	-	-	100.0%	-	-	90.1%	74.2%	87.5%
# Graduated	118	-	117	-	-	1	-	-	118	23	7
Total in Class	131	-	130	-	-	1	-	-	131	31	8
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	89.8%	-	89.8%	-	-	-	-	-	89.7%	73.3%	100.0%
# Graduated	123	-	123	-	-	-	-	-	122	22	7
Total in Class	137	-	137	-	-	-	-	-	136	30	7
<b>Annual Dropout Rate (Gr 9-12): SY 2020-21</b>											
% Dropped Out	4.8%	-	4.9%	0.0%	-	-	-	-	4.8%	8.2%	8.7%
% Dropped Out - Conversion	52.0%										
# Dropped Out	25	-	25	0	-	-	-	-	25	15	4
# of Students	517	-	514	3	-	-	-	-	517	182	46

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
- Indicates there are no students in the group.

Texas Education Agency  
**2022 Academic Growth**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

**Academic Growth Score**

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
<b>Both Subjects</b>	176	0.0	57	28.5	801	801.0	829.5	1,034	80
<b>Reading / ELA</b>	77	0.0	24	12.0	437	437.0	449.0	538	83
<b>Mathematics</b>	99	0.0	33	16.5	364	364.0	380.5	496	77

2020-21		2021-22							
		Did Not Meet	Approaches	Meets	Masters	Count			
<b>Both Subjects</b>		149	-	-	-	-	-	169	1,034
<b>Both Subjects</b>	Did Not Meet	109	183	9	183	60	-	19	563
	Approaches	37	0	33	62	98	-	58	288
	Meets	2	-	12	-	15	46	45	120
	Masters	1	-	3	-	12	-	47	63
<b>Reading / ELA</b>		67	-	-	-	-	-	104	538
<b>Reading / ELA</b>	Did Not Meet	50	93	0	88	25	-	9	265
	Approaches	17	0	12	30	59	-	32	150
	Meets	0	-	3	-	12	38	29	82
	Masters	0	-	0	-	7	-	34	41
<b>Mathematics</b>		82	-	-	-	-	-	65	496
<b>Mathematics</b>	Did Not Meet	59	90	9	95	35	-	10	298
	Approaches	20	0	21	32	39	-	26	138
	Meets	2	-	9	-	3	8	16	38
	Masters	1	-	3	-	5	-	13	22

Texas Education Agency  
**2022 Relative Performance**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

			Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	STAAR and CCMR	90	80	70
99.9	99.1 to 100	51	52	43	35

Texas Education Agency  
**2022 Closing the Gaps**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

**Calculation Report**

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	3	14	21%	50%	10.5
Graduation Status	0	4	0%	10%	0.0
ELP Status	1	1	100%	10%	10.0
School Quality Status	4	5	80%	30%	24.0
<b>Closing the Gaps Score</b>					<b>45</b>

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
<b>Target Met</b>	No		Yes						Yes	Yes	No		No	No		
% at Meets GL Standard or Above	41%	-	41%	67%	-	-	-	-	41%	33%	17%	20%	42%	32%		
# at Meets GL Standard or Above	370	-	368	2	-	-	-	-	370	218	17	1	323	47		
Total Tests (Adjusted)	910	-	903	3	-	-	-	-	906	658	103	5	764	146		
<b>Mathematics Target</b>	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
<b>Target Met</b>	No		No						No	No	No		No	No		
% at Meets GL Standard or Above	27%	-	27%	33%	-	-	-	-	27%	26%	19%	33%	28%	24%		
# at Meets GL Standard or Above	199	-	198	1	-	-	-	-	199	141	15	1	171	28		
Total Tests (Adjusted)	734	-	729	3	-	-	-	-	732	538	80	3	615	119		
<b>Total Indicators</b>															<b>3</b>	<b>14</b>
<b>Growth Status</b>																
<b>ELA/Reading Target</b>	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
<b>Target Met</b>	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	83%	-	84%	100%	-	-	-	-	83%	82%	67%	100%	84%	81%		
Growth Points	449.0	-	446.0	2.0	-	-	-	-	448.0	327.0	35.5	2.0	400.5	48.5		
Total Tests	538	-	534	2	-	-	-	-	537	397	53	2	478	60		
<b>Mathematics Target</b>	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
<b>Target Met</b>	Yes		Yes						Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	77%	-	77%	0%	-	-	-	-	77%	75%	66%	0%	77%	74%		
Growth Points	380.5	-	379.5	0.0	-	-	-	-	380.5	286.0	34.5	0.0	338.5	42.0		
Total Tests	496	-	493	2	-	-	-	-	496	380	52	1	439	57		

Texas Education Agency  
2022 Closing the Gaps  
PROGRESO ISD (108910) - HIDALGO COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	
<b>Total Indicators</b>															14	14	
<b>Graduation Rate Status</b>																	
<b>Target</b>	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
<b>Target Met</b>	No		No						No	No							
2020 % Graduated	88.8%	-	88.7%	-	-	-	-	-	88.8%	70.6%	-						
2021 % Graduated	87.2%	-	87.9%	0.0%	-	-	-	-	87.2%	67.6%	70.0%						
2021 # Graduated	123	-	123	0	-	-	-	-	123	25	7						
2021 Total in Class	141	-	140	1	-	-	-	-	141	37	10						
<b>Total Indicators</b>															0	4	
<b>English Language Proficiency Status</b>																	
<b>Target</b>																	
<b>Target Met</b>																	
TELPAS Progress Rate																	
TELPAS Progress																	
TELPAS Total																	
<b>Total Indicators</b>															1	1	
<b>Student Success Status</b>																	
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45			
<b>Target Met</b>	No		No						Yes	No	No		No	No			
STAAR Component Score	38	-	38	48	-	-	-	-	38	33	17	29	39	30			
% at Approaches GL Standard or Above	65%	-	66%	57%	-	-	-	-	65%	60%	31%	38%	67%	56%			
% at Meets GL Standard or Above	35%	-	35%	57%	-	-	-	-	35%	29%	16%	25%	37%	27%			
% at Masters GL Standard	13%	-	13%	29%	-	-	-	-	13%	11%	5%	25%	14%	7%			
Total Tests	2,223	-	2,207	7	-	-	-	-	2,213	1,563	245	8	1,865	358			
<b>Total Indicators</b>															1	7	
<b>School Quality Status</b>																	
<b>Target</b>	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%			
<b>Target Met</b>	Yes		Yes						Yes	No			Yes				
% Students Meeting CCMR	61%	-	61%	-	-	-	-	-	61%	24%	78%	-	63%	40%			
# Students Meeting CCMR	78	-	78	-	-	-	-	-	78	8	7	-	74	4			
Total Students	127	-	127	-	-	-	-	-	127	33	9	-	117	10			
<b>Total Indicators</b>															4	5	
<b>Participation 2020-21</b>																	
<b>Target</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			

Texas Education Agency  
**2022 Closing the Gaps**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>ELA/Reading</b>																
% Participation	92%	-	92%	100%	-	-	-	-	92%	92%	90%	67%	93%	89%		
# Participants	963	-	960	3	-	-	-	-	961	707	95	2	810	153		
Total Tests	1,046	-	1,043	3	-	-	-	-	1,044	768	106	3	874	172		
<b>Mathematics</b>																
% Participation	90%	-	90%	100%	-	-	-	-	90%	92%	89%	100%	92%	84%		
# Participants	763	-	760	3	-	-	-	-	761	565	72	2	654	109		
Total Tests	844	-	841	3	-	-	-	-	842	613	81	2	714	130		
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	100%	-	100%	100%	-	-	-	-	100%	100%	99%	100%	100%	99%		
# Participants	1,044	-	1,012	3	-	-	-	-	1,027	767	110	5	810	234		
Total Tests	1,048	-	1,016	3	-	-	-	-	1,031	767	111	5	812	236		
<b>Mathematics</b>																
% Participation	95%	-	95%	100%	-	-	-	-	95%	98%	100%	100%	95%	95%		
# Participants	808	-	780	3	-	-	-	-	794	590	85	3	619	189		
Total Tests	847	-	819	3	-	-	-	-	833	600	85	3	649	198		

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 1.** (Sustain growth in student achievement) At least 70% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. Reading= Approaches:75% Meets:45% Masters: 25%ELA EOC= Approaches:60% Meets:45% Masters: 15%Math= Approaches:65% Meets:35% Masters: 15%Science= Approaches:75% Meets:45% Masters: 25%Social St= Approaches:70% Meets:45% Masters: 25%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a needs assessment on the currently in place curriculum and analyze district student data. Based on curriculum needs, a curriculum writing team will be established that includes staff from all programs, content areas and grade levels. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Administration, Superintendent	July-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Curriculum alignment across all areas.
2. Disaggregate assessment data to identify root causes and gaps during weekly assessment and benchmark to plan for accelerated learning and differentiated instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	Aug 2021 - June 2022	(F)Title I Part A, (S)State Compensatory	Criteria: Improved scores and individual growth in all assessments
3. Supplemental instructional resources will be acquired to be utilized on a biweekly basis for student growth to maximize blended learning, accelerated instruction, and language development. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2)	Administration	August 2021 - June 2022	(F)Title I Part A, (F)Title III Bilingual / ESL, (S)State Compensatory	Criteria: Improved scores and individual growth on all campus, district and state assessments.
4. Provide accelerated learning opportunities after school and summer school to students in grades 2nd-12th who are performing below grade level by strategically increasing instructional time in core area classes. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5.2)	Administration, Principal, Superintendent	Aug 2021 - June 2022	(F)Title I Part A, (S)State Bilingual, (S)State Compensatory	Criteria: Improved academic performance in state assessment.
5. Incorporate a PLC period at all grade levels to for teachers to utilizing the TEKS Resource System as a framework for curriculum alignment. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.2)	Director of C&I, Superintendent	Aug 2021 - Jne 2022	(F)Title I Part A	Criteria: Improved academic performance in state assessment.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5.1,5.2)				
6. Implement an RTI period for all students during the regular school day. Differentiated support for students will be provided to those campuses / departments that have been identified for interventions to meet the individualized needs for student achievement. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.1,5.3)	Lead Teacher, Principal	Aug-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Improved identification and monitoring of students in need of academic support will result in improved academic growth.
7. Curriculum Writing committee will create a challenging, rigorous curriculum that addresses the state standards, accelerates learning to address learning gaps, and incorporates scaffolds as instructional supports. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration, Superintendent, Teacher(s)	Aug-May	(F)Title I Part A	Criteria: Increased state assessments results
8. Students will be provided with additional support for advancing to the next grade level through the following strategies: a) Summer school; b) Tutoring; c) Reading Intervention; d) Credit recovery; e) Mentoring programs; f) Optional Flexible Scheduling g) Computer Assisted Instruction (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.3,5.4)	Administration, Principal, Superintendent	Aug-May	(F)Title I Part A, (L)General Fund	Criteria: Increased academic performance of all students in standardized assessments.
9. All K-5 teachers, including special education teachers, and elementary principals will complete the HB 3 Reading Academies by 2023. (Title I SW Elements: 1.1,2.4) (Target	Bilingual/ ESL/ Title I Director, Principal, Teacher(s)	Aug-May	(L)General Fund	Criteria: Successful completion of coursework.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 1.** (Sustain growth in student achievement) At least 70% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. Reading= Approaches:75% Meets:45% Masters: 25%ELA EOC= Approaches:60% Meets:45% Masters: 15%Math= Approaches:65% Meets:35% Masters: 15%Science= Approaches:75% Meets:45% Masters: 25%Social St= Approaches:70% Meets:45% Masters: 25%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: All,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 5.2)				
10. Incorporate research – based instructional strategies from high quality professional development: sheltered instruction, deconstruction of the TEKS, writing across the curriculum, the science of Teaching Reading. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.2,5.3)		Aug-May	(L)General Fund	Criteria: Increased state assessments results
11. Establish an accelerated learning committee to develop an individual educational plan for students who are not performing on grade level and monitor progress. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3,5.4)	Administration, Superintendent	Aug-May	(F)ESSER III, (F)Title I Part A, (L)General Fund	Criteria: Increase academic performance of students in standardized test.
12. For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, they will be assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or receive supplemental instruction (tutoring) before or after school, or embedded in the school day. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.2,5.3)	Administration, Superintendent	Aug-May	(F)ESSER III, (L)General Fund	Criteria: Increase academic performance in standardized assessments.
13. Create opportunities for learning, support literacy and education, and help shape the new ideas and perspectives through the libraries. Librarians will support reading competence by ensuring high quality of reading materials and increase time allotted for independent reading. (Title I SW Elements: 2.4,2.5,2.6,3.1) (Target Group: ECD) (Strategic Priorities: 2) (ESF:	Administration	Aug-May	(F)Title I Part A	Criteria: Increased reading competence.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 1.** (Sustain growth in student achievement) At least 70% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. Reading= Approaches:75% Meets:45% Masters: 25%ELA EOC= Approaches:60% Meets:45% Masters: 15%Math= Approaches:65% Meets:35% Masters: 15%Science= Approaches:75% Meets:45% Masters: 25%Social St= Approaches:70% Meets:45% Masters: 25%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5,5.1,5.3)				
14. Teachers will Implement research and evidence based intervention resources, supported by instructors to facilitate learning in small group. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Principal	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Improve academic performance of at risk students.

# PROGRESO ISD

- Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness
- Objective 2.** (English Learners) At least 29% of all Emergent Bilinguals will perform at the meets level in reading and at least 40% of Emergent Bilinguals will perform at the meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide English language support and acquisition through purchase of supplemental materials to be used by all students in core area classes. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal	August 2021 - June 2022	(F)Title III Bilingual / ESL	Criteria: PO, Lesson Plans, classroom observations Improved overall scores and individual growth on all campus, district and state assessments.
2. Provide staff development training for all core teachers to better serve EL students with Sheltered English Instruction, EL effective teaching strategies and differentiated instruction. (Title I SW Elements: 1.1,2.5,2.6,3.2) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal	By June 2022	(F)Title III Bilingual / ESL	Criteria: Improved overall scores and individual academic growth on all campus, district and state assessments
3. Teachers will provide intensive, systematic, research-based reading, writing and content-area instruction to identified bilingual education and ESL students. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal	Aug-May	(F)Title III Bilingual / ESL, (L)General Fund	Criteria: Improved overall scores and individual growth on all campus, district and state assessments.
4. Develop and implement a revised lesson plan template that addresses differentiate instruction for EL, incorporate scaffolding linguistic and cognitive routines, integrates the ELPS and TEKS and language objectives using LIAG. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 4) (ESF: 4.1,5.2)	Administration, Bilingual/ ESL/ Title I Director, Teacher(s)	Aug - May	(S)State Bilingual	Criteria: English Learners will demonstrate progress in academic achievement in all content areas.
5. Teachers will provide an intensive instructional tutorial program for bilingual education and ESL students, individualized to meet the unique needs of the students and student groups. Tutorials will be provided at each campus before, during, after school hours, on Saturday, and/or during	Bilingual/ ESL/ Title I Director, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Closing the achievement gap of English Language Learners.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 2.** (English Learners) At least 29% of all Emergent Bilinguals will perform at the meets level in reading and at least 40% of Emergent Bilinguals will perform at the meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
teacher office hours in the core content areas of Reading, Math, Writing, Science, and Social Studies. (Title I SW Elements: 1.1,2.4) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2)				
6. Provide coaching to teachers to improve instructional practices to better serve emergent bilinguals, using the SIOP model. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)		Aug - May		Criteria: Emergent Bilinguals performance
7. The District will offer Dual Language Program as a program option for students learning a second language in grades PreKinder through 1st grade to develop biliteral, bicultural, bilingual students. (Title I SW Elements: 2.5) (Target Group: EB) (ESF: 5.1)	Bilingual/ ESL/ Title I Director, Principal	Aug - May		Criteria: Emergent Bilinguals performance

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 3.** (Language Proficiency Progress) 37% of all English Learning will progress at least one level in the TELPAS composite score

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement scaffolding and cognitive routines to increase the EL learners performance in TELPAS composite scores, with a focus on the alignments between receptive and expressive skills by utilizing Summit K12 (Title I SW Elements: 2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.3)		Aug-May	(F)Title III Bilingual / ESL	Criteria: English Learners will progress at least one level on the TELPAS composite score.
2. Provide a supplemental enrichment summer school program for bilingual and ESL students in order to enhance their English language proficiency. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.2)	Bilingual/ ESL/ Title I Director, Principal	June-July	(S)State Bilingual	Criteria: Students progress of at least one level on TELPAS composite.
3. Teachers will implement a standardized ESL program and receive sustained staff development in appropriate ESL activities, including the use of technology in acquisition and development of English. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: ESL,EB) (Strategic Priorities: 2,4) (ESF: 5.1,5.2)	Bilingual/ ESL/ Title I Director, Superintendent	Aug - June	(S)State Bilingual	Criteria: Closing the achievement gap for English Learners performance.
4. Data analysis tools will be utilized to determine program eligibility, appropriate services, and reclassification of students in Bilingual Education/ ESL program through the Language Proficiency Assessment Committee (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Bilingual/ ESL/ Title I Director, Teacher(s)	August-May	(S)State Bilingual	Criteria: LPAC progress monitoring
5. Teachers will conduct intensive English Language Proficiency Standards practices during the instructional day that are aligned to the ELPS. (Title I SW Elements: 2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.1,5.2)	Bilingual/ ESL/ Title I Director, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL	Criteria: Language proficiency progress of one level or above on composite score.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 3.** (Language Proficiency Progress) 37% of all English Learning will progress at least one level in the TELPAS composite score

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Implement a two way dual language model to have a successful forum for addressing the language and academic needs of English learners. (Title I SW Elements: 1.1) (Target Group: BI,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 5.1,5.2)	Bilingual/ ESL/ Title I Director, Principal	Aug-July		Criteria: Students progressing in language proficiency.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 4.** (Special Education) Improve post-secondary readiness outcomes for students receiving Sp. Ed, services by improving skills needed for post-secondary education, employment & independent living skills through increased participation in the general education setting/curriculum, participation in CTE, college prep, and/or dual credit courses with at least 70% of students graduating with a Completed IEP and workforce readiness advanced diploma, industry-based certification and/or earning college credit/associates degree.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Review LRE/IA of all students and ensure first consideration is general education setting when developing IEP.</p> <p>Ensure only students eligible for STAAR alternate 2 assessments are receiving alternate TEKS curriculum.</p> <p>Ensure and monitor that appropriate accommodations and modifications are in place for students to be able to access and participate in general education setting/curriculum and succeed in state assessments, specifically those leading to increased STAAR/EOC performance and graduation with advanced diploma plan, advanced placement course, dual-course credit, CTE level 1 or 2 certification, industry-based certification or associates degree/college credit hours. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 3,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Assistant Principal(s), Counselor(s), CTE Director, Director of C&amp;I, Director of Special Education Services, Special Ed Teachers, Teacher(s)</p>	<p>August 2021 to May 2022</p>	<p>(F)IDEA Special Education</p>	<p>Criteria: Increase student achievement and school progress on STAAR/TELPAS/other state assessments and increase CCMR ratings of students receiving special education services by 4%.</p> <p>Decrease amount of students participating in STAAR alternate 2 by 1 % if meet criteria only.</p> <p>Decrease the percentage of students in instructional arrangement greater than 21% in a non-general education setting, specifically focusing on IA of 44/45 with a district percentage range of 10.1% to 18.9%.</p>
<p>2. Provide vocational experiences and training, by district staff and TWC-VRS / STC partnership, for students with an IEP, including functional skills IEPs on- and off-campus, including local businesses, to increase graduation with an IEP and workforce readiness and independent/adapted behavior skills to increase QOL for students/adults with low-incidence disabilities. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: SPED) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4,5,5.4)</p>	<p>Director of Special Education Services, Principal, Special Ed Teachers, Superintendent</p>	<p>August 2021- to May 2021</p>	<p>(F)IDEA Special Education</p>	<p>Criteria: Increase graduation with an IEP and workforce readiness and independent/adapted behavior skills for students with and IEP, including those with severe cognitive/academic impairments receiving special education services by 25%.</p>

# PROGRESO ISD

- Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness
- Objective 4.** (Special Education) Improve post-secondary readiness outcomes for students receiving Sp. Ed, services by improving skills needed for post-secondary education, employment & independent living skills through increased participation in the general education setting/curriculum, participation in CTE, college prep, and/or dual credit courses with at least 70% of students graduating with a Completed IEP and workforce readiness advanced diploma, industry-based certification and/or earning college credit/associates degree.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. Provide workforce readiness skills-building opportunities through district partnerships with Texas Workforce Solutions and STC and direct student/parent linkage for transition services specifically focused on pre-employment (Pre-ETS) (i.e., career exploration, work-based learning, counseling on post-secondary opportunities, workplace readiness, and self-advocacy). Free services/opportunities include, but are not limited to: on-campus vocational training/certificate, occupational skills assessment and training, career counseling/planning, summer paid on the job training, apprenticeship training services, and paid work experience training for students ages 14 to 22 and opportunity to complete workforce certificate programs through STC while attending PISD. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: SPED,504,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4,5,5.2,5.4)</p>	<p>Administration, Director of Special Education Services, Special Ed Teachers</p>	<p>August 2021-July 2022</p>	<p>(F)IDEA Special Education</p>	<p>Criteria: Increased college and career readiness for students who are receiving special education services by 25%.</p>

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 5.** (Migrant) At least 45% of all Migrant students will score at the approach level of minimum expectations or higher and at least 17% will achieve meets and 5%masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement a set of procedures that outline strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 5.2,5.3,5.4)	Director of C&I, Superintendent	Aug-May	(F)Title I Part C Migrant	Criteria: Reduce failure rate of migrant students.
2. Increase university and college awareness through the College Assistance Migrant Program (CAMP) and/or the Migrant University Summer Experience (M.U.S.E) by providing students the opportunity to visit colleges and universities and increase application and enrollment of Migrant students to higher learning institutions. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 3.3,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students graduation rates.
3. Conduct a Migrant leadership organization specific to Migrant students designed to address problems related to migrant life, provide leadership opportunities and facilitate social engagement with the school community. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3,4) (ESF: 3.3,5.2,5.3)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students graduation rate.
4. Campus and District staff will coordinate and implement the Migrant identification and recruitment plan and the District will provide program services to identified migrant families. (Title I SW Elements: 2.1,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Ensure effective identification of migrant students.
5. Provide social and emotional support services and materials to assist in the social and academic success of Migratory students. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 3,4) (ESF: 3.3,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant student performance.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 5.** (Migrant) At least 45% of all Migrant students will score at the approach level of minimum expectations or higher and at least 17% will achieve meets and 5%masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide supplemental instruction such as one-to-one tutoring, extended day tutoring and tutoring during the day to support Migrant Students to effectively use resources and tools to increase success in Reading and Math. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 2) (ESF: 3.3,5.1,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students academic achievement on reading and math.
7. Conduct Migrant Parent meetings to provide information on academic success such as college and career readiness and graduation requirements as well as community resources available. (Title I SW Elements: 2.6,3.1) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase the effectiveness of the parental communication.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 6.** (Postsecondary Readiness & Well Rounded Education) High School: By the end of 2022, CCMR percentage will be increased to an 85%. Graduation rates will be above 90%. By the end 2023, Middle School and Elementary will have at least 44% students who are achieving meets levels in reading and 46% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted instruction in the area of TSI and ACT preparation and provide college readiness courses, tutorials, training, and resources. (Title I SW Elements: 2.4) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.2)	Director of C&I, Principal	Aug-May	(L)General Fund	Criteria: Improved college and career readiness preparation.
2. Implement a strong foundation in the four core areas, with an early introduction to college and career readiness standards, an introduction to the world of work, and exposure to the standards through various opportunities. The district will facilitate the opportunity for students to explore various college and career opportunities to include expanding the fine arts and strengthening CTE programs. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.2)	Administration, CTE Director	Aug-May	(L)General Fund	Criteria: Increase CCMR accountability component.
3. Increase by 5% the number of students earning associate's degree, earn dual course credits, and/or meet criteria on advanced placement by using an individual tracker and providing supports for students in need. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.2,5.3)	Administration	Aug-May	(L)General Fund	Criteria: Increase the percentage of students earning dual credits, associate degrees and/or AP credits.
4. At least 46% students will perform at Meets Grade Level or Above Standard in All Subjects to ensure postsecondary readiness by enhancing curriculum and differentiated instruction. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.1,5.2,5.3)	Administration, Superintendent, Teacher(s)	Aug-May	(L)General Fund	Criteria: Increase the percentage of students who demonstrate postsecondary readiness.
5. Closely monitor student progress and graduation plan fulfillment at the end of each semester. Campus information related to graduation rates, dropout rates, high school	Administration	Aug - May	(L)General Fund	Criteria: Increase graduation percentages.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 6.** (Postsecondary Readiness & Well Rounded Education) High School: By the end of 2022, CCMR percentage will be increased to an 85%. Graduation rates will be above 90%. By the end 2023, Middle School and Elementary will have at least 44% students who are achieving meets levels in reading and 46% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
equivalency certificate rates, and the percentage of students who remain in high school or more than four years after entering 9th grade for have a 90% graduation rate. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3)				
6. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and expand access to fine arts and athletic classes with the purpose of providing all students access to an enriched curriculum and educational experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2)	Administration	Aug - Sept	(F)Title IV Safe and Drug Free	Criteria: Improve access to enriched curriculum and educational experiences.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 7.** (Attendance) Progreso ISD will maintain an overall attendance rate of 90% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue incentive programs at campus level to promote student attendance and achieve attendance targets. Recognize campuses with highest attendance rate per attendance reporting period (principal & designee). (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Principal, Superintendent	Aug-May	(L)General Fund	Criteria: Increase is Attendance percentages.
2. Conduct informational meetings for parents and students on the importance of school attendance. Promote awareness on Texas Truancy Laws and Attendance within the district by providing parental sessions explaining new TEA Attendance Guidelines (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Principal, Superintendent	Aug-May	(L)General Fund	Criteria: Increase district attendance.
3. Utilize district and campus personnel to improve attendance to ensure 90% ADA by monitoring daily attendance and providing interventions for students at risk. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.3,3.4)	Administration	Aug-May	(L)General Fund	Criteria: Increase district attendance.

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 8.** (Professional development) The professional development plan will focus on developing and implementing a well-rounded program of instruction to meet the academic needs of all student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a curriculum enhancement cycle and develop a standards based curriculum that infuses reading, writing, and critical thinking across the content areas. (Title I SW Elements: 2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - May	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Increase student achievement by at least 5%
2. Provide professional development to support the implementation of the following research-based instructional practices: balanced literacy, content and disciplinary literacy, critical thinking, concept based learning, and sheltered instruction, (Title I SW Elements: 2.5) (Target Group: All,ECD,BI,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - Sept		Criteria: Increase academic achievement by at least 5%
3. Provide technology professional development for integration of technology into instruction to increase rigor and relevance. Improve academic achievement, academic growth, and digital literacy of all students (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,BI,ESL,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug-Sept	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (S)State Bilingual	Criteria: Increase student academic performance.
4. Implement a systematic approach to professional learning that builds the individual and collective capacity through instructional coaching to best help teachers and administrators build their instructional capacity. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,EB,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - Sept	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Increase academic performance.
5. Provide professional development to instructional staff on strategies to improve safety and social and emotional well being. Investigate and develop strategies and practices to manage and address challenges,	Principal	Aug-Sept		

# PROGRESO ISD

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness

**Objective 8.** (Professional development) The professional development plan will focus on developing and implementing a well-rounded program of instruction to meet the academic needs of all student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
such as student behavior concerns, academic concerns, mental health issues, and attendance concerns (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)				
6. Provide ongoing and targeted professional development of the knowledge, skills, and competencies needed to serve the needs of Emergent Bilinguals. This includes content based coaching, Reading Strategies for Emergent Bilingual, and Billiteracy development. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug - Sep	(S)State Bilingual	Criteria: Increase student achievement.

# PROGRESO ISD

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will create a system with the purpose of attracting, developing, retaining and fostering highly qualified educators and students.

**Objective 1.** (Highly Qualified and Highly Effective Staff) All teachers will be highly qualified and all of paraprofessionals with instructional duties will meet ESSA requirements. Progreso ISD will recruit and retain high quality and highly effective staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in regional job fairs to recruit highly effective teachers. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Director of Human Resources, Superintendent	Aug - May	(L)General Fund	Criteria: Recruitment of effective teachers.
2. Provide professional development sessions to prepare teachers for the Bilingual/ESL certification preparation. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Bilingual/ ESL/ Title I Director	Aug-May	(S)State Bilingual	Criteria: Teachers' certification completion.
3. Monitor and assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources	May-Aug	(F)TCLAS, (L)General Fund	Criteria: Highly qualified teachers and paraprofessionals
4. Establish a system for Paraprofessional Certification & Education by supporting paraprofessionals who are eligible to complete a bachelor's degree and and acquire a teacher certification. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources	Aug-Sep	(F)TCLAS	Criteria: Increase the number of certified teachers.

# PROGRESO ISD

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will create a system with the purpose of attracting, developing, retaining and fostering highly qualified educators and students.

**Objective 2.** (Teacher Retention) Progreso ISD will reduce teacher turnover rate by 4%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement positive morale through support programs, mentorship, effective communication, employee input and recognition in order to foster a healthy work environment. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Director of Human Resources, Superintendent	Aug-May	(L)General Fund	Criteria: Utilize a survey to measure morale, effective communication, and environment.
2. Provide stipends for Master's degree in teaching field (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources, Superintendent	Aug-May	(L)General Fund	Criteria: Teacher retention by providing additional stipends.
3. Conduct an employee exit interview to obtain information on district strengths and weaknesses (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources, Superintendent	May-Aug	(L)General Fund	Criteria: Completion of exit survey.
4. Provide competitive pay by giving retention stipends to staff members. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 2.1)	Business Manager, Human Resources, Superintendent	Aug 21 - Sept 22	(F)ESSER III	Criteria: Decrease turnover rate.

# PROGRESO ISD

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will create a system with the purpose of attracting, developing, retaining and fostering highly qualified educators and students.

**Objective 3.** (Capacity Building) Progreso ISD will build teacher capacity by engaging in professional development that focuses on scientifically based instructional strategies to close the achievement gap and elevates quality of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement mentoring, training and support programs for new teachers (new to career or new to district) and tenured professionals promoted to new positions. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Superintendent	Aug-May	(L)General Fund	Criteria: Ensure that all new teachers have a mentor assigned.
2. Develop a mentorship program that encompasses all job positions with emphasis on new hires with a goal-oriented feedback system as a means to develop strong relationships within an organization. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Superintendent	Aug-May	(L)General Fund	Criteria: Monitor the feedback system provided to employees.
3. Create staff development guidelines which promote alignment, consistency and professional growth. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources, Superintendent	May-Aug	(L)General Fund	Criteria: Evaluation of professional growth pathway.

# PROGRESO ISD

**Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish comprehensive systems of updating technology to advance teaching and learning.

**Objective 1.** (Technology replacement plan) All classrooms for student use will be equipped with appropriate instructional technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be equipped with needed classroom technology such as doc. camera, projector, printer and computer to effectively deliver TEKS aligned lessons and activities (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 4.1)	Director of Technology	Aug-May	(F)Title IID Technology, (L)General Fund	Criteria: Increased teacher performance in core area classes and increased student academic growth in all campus, district and state assessments
2. Expand student 1:1 Mobile Device Initiative for designated courses and school levels. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Technology, Superintendent	Aug-May	(F)ESSER III, (F)Title III Bilingual / ESL, (L)General Fund	Criteria: Effective utilization of technology to advance teaching and learning.
3. Expand opportunities for technology-based lesson integration to support mastery of prerequisite skills by computer lab rotations (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.2)	Director of Technology, Superintendent	Aug-May	(F)Title I Part A, (L)General Fund	Criteria: Effective utilization of technology to advance teaching and learning.
4. Initiate a district-wide wireless project to ensure wireless internet access is available in all classrooms/ campuses across the district. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2)	Director of Technology, Superintendent	Aug-May	(F)Erate, (F)ESSER III, (F)Title IID Technology, (L)General Fund	Criteria: Effective implementation of technology for instructional purposes.
5. Create a partnership with the City of Progreso to create a City-School Plan to provide wireless internet to enrolled students residence at no, or low-cost fees. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1,5.2)	Director of Technology, Superintendent	Aug-May	(O)Local Districts	Criteria: Increase the number of students who have access to internet.
6. Continue with the 2nd phase of Emergency Connectivity Fund to ensure all students have a laptop/device (1:1) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Director of Technology, Superintendent	Aug 21 - Sept 22	(F)Title IID Technology, (L)General Fund	Criteria: Ensure all students have a laptop/device (1:1).

# PROGRESO ISD

**Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish comprehensive systems of updating technology to advance teaching and learning.

**Objective 2.** (Instructional Technology) Use technology-based instructional materials and software to enhance and enrich student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop, improve, and/or expand the use of technology in the classrooms with such products as ClassDojo, Nearpod, remind, Google Classroom, and assigned technology products by grade level. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2)	Administration, Superintendent	Aug - May	(F)Title I Part A, (F)Title III Bilingual / ESL, (L)General Fund, (S)State Bilingual	Criteria: Increase the effective use of technology to facilitate learning.
2. Implement an annual computer purchasing ratio to maintain classrooms to at least a 2 -1 computer/ classroom and purchase emerging technology tools. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3) (ESF: 3.3,5.2)	Director of Technology, Superintendent	Aug-May	(F)Title IID Technology, (L)General Fund	Criteria: Utilize technology resources to advance teaching and learning.
3. Purchase Chromebooks, multivideo projectors, digital cameras, smart boards, and other innovative computer technology tools to allow for regular weekly technology use for integrated Curriculum activities (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 4.1)	Director of Technology, Superintendent	Aug - May	(F)Title IID Technology, (L)General Fund	Criteria: Utilize technology to advance teaching and learning
4. increase cabling to ensure all students have equitable and anytime, anywhere access to broadband communications. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1)	Director of Technology, Superintendent	Aug-May	(L)General Fund	Criteria: Utilize technology to advance teaching and learning
5. Provide opportunities for teacher training on initiatives that integrate the technology application TEKS for grades K -12 (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Technology, Superintendent	Aug-May	(L)General Fund	Criteria: Utilize technology to advance teaching and learning

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 1.** (Family and Community Engagement) Progreso ISD will increase family and community high quality engagement to ensure impactful collaboration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Parental Engagement Program to meet Federal/State Requirements that will include: - an annual Title I meeting district wide. -Parent, Family, Community Engagement Session for Parents of English Learners. (Title I SW Elements: 2.3,2.6,3.1,3.2) (Target Group: ECD,ESL,EB) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Bilingual/ ESL/ Title I Director, Superintendent	Aug-May	(F)Title I Part A	Criteria: Providing at least two opportunities for annual parental engagement opportunities including title I and III.
2. Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of currently students enrolled. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Superintendent	Aug-May	(L)General Fund	Criteria: Increase parental engagement activities in the district.
3. Perform a community needs assessment survey that includes technology, resources and communication channels. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Superintendent	Aug- May	(L)General Fund	Criteria: Submission of surveys.
4. Offer educational classes for parents at the campus and district level to present topics that are pertinent to academic and social-emotional needs of all students. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Bilingual/ ESL/ Title I Director, Director of C&I, Superintendent	Aug-May	(F)ESSER III, (L)General Fund	Criteria: Increase parental participation in sessions being offered.
5. The district will make the parents, families, and the community aware of Title I Parental requirements. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Principal, Superintendent	August 21-September 22	(F)Title I Part A	Criteria: Formative - Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies.

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 1.** (Family and Community Engagement) Progreso ISD will increase family and community high quality engagement to ensure impactful collaboration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>6. Promote &amp; Conduct an annual Title I meeting in the Fall &amp; Spring district wide. The meetings should include an invitation, a sign in sheet, an agenda, and meeting minutes as documentation of the presentation. The Title 1 presentation will be repeated, same meeting at 2 different times two different locations, for the flexibility of our parents and community. Fall and Spring Title 1 meetings are at times and locations as required for parents, families, and the community. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</p>	<p>Administration, Superintendent</p>	<p>Aug 21- Sept 22</p>	<p>(F)Title I Part A</p>	<p>Criteria: Formative - Review district and campus documentation of attendance/participation in Title I meetings for annual to include:Invitations, sign in sheets, agendas, and meeting notes. Review handouts, Power Point presentations, and other documentation used.</p>
<p>7. The district will provide student, parent, and family support services for Progreso ISD students that are determined at-risk to include discipline/behavior, attendance/truancy, economically disadvantaged, and academically challenged. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</p>	<p>Superintendent</p>	<p>Aug 21 - Sept 22</p>	<p>(L)General Fund</p>	<p>Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates, Sign in Sheets Parent Participation</p>

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 2.** (Network of community partners) Progreso ISD will establish a network of community partners to enhance our parental family and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a partnership with the City of Progreso to maximize community resources. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Superintendent	Aug-May	(L)General Fund	Criteria: Increase community engagement by strengthening partnerships.
2. Promote the participation of parents/volunteers at the Campus Parent Centers where the parental involvement staff can inform and provide literature of Title I Parental Involvement requirements. Provide supplemental assistance to Campus Parent Centers and Parent Educator to provide Educational-related services to parents and families of Title I students. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug 21- Sept 22	(L)General Fund	Criteria: Formative - Review the campus parent center documentation of attendance/participation to include: invitations, sign in sheets, agendas, and presentation topics.
3. The Parental Involvement Department Staff and Parents will attend staff development and trainings within the district, within the Region One ESC area, and Title I Statewide Conferences and Sessions. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for staff. Also, state conferences that cover McKinney Vento Homeless, with Parental/Attendance, and Dropout Prevention may also be included as possible staff development. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Superintendent	Sept 2021 - Aug 2022	(F)Title I Part A	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates, Sign in Sheets Parent Participation

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 3.** (Parental capacity building) Progreso ISD will promote parental capacity building founded on evidenced based strategies to enhance parent and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The parental Department will support Adult Education and entrepreneurial skills sessions. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Superintendent	Aug-May	(L)General Fund	Criteria: Increasing the number of parent who attend the classes offered.
2. Provide aligned parent trainings and resources to maximize education opportunities: classes at designated sites. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug-May	(L)General Fund	Criteria: Increase the number of parents who participate in the classes being offered.
3. 1. Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug 21 - Sept 22	(L)General Fund	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies.
4. Provide district-wide parental involvement sessions for parents, families, and the community. Sessions will focus on academic, enrichment, college/career, health/wellness, social services, entrepreneurial sessions, TDA Nutritional Standards, and family support services. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug 21- Sept 22	(L)General Fund	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates.
5. Promote campus parent sessions on State STAAR Testing standards, STAAR, EOC requirements, LPAC, TELPAS, PSAT and SAT/ACT testing information. These sessions	Administration, Superintendent	Aug 21 - Sept 22	(L)General Fund	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 3.** (Parental capacity building) Progreso ISD will promote parental capacity building founded on evidenced based strategies to enhance parent and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)				include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute outreach information.

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 4.** (Communication) Progreso ISD will develop a district-wide system that involves all stakeholders in two-way communication to ensure community trust.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase communication (Campus/District) through different methods such as: district websites, Facebook, Campus Marquees, twitter, school messenger, phone calls, home visit and (virtual) ZOOM parent meeting) to keep parents informed about district initiatives, highlights (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)</p>	<p>Administration, Director of Technology, Superintendent</p>	<p>Aug-May</p>	<p>(L)General Fund</p>	<p>Criteria: Increased communication with parent, family and community.</p>
<p>2. Provide informational presentations for parents on topics of interest and needs (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)</p>	<p>Administration, Superintendent</p>	<p>Aug-Sept</p>	<p>(L)General Fund</p>	<p>Criteria: Increase the number of parents who engage in the session provided by the district.</p>
<p>3. Provide information to parents and community on the benefits of all the special population programs to ensure all eligible economical disadvantaged, English Learner migrant children and youth residing in the District are properly identified, recruited, and effectively served through instructional and supplemental services such as: health, clothing, school materials, and referrals for social services. (Title I SW Elements: 3.1) (Target Group: ECD,ESL,Migrant,EB,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,3.4)</p>	<p>Bilingual/ ESL/ Title I Director, Director of C&amp;I, Superintendent</p>	<p>Aug-May</p>	<p>(L)General Fund</p>	<p>Criteria: Improved communication channels with parents.</p>
<p>4. Establish procedures for disseminating information, news, and district updates for parents, families, and the community. Follow district protocols directed by the District Administrators. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</p>	<p>Administration, Superintendent</p>	<p>Aug 2021 - Sept 2022</p>	<p>(L)General Fund</p>	<p>Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates.</p>

# PROGRESO ISD

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.

**Objective 4.** (Communication) Progreso ISD will develop a district-wide system that involves all stakeholders in two-way communication to ensure community trust.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. We will utilize a variety of methods to communicate and provide information to parents, families, and the community about activities, events, and special Information related to their PISD students. Other traditional methods of communication will be used by the parental staff including flyers, handouts, brochures, and other paper Documentation, as well. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</p>	<p>Administration, Superintendent</p>	<p>Aug 2021- Sept 2022</p>	<p>(L)General Fund</p>	<p>Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates.</p>

# PROGRESO ISD

**Goal 5.** (Facilities will provide safe environment) Progreso ISD facilities will provide a safe environment and positive climate conducive to innovative learning and social emotional success.

**Objective 1.** (Maximize Revenues) Develop a district-wide system to maximize revenue and streamline expenses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain financial stability to achieve the most effective and efficient use of tax payer dollars, while maintaining excellent academic, extracurricular activities, technology, and facility improvements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Superintendent	Aug-May	(L)General Fund	Criteria: District financial stability.
2. Budget development will provide for a reasonable staff compensation, stable per pupil expenditure, and a contingency plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Superintendent	May-Aug	(L)General Fund	Criteria: District financial stability.
3. Monitor monthly financial reports to find evidence that district financial practices are sound, cost effective, and consistent with district law and policy. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Superintendent	Aug-May	(L)General Fund	Criteria: District financial stability.

# PROGRESO ISD

**Goal 5.** (Facilities will provide safe environment) Progreso ISD facilities will provide a safe environment and positive climate conducive to innovative learning and social emotional success.

**Objective 2.** (District Operations) Develop a district-wide system to ensure effective and efficient district operations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop an Educational Sustainability Plan to replace all chalkboards with whiteboards, replace carpet with tile and modernize facilities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Superintendent	Aug-May	(F)ESSER III, (L)General Fund	Criteria: Improvements in district facilities.
2. Create a Campus/Safety Plan to strategically replace HVAC systems, major maintenance equipment. A system-wide maintenance monitoring system that focuses on district operation needs will be created. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Support Services, Superintendent	Aug-May	(F)ESSER III, (L)General Fund	Criteria: Improve district operation needs.
3. Implement a multi-hazard emergency operations plan for use in all district facilities which includes training in preparedness, response, and recovery.  As part of the plan, all facilities will practice the following including but not limited to: fire drills, lock downs, severe weather, active shooter, and bomb threats. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Administration, Director of Support Services, Superintendent	Aug-May	(F)ESSER III, (L)General Fund	Criteria: Effective implementation of emergency operations plan.
4. Create and maintain an environment which supports positive physical, emotional, health, and social well-being for students and staff by incorporating a security cameras systems and engaging in social and emotional activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Administration, Superintendent	Aug-May	(F)ESSER III, (F)Title IV Safe and Drug Free, (L)General Fund	Criteria: Ensure a positive climate conducive to learning and professional growth.
5. Continue district efforts to support campuses in bringing awareness and student support in the areas of: Suicide Prevention, Mental Health, Sexual Abuse, Sexual Harassment. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4)	Superintendent	Aug-May	(F)ESSER III, (L)General Fund	Criteria: Monitor systems to improve school climate

# PROGRESO ISD

**Goal 5.** (Facilities will provide safe environment) Progreso ISD facilities will provide a safe environment and positive climate conducive to innovative learning and social emotional success.

**Objective 2.** (District Operations) Develop a district-wide system to ensure effective and efficient district operations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 3.1,3.2)				
6. Provide a low-risk environment by incorporating smart sensors that can detect air and sound abnormalities (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)		Aug-May	(F)Title IV Safe and Drug Free	Criteria: Improve safe environment conducive to learning.
7. Conduct an Exterior Door Safety Audit and reinforce all exterior door lock. Classroom instruction will require to have doors locked and audits will be conducted in an going basis. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Support Services	Aug-May	(L)General Fund	Criteria: Improve safe environment conducive to learning.
8. The district will implement access control policies to include: exterior doos, visitors and procedures and management of keys. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug - May	(L)General Fund	Criteria: Improve safe environment conducive to learning.
9. Surveillance will be consistently monitored by utilizing security cameras and an electronic security system. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug-May	(O)Local Districts	
10. Staff and substitutes will be trained to report threats and know how to respond to threats from students, threats found in school work, notes, journals, or overheard by other students prior to the start of the school year. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug-May	(L)General Fund	Criteria: Improve safe environment conducive to learning.
11. School-based Law Enforcement officers are located on site. Moreover, school security/law enforcement provides a visible and regular presence on campus during school hours. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug-May	(O)Local Districts	Criteria: Improve safe environment conducive to learning.

# PROGRESO ISD

**Goal 5.** (Facilities will provide safe environment) Progreso ISD facilities will provide a safe environment and positive climate conducive to innovative learning and social emotional success.

**Objective 2.** (District Operations) Develop a district-wide system to ensure effective and efficient district operations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. The district will implement COVID mitigation measures such as improving ventilation, disinfecting periodically, making testing available and highly recommending the use of mask. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Administration	Aug - May	(L)General Fund	Criteria: Improve safe environment conducive to learning.