

# DOROTHY THOMPSON MIDDLE

## Campus Improvement Plan

**2025/2026**

*If you need translation services, please call (956) 565-3002 or send an email to [claudiacoronado@progresoedu.net](mailto:claudiacoronado@progresoedu.net)*

*Si necesita servicios de traducción, llame al (956) 565-3002 o envíe un correo electrónico a [claudiacoronado@progresoedu.net](mailto:claudiacoronado@progresoedu.net)*

**DOROTHY THOMPSON  
MIDDLE SCHOOL**

Yulia C. Molina

108 W. FM 1015, Progreso, TX 78579

(956) 565-1275

[yuliamolina@progresoedu.net](mailto:yuliamolina@progresoedu.net)

# Legal References

1. Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)
2. Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)
3. The district is required by the Every Student Succeeds Act (ESSA), the current reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), to conduct a Comprehensive Needs Assessment (CNA) that addresses the four Multiple Measures of Data used to determine strengths and areas needing improvement:

Demographics  
Student Academic Achievement  
District Processes and Programs  
Perceptions

## **Every Student Succeeds Act (ESSA) Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

- Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The CIP Development and Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.
- Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.
- Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed principal confirmation checklist is attached to this plan.

# **PROGRESO ISD SCHOOL BOARD MEMBERS 2025-2026**

Juan J. Ramos, Jr - PRESIDENT  
Berenice Martinez - VICE-PRESIDENT  
Yadira Flores - SECRETARY  
Maria Acosta - TREASURER  
Janie Sarmiento - MEMBER  
Agapito Perez Jr. - MEMBER  
Paola Candanoza - MEMBER

Sergio Coronado - Superintendent of Schools

This document is available at <http://progresoedu.net/> and a hard copy is available upon request.  
Este documento esta disponible en [http://progresoedu.net](http://progresoedu.net/) y puede ser traducido a peticion.

# DOROTHY THOMPSON MIDDLE Site Base

Name	Position
Molina, Yulia	DTMS Principal
Valdez, Rachal	DTMS Facilitator
Castaneda, Maria	DTMS Counselor
Sotelo, Johana	ELAR Team Leader
Palomo, Denise	Math Team Leader
Amberson-Dominguez, Samantha	Science Team Leader
Barrera, Silma	Elective Teacher
De la Cerda, Cynthia	DTMS Parent
Lopez, Mirsa	DTMS Parent
Cantu, Diana	DTMS Instructional Aide
Ochoa, Leonardo	Paraprofessional
Vega, Abigail	Student
Ramirez, Gelsey	Student

# DOROTHY THOMPSON MIDDLE

## **Mission**

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

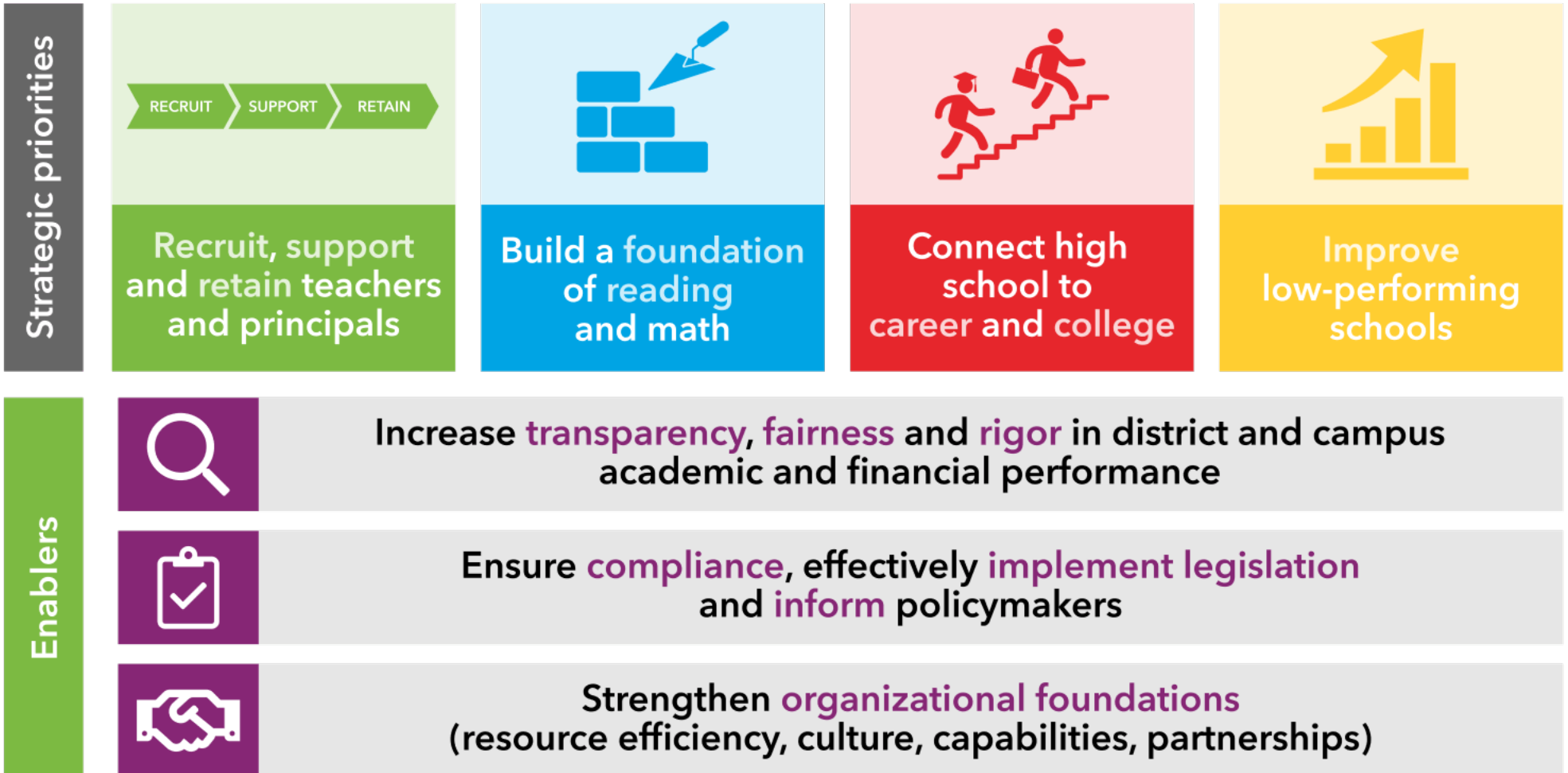
## **Vision**

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

### Nondiscrimination Notice

DOROTHY THOMPSON MIDDLE 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.

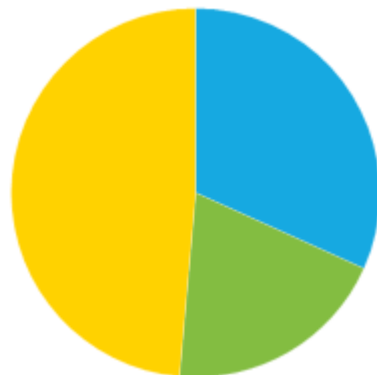
# Every child, prepared for success in college, a career or the military.



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

# Resources

## Currency



Total	\$155,479
Federal	\$49,335
State	\$30,594
Local	\$75,550
Other	\$0

Resource	Source	Amount
Title I Part A	Federal	\$45,807
Title I Part C Migrant	Federal	\$1,528
Title IIA Principal and Teacher Improvement	Federal	\$0
Title III Bilingual / ESL	Federal	\$2,000
Title IV Safe and Drug Free	Federal	\$0
General Fund	Local	\$75,550
Gifted and Talented	State	\$5,600
State Bilingual	State	\$4,834
State Compensatory	State	\$20,160

Texas Education Agency

2025 Accountability Rating Overall Summary

DOROTHY THOMPSON MIDDLE (108910041) - PROGRESO ISD - HIDALGO COUNTY

★ Confidential ★

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		74	C	0%
STAAR Performance	42	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	70%
Academic Growth	62	72	C	
Relative Performance (Eco Dis: 100.0%)		86	B	✓
Closing the Gaps	63	84	B	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |  
Performance Reporting



Texas Education Agency  
**2025 Academic Growth**  
DOROTHY THOMPSON MIDDLE (108910041) - PROGRESO ISD - HIDALGO COUNTY

\* Confidential \*

**Calculation Report**

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	318.5	1	318.50
Accelerated Learning Points Earned	37	0.25	9.25
Sum of Annual Growth plus Accelerated Learning Points			327.75
Total Tests Evaluated			531
<b>Academic Growth Score</b>			<b>62</b>

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	184	0	0
Tests Earning 0.5 Points	57	0.5	28.5
Tests Earning 1 Point	290	1	290
Annual Growth Points Earned			318.5
Total Tests Evaluated			531
<b>Annual Growth Score</b>			<b>60</b>

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	79	0	0
Tests Earning 1 Point	37	1	37
Accelerated Learning Points Earned			37
Total Tests Evaluated			116
<b>Accelerated Learning Score</b>			<b>32</b>

Texas Education Agency  
**2025 Academic Growth**  
DOROTHY THOMPSON MIDDLE (108910041) - PROGRESO ISD - HIDALGO COUNTY

\* Confidential \*

**Both Subjects**

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	32	0.0	7	7.0	4	4.0	1	1.0	2	2.0	0	0.0	46	14.0
High Did Not Meet Grade Level	21	0.0	19	9.5	14	14.0	13	13.0	3	3.0	0	0.0	70	39.5
Low Approaches Grade Level	7	0.0	12	0.0	16	8.0	15	15.0	14	14.0	3	3.0	67	40.0
High Approaches Grade Level	6	0.0	11	0.0	21	0.0	22	11.0	28	28.0	5	5.0	93	44.0
Meets Grade Level	3	0.0	5	0.0	16	0.0	26	0.0	84	84.0	42	42.0	176	126.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	5	0.0	16	0.0	55	55.0	79	55.0
Total	69	0.0	54	16.5	74	26.0	82	40.0	147	131.0	105	105.0	531	318.5

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	79	32	5	0	116	37

Texas Education Agency  
**2025 Academic Growth**  
DOROTHY THOMPSON MIDDLE (108910041) - PROGRESO ISD - HIDALGO COUNTY

\* Confidential \*

### Reading/Language Arts (RLA)

0 Points
 0.5 Points
 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	24	0.0	6	6.0	2	2.0	0	0.0	0	0.0	0	0.0	32	8.0
High Did Not Meet Grade Level	10	0.0	8	4.0	7	7.0	6	6.0	0	0.0	0	0.0	31	17.0
Low Approaches Grade Level	3	0.0	7	0.0	7	3.5	8	8.0	4	4.0	1	1.0	30	16.5
High Approaches Grade Level	3	0.0	3	0.0	8	0.0	11	5.5	14	14.0	2	2.0	41	21.5
Meets Grade Level	1	0.0	2	0.0	7	0.0	11	0.0	45	45.0	14	14.0	80	59.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	4	0.0	12	0.0	32	32.0	51	32.0
Total	41	0.0	26	10.0	34	12.5	40	19.5	75	63.0	49	49.0	265	154.0

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	48	15	0	0	63	15

Texas Education Agency  
**2025 Academic Growth**  
DOROTHY THOMPSON MIDDLE (108910041) - PROGRESO ISD - HIDALGO COUNTY

\* Confidential \*

### Mathematics

0 Points
 0.5 Points
 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	8	0.0	1	1.0	2	2.0	1	1.0	2	2.0	0	0.0	14	6.0
High Did Not Meet Grade Level	11	0.0	11	5.5	7	7.0	7	7.0	3	3.0	0	0.0	39	22.5
Low Approaches Grade Level	4	0.0	5	0.0	9	4.5	7	7.0	10	10.0	2	2.0	37	23.5
High Approaches Grade Level	3	0.0	8	0.0	13	0.0	11	5.5	14	14.0	3	3.0	52	22.5
Meets Grade Level	2	0.0	3	0.0	9	0.0	15	0.0	39	39.0	28	28.0	96	67.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	4	0.0	23	23.0	28	23.0
Total	28	0.0	28	6.5	40	13.5	42	20.5	72	68.0	56	56.0	266	164.5

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	31	17	5	0	53	22

Texas Education Agency  
**2025 Closing the Gaps**  
**DOROTHY THOMPSON MIDDLE (108910041) - PROGRESO ISD - HIDALGO COUNTY**

✳ **Confidential** ✳

### Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	12	24	50.0	50.0%	25.0
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	7	12	58.3	10.0%	5.8
<b>Closing the Gaps Score</b>					<b>63</b>

☒ Closing the Gaps   ☐ Remove Additional Groups   ☐ Remove Additional Groups and Targets

### Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
<b>Groups to be evaluated based on 2024 accountability</b>	✓		✓						✓		
Academic Achievement Status											
<b>Reading/Language Arts (RLA) 2025 Target</b>	44%	32%	35%	59%	44%	74%	46%	56%	33%		
<b>RLA Next Interim Target (2027-28 through 2031-32)</b>	53%	43%	46%	66%	53%	78%	55%	63%	44%		
<b>RLA Long Term Target (2037-38)</b>	72%	66%	68%	80%	72%	87%	73%	78%	67%		
<b>Points Earned</b>	3		3						3		
2025 % at Meets GL Standard or Above	46%	-	47%	25%	-	-	-	-	46%		
2025 # at Meets GL Standard or Above	125	-	124	1	-	-	-	-	125		
2025 Total Tests (Adjusted)	270	-	266	4	-	-	-	-	270		
2024 % at Meets GL Standard or Above	46%	-	46%	--	-	-	-	-	46%		
<b>Mathematics 2025 Target</b>	47%	32%	39%	61%	47%	85%	52%	56%	36%		
<b>Mathematics Next Interim Target (2027-28 through 2031-32)</b>	56%	43%	49%	68%	56%	88%	60%	63%	47%		
<b>Mathematics Long Term Target (2037-38)</b>	74%	66%	70%	81%	74%	93%	76%	78%	68%		
<b>Points Earned</b>	3		3						3		
2025 % at Meets GL Standard or Above	48%	-	48%	50%	-	-	-	-	48%		
2025 # at Meets GL Standard or Above	129	-	127	2	-	-	-	-	129		
2025 Total Tests (Adjusted)	270	-	266	4	-	-	-	-	270		
2024 % at Meets GL Standard or Above	35%	-	35%	--	-	-	-	-	35%		
<b>Total Points</b>										18	24
Academic Growth Status											
<b>RLA 2025 Target</b>	63%	58%	59%	69%	63%	79%	63%	68%	58%		
<b>RLA Next Interim Target (2027-28 through 2031-32)</b>	73%	68%	69%	78%	73%	84%	73%	77%	68%		
<b>RLA Long Term Target (2037-38)</b>	93%	88%	89%	95%	93%	95%	93%	95%	88%		
<b>Points Earned</b>	0		3						3		
2025 Academic Growth Score	60%	-	59%	69%	-	-	-	-	60%		
2025 Growth Points	157.75	-	155.00	2.75	-	-	-	-	157.75		
2025 Total Tests	265	-	261	4	-	-	-	-	265		
2024 Academic Growth Score	62%	-	62%	--	-	-	-	-	62%		
<b>Mathematics 2025 Target</b>	67%	62%	64%	72%	67%	86%	69%	71%	62%		
<b>Mathematics Next Interim Target (2027-28 through 2031-32)</b>	76%	72%	74%	80%	76%	89%	78%	79%	72%		
<b>Mathematics Long Term Target (2037-38)</b>	95%	92%	94%	95%	95%	95%	95%	95%	92%		
<b>Points Earned</b>	0		3						3		

Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2025 Academic Growth Score	64%	-	64%	63%	-	-	-	-	64%		
2025 Growth Points	170.00	-	167.50	2.50	-	-	-	-	170.00		
2025 Total Tests	266	-	262	4	-	-	-	-	266		
2024 Academic Growth Score	64%	-	64%	--	-	-	-	-	64%		
Total Points										12	24
Federal Graduation Rate Status											
2025 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned											
2024 % Graduated	-	-	-	-	-	-	-	-	-		
2024 # Graduated	-	-	-	-	-	-	-	-	-		
2024 Total in Class	-	-	-	-	-	-	-	-	-		
2023 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
Progress in Achieving English Language Proficiency (EB/EL Current)											
2025 Target									44%		
Next Interim Target (2027-28 through 2031-32)									46%		
Long Term Target (2037-38)									50%		
Points Earned									4		
2025 TELPAS Progress Rate									52%		
2025 TELPAS Progress									89		
2025 TELPAS Total									170		
2024 TELPAS Progress Rate									35%		
Total Points										4	4
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2025 Target	47	37	41	58	45	74	49	55	38		
Next Interim Target (2027-28 through 2031-32)	57	47	51	68	55	81	59	65	48		
Long Term Target (2037-38)	77	67	71	88	75	95	79	85	68		
Points Earned	1		3						3		
2025 STAAR Component Score	42	-	42	42	-	-	-	-	42		
2025 % at Approaches GL Standard or Above	69%	-	70%	58%	-	-	-	-	69%		
2025 % at Meets GL Standard or Above	41%	-	41%	42%	-	-	-	-	41%		
2025 % at Masters GL Standard	16%	-	16%	25%	-	-	-	-	16%		
2025 Total Tests	736	-	724	12	-	-	-	-	736		
2024 STAAR Component Score	38	-	38	--	-	-	-	-	38		
Total Points										7	12
School Quality (College, Career, and Military Readiness Performance)											
2025 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned											
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2024 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2024 Total Students	-	-	-	-	-	-	-	-	-		
2023 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
Total Points											
Participation 2024-25											
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA											
% Participation	100%	-	100%	100%	-	-	-	-	100%		
# Participants	288	-	284	4	-	-	-	-	288		
Total Students	289	-	285	4	-	-	-	-	289		
Mathematics											

Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
% Participation	100%	-	100%	100%	-	-	-	-	100%		
# Participants	282	-	277	4	-	-	-	-	281		
Total Students	283	-	278	4	-	-	-	-	282		

Data Table: Additional Groups

Additional Groups															
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant	
Academic Achievement Status															
Reading/Language Arts (RLA) 2025 Target	44%	31%	n/a	n/a	n/a	28%	19%	38%	45%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	n/a	n/a	n/a	40%	33%	48%	54%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	72%	66%	n/a	n/a	n/a	64%	60%	69%	73%	n/a	n/a	n/a	n/a	n/a	
2025 % at Meets GL Standard or Above	46%	46%	-	86%	30%	39%	24%	100%	48%	38%	35%	-	-	35%	
2025 # at Meets GL Standard or Above	125	125	-	25	51	78	8	2	108	17	13	-	-	13	
2025 Total Tests (Adjusted)	270	270	-	29	170	202	33	2	225	45	37	-	-	37	
2024 % at Meets GL Standard or Above	46%	46%	-		39%	42%	6%	--	50%	31%	29%	-	-	29%	
Mathematics 2025 Target	47%	35%	n/a	n/a	n/a	36%	22%	44%	49%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	46%	n/a	n/a	n/a	47%	34%	53%	58%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	74%	68%	n/a	n/a	n/a	68%	61%	72%	75%	n/a	n/a	n/a	n/a	n/a	
2025 % at Meets GL Standard or Above	48%	48%	-	83%	40%	46%	27%	100%	49%	41%	31%	-	-	31%	
2025 # at Meets GL Standard or Above	129	129	-	24	69	93	9	2	111	18	11	-	-	11	
2025 Total Tests (Adjusted)	270	270	-	29	171	202	33	2	226	44	36	-	-	36	
2024 % at Meets GL Standard or Above	35%	35%	-		31%	33%	21%	--	38%	28%	20%	-	-	20%	
Academic Growth Status															
RLA 2025 Target	63%	58%	n/a	n/a	n/a	57%	43%	61%	64%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	n/a	n/a	n/a	67%	53%	71%	74%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	93%	88%	n/a	n/a	n/a	87%	73%	91%	94%	n/a	n/a	n/a	n/a	n/a	
2025 Academic Growth Score	60%	60%	-	84%	50%	54%	50%	100%	61%	52%	64%	-	-	64%	
2025 Growth Points	157.75	157.75	-	24.50	82.25	107.25	16.00	2.00	135.25	22.50	23.50	-	-	23.50	
2025 Total Tests	265	265	-	29	165	197	32	2	222	43	37	-	-	37	
2024 Academic Growth Score	62%	62%	-		58%	60%	30%	--	64%	57%	44%	-	-	44%	
Mathematics 2025 Target	67%	62%	n/a	n/a	n/a	62%	50%	66%	67%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target	76%	72%	n/a	n/a	n/a	72%	60%	76%	76%	n/a	n/a	n/a	n/a	n/a	

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
(2027-28 through 2031-32)														
Mathematics Long Term Target (2037-38)	95%	92%	n/a	n/a	n/a	92%	80%	95%	95%	n/a	n/a	n/a	n/a	n/a
2025 Academic Growth Score	64%	64%	-	84%	59%	62%	58%	100%	65%	61%	60%	-	-	60%
2025 Growth Points	170.00	170.00	-	24.50	98.00	123.50	19.25	2.00	144.50	25.50	21.75	-	-	21.75
2025 Total Tests	266	266	-	29	167	198	33	2	224	42	36	-	-	36
2024 Academic Growth Score	64%	64%	-		60%	61%	42%	--	64%	63%	54%	-	-	54%
Federal Graduation Rate Status														
2025 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2024 % Graduated	-	-	-	-	-	-	-				-	-	-	-
2024 # Graduated	-	-	-	-	-	-	-				-	-	-	-
2024 Total in Class	-	-	-	-	-	-	-				-	-	-	-
2023 % Graduated	-	-	-		-	-	-				-	-	-	-
Progress in Achieving English Language Proficiency (EB/EL Current)														
2025 Target					44%									
Next Interim Target (2027-28 through 2031-32)					46%									
Long Term Target (2037-38)					50%									
2025 TELPAS Progress Rate					52%									
2025 TELPAS Progress					89									
2025 TELPAS Total					170									
2024 TELPAS Progress Rate					35%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2025 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
2025 STAAR Component Score	42	42	-	71	34	39	23	75	43	35	29	-	-	29
2025 % at Approaches GL Standard or Above	69%	69%	-	95%	63%	67%	43%	100%	71%	60%	54%	-	-	54%
2025 % at Meets GL Standard or Above	41%	41%	-	74%	30%	37%	19%	100%	42%	35%	26%	-	-	26%
2025 % at Masters GL Standard	16%	16%	-	45%	8%	13%	6%	25%	17%	11%	8%	-	-	8%
2025 Total Tests	736	736	-	82	461	540	88	4	619	117	113	-	-	113
2024 STAAR Component Score	38	38	-		33	35	14	--	41	29	28	-	-	28
School Quality (College, Career, and Military Readiness Performance)														
2025 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
2024 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2023 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2024-25														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	99%	100%	100%	100%	100%	98%	100%	-	100%	100%
# Participants	288	287	1	29	181	215	37	2	231	57	42	-	1	41
Total Students	289	288	1	29	182	216	37	2	231	58	42	-	1	41
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%
# Participants	282	280	2	29	176	209	35	2	229	53	37	-	1	36
Total Students	283	281	2	29	176	210	35	2	230	53	37	-	1	36

- Indicates there are no students in the group.
- + Ever HS EB/ELs are included in the Federal Graduation Rate.
- ^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.
- ★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.
- - Indicates that the student group did not meet minimum size in the prior year.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Ethnic groups are consistent with the previous year and continue equal distribution.
- Reasonable Teacher to student ratio that facilitates differentiated instruction to special population at the elementary and middle school levels.
- Students demonstrating progress toward mastery.
- Implementation of an intervention accelerated block has supported students at risk.

### Demographics Weaknesses

- Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students.
- 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.
- The number of students receiving special education services has steadily increased, creating a greater need for targeted instructional supports, staffing, and program resources to ensure all students receive a high-quality, inclusive education.
- High EcoDis and at risk population due to a large learning gap.
- Consistent decrease of enrollment.
- Increased number of recent immigrant students.

### 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.

### Demographics Summary

The following demographics areas of improvement would be addressed:

1. Consistently analyze data to provide prescriptive intervention for students receiving special services.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

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 Strengths

- Teachers collaborating with interventionist 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.
- The district offers a strong Dual Language and Bilingual program that promotes biliteracy, cultural competence, and high academic achievement for English learners and native English speakers alike.
- 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.
- Implementation of an intervention accelerated block has supported students at risk.

### Student Achievement Weaknesses

- English Learners language barriers to acquire new knowledge due to lack of language proficiency growth.
- Systemized progress Monitoring and allow time for purposeful planning for adjusting instruction.
- Lowest performance area was Social Studies 8th grade and English I
- CCMR performance was the district's lowest-rated accountability domain, indicating a need for targeted improvement in college, career, and military readiness outcomes.
- Student achievement at the Masters level remains low across core content areas, indicating a need to increase rigor and advanced academic support.
- Domain II (Student Progress) performance is below target, highlighting gaps in academic growth and the need for more effective instructional interventions.

### 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.

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

- Focus on increasing the percentages for Meets and Masters to ensure College Readiness.
- Targeted and prescriptive instruction for special pops.
- Progress Monitor and allow time for purposeful planning to adjusting instruction.
- Strengthen intervention to focus on systemized direct instruction and research based strategies.

## Student Achievement Summary

1. There is evidence of academic gaps 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 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

- 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.
- Discipline protocols to improve behavior in campuses.

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

- Expand access to well-rounded educational opportunities by adding staff to support enrichment electives such as library services, fine arts, and hands-on science instruction.
- Gifted and Talented (GT) education is not yet fully embedded in the district's instructional culture, limiting opportunities to consistently identify and nurture advanced learners across all grade levels and student groups.

## School Culture and Climate Needs

- 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. Additional methodology is required to measure effectiveness of the implemented strategies.
3. Renovation Plan for facilities and HVAC systems.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Data Sources

Personnel Files  
Surveys

## Staff Quality, Recruitment and Retention Strengths

- PLCs are continuous and embedded throughout the year.
- Progreso ISD has Highly qualified teachers

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

- Strong leadership teams that provide ongoing support.
- High teacher collaboration amongst educators.
- Retention Pay for staff through the Teacher Incentive Allotment

## 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.

## Staff Quality, Recruitment and Retention Needs

- Providing support for bilingual or ESL certification through 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.

## 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.
3. Prioritizing retention of highly effective teachers.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

# Comprehensive Needs Assessment

Curriculum and Assessment  
Inventory  
Surveys  
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 enhancement to prioritize student centered and differentiated instruction.
- Limited access to the district's curriculum through a centralized virtual platform, such as Google Drive, making it difficult for teachers to consistently locate, internalize, and implement instructional materials.
- 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.
- Instructional innovation is limited, with inconsistent implementation of project-based learning and rigor across classrooms, reducing opportunities for student engagement and deeper learning.
- Systemic structured planning time, and structured PLC's.

## Curriculum, Instruction and Assessment Needs

- Although curriculum writing has been implemented to align areas of need, the curriculum is pending to address rigor, innovation and differentiation.
- 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
- Updating curriculum to ensure all implemented is High Quality Instructional Materials

# Comprehensive Needs Assessment

## 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

- 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.
- lack of structured mental health courses or workshops at each campus to engage both parents and students,

### Family and Community Involvement Needs



# Comprehensive Needs Assessment

- 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

### 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 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.
- 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

# Comprehensive Needs Assessment

## School Context and Organization Weaknesses (Continued)

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

# Technology

## 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.

# Comprehensive Needs Assessment

## Technology Weaknesses (Continued)

- Limited access to technology and digital platforms at home hinders parental ability to support student learning outside of the classroom.
- 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
- A replacement plan is needed to upgrade outdated student and teacher devices to ensure reliable access to instructional technology and digital learning resources.
- Standardize technology across the district to ensure consistency, compatibility, and equitable access to digital tools for all users.
- Improve internet connectivity to provide reliable, high-speed access for students and staff across all campuses.

## 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.
- 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
3. Improve technology infrastructure

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 1.** (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 50% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze a needs assessment on the currently in place curriculum and analyze campus 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	July-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Curriculum alignment across all areas.  06/24/25 - Significant Progress (S)
2. To optimize student success, conduct a thorough weekly disaggregation of assessment data to uncover the underlying causes and specific gaps for students at risk of failing, thereby enabling the development of targeted interventions and personalized instructional strategies that address their unique needs and promote accelerated learning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	Aug - June	(F)Title I Part A, (S)State Compensatory	Criteria: Improved scores and individual growth in all assessments  06/24/25 - On Track (S)
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 - June	(F)Title I Part A - \$66,000, (F)Title III Bilingual / ESL - \$28,000, (S)State Compensatory - \$21,228	Criteria: Improved scores and individual growth on campus, district and state assessments.  06/24/25 - Some Progress (S)
4. Provide accelerated learning opportunities after school and summer school to students in grades 6th - 8th grade 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 - June	(F)Title I Part A - \$150,000, (S)State Bilingual - \$15,000, (S)State Compensatory - \$80,000	Criteria: Improved academic performance in state assessment.  06/24/25 - Significant Progress (S)

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 1.** (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 50% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Incorporate a PLC period at all grade levels for teachers to utilize the TEKS Resource System as a framework for curriculum alignment. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.2)	Director of C&I, Superintendent	Aug - Jne	(F)Title I Part A	Criteria: Improved academic performance in state assessment.  06/24/25 - Some Progress (S)
6. Implement an RTI period for all students during the regular school day. Differentiated support for students will be provided to those 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.  06/24/25 - Some Progress (S)
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  06/24/25 - Significant Progress (S)
8. 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)	Administration	Aug-May	(F)Title I Part A, (F)Title III Bilingual / ESL, (S)State Bilingual, (S)State Compensatory	Criteria: Increased state assessments results  06/24/25 - Significant Progress (S) 06/24/25 - Some Progress
9. Students will be provided with additional support for advancing to the next grade level through the following strategies:	Administration, Superintendent	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Increased academic performance of all students in standardized assessments.

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 1.** (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 50% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
a) Summer school; b) Tutoring; c) Reading Intervention; d) Mentoring programs; (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.3,5.4)				06/24/25 - Significant Progress (S)
10. 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)Title I Part A, (S)State Compensatory	Criteria: Increase academic performance of students in standardized test.  06/24/25 - Significant Progress (S)
11. 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)Title I Part C Migrant, (S)State Compensatory	Criteria: Increase academic performance in standardized assessments.  06/24/25 - Some Progress (S)
12. 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: 5,5.1,5.3)	Administration	Aug-May	(F)Title I Part A	Criteria: Increased reading competence.  06/24/25 - Some Progress (S)
13. Teachers will Implement research and evidence based intervention resources,	Principal	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Improve academic performance of at risk students.

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 1.** (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 50% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				06/24/25 - On Track (S)
14. At risk coordinator will monitor at-risk students at all grade levels and ensure that the resources are in place to support student success. At-risk coordinator will contribute to the development of program goals to reduce school failure and dropout rates (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1)	Superintendent	Aug-May	(O)Local Districts, (S)State Compensatory	Criteria: Decrease drop out rate and increase graduation rates for at risk students.  06/24/25 - Some Progress (S)
15. At risk students will be enrolled in a supplemental instructional class to close achievement gaps and accelerate instruction in core subject areas. Supplemental instructional materials will be implemented for students to master grade level student expectations. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4.1)	Principal	Aug - May	(F)Title I Part A - \$750,485, (S)State Compensatory - \$1,045,059	Criteria: Increased academic performance of at risk students.  06/24/25 - Significant Progress (S)
16. DTMS will have a well-organized, fully functioning library designed to support all subjects aligned to TEKS, promote literacy development, and provide students with continuous access to high-quality, age-appropriate reading materials. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ECD) (Strategic Priorities: 2) (ESF: 4,4.1)	Principal	Aug-May	(F)Title I Part A	Criteria: Progress in standardized assessment.  06/24/25 - Some Progress (S)
17. Improve student outcomes through the implementation of a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and social-emotional interventions. (Title I SW Elements:	Director of Special Education Services	August- July	(F)IDEA Special Education	Criteria: Improved academic performance and academic growth.  06/24/25 - Significant Progress (S)

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 1.** (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 50% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)				
18. Implement a district-wide, research-based direct instruction intervention system to enhance student achievement, ensuring all educators are trained and equipped to deliver targeted, data-driven instruction that addresses individual learning needs. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Administration	Aug-July	(F)Title I Part A, (S)State Compensatory	Criteria: Analyze improvements in student performance data and teacher fidelity to the instructional model across the district.  06/24/25 - On Track (S)
19. Hire supplemental teachers for specific subject areas or grade levels where additional support is needed. This approach helps to target areas of concern, ensuring that students receive focused instruction to improve learning outcomes. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Administration	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Measure the impact on student achievement in the targeted areas through standardized test scores, grades, or other academic benchmarks  06/24/25 - On Track (S)
20. Conduct campus-wide progress monitoring data conversations to track student progress and guide decision-making for continuous improvement. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Administration	Aug-May	(F)Title I Part A, (S)State Bilingual, (S)State Compensatory	Criteria: Effective identification and intervention for at-risk students.  06/24/25 - On Track (S)
21. Instructional Aides work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1)	Administration	Aug-May	(S)State Compensatory	Criteria: Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records  06/24/25 - Significant Progress (S)
22. Increase the time students spend in literacy activities such as reading student	Principal	Aug-May	(F)Title I Part A	Criteria: Improved performance in standardized test



# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 1.** (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 50% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
selected books of different genres measured by the increased percentage in the total number of books circulated. (Title I SW Elements: 1.1) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)				
23. Provide opportunities to students to establish real world connections with subject curricula/TEKS through various campus/grade level field lessons. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.1)	Principal, Teacher(s)	September - May	(L)General Fund	Criteria: Improvement in student academic performance
24. Purchase testing supplies needed for students taking the Six Weeks and STAAR exams. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 4,4.1)		September - June		

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 2.** (Emergent Bilinguals) At least 35% of all Emergent Bilinguals will perform at the meets level in reading and at least 45% 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 - June	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: PO, Lesson Plans, classroom observations Improved overall scores and individual growth on all campus, district and state assessments.  06/24/25 - Significant Progress (S)
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	Aug-May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Improved overall scores and individual academic growth on all campus, district and state assessments  06/24/25 - Some Progress (S)
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, (S)State Bilingual	Criteria: Improved overall scores and individual growth on all campus, district and state assessments.  06/24/25 - Significant Progress (S)
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 (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.  06/24/25 - Some Progress (S)
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	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.  06/24/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 2.** (Emergent Bilinguals) At least 35% of all Emergent Bilinguals will perform at the meets level in reading and at least 45% of Emergent Bilinguals will perform at the meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
campus before, during, after school hours, on Saturday, and/or during 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)	Bilingual/ ESL/ Title I Director	Aug - May	(F)Title III Bilingual / ESL	Criteria: Emergent Bilinguals performance  06/24/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 3.** (Language Proficiency Progress) DTMS will raise the TELPAS progress rate by at least 10%, ensure that 100% of core content teachers receive EL-focused training, and increase EL family participation in school events by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement scaffolding and cognitive routines to increase the EL learners language proficiency, with a focus on the alignments between receptive and expressive skills (Title I SW Elements: 2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: English Learners will progress at least one level on the TELPAS composite score.  06/24/25 - Some Progress (S)
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.  06/24/25 - Some Progress (S)
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.  06/24/25 - Some Progress (S)
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  06/24/25 - Significant Progress (S)
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, (S)State Bilingual	Criteria: Language proficiency progress of one level or above on composite score.  06/24/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 3.** (Language Proficiency Progress) DTMS will raise the TELPAS progress rate by at least 10%, ensure that 100% of core content teachers receive EL-focused training, and increase EL family participation in school events by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Students will engage in language development camps to focus on cognitive and linguistic strategies to develop second language acquisition. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3,5.4)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: Students demonstrating language proficiency growth  06/24/25 - Significant Progress (S)
7. Develop a cross-curricular curriculum that integrates English Language Acquisition (ELA) and English Language Development (ELD) across content areas to enhance language learning for English Learners (ELs). This strategy involves embedding language acquisition goals into core subjects such as math, science, social studies, and arts, allowing students to develop their English language skills while engaging in subject-specific content (Title I SW Elements: 2.5,2.6) (Target Group: BI) (Strategic Priorities: 4) (ESF: 5.5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug-May	(S)State Bilingual	Criteria: Measure improvement in English proficiency using standardized English Language Proficiency Assessments  06/24/25 - Significant Progress (S)
8. Provide Emergent Bilingual students with access to adaptive language development software that individualizes instruction based on each student's English proficiency level. The program will target listening, speaking, reading, and writing domains to accelerate growth on TELPAS and support academic language acquisition across content areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: TELPAS composite scores increase for at least 10% of participating students  07/05/25 - Some Progress (S)
9. Implement a structured pull-out program for recent immigrant students and secondary students transitioning from Spanish instruction to English as a Second Language (ESL). The intervention will provide targeted, small-group instruction focused on foundational English	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: 80% of participating students demonstrate at least one proficiency level gain on TELPAS  07/05/25 - Some Progress

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 3.** (Language Proficiency Progress) DTMS will raise the TELPAS progress rate by at least 10%, ensure that 100% of core content teachers receive EL-focused training, and increase EL family participation in school events by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
language skills, academic vocabulary, and cultural orientation to support language acquisition, comprehension of core content, and successful integration into an all-English instructional setting. (Title I SW Elements: 1.1,2.6) (Target Group: BI) (ESF: 5.1)				
10. Leverage classroom video tools to support instructional coaching cycles, allowing teachers to reflect on practice, receive timely feedback, and analyze exemplar lessons with a focus on language development strategies for all students, including English learners. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Administration	Aug-May	(F)Title III Bilingual / ESL	Criteria: Improvement in instructional practices will be measured through coaching feedback cycles, teacher self-reflections, and student language proficiency growth on TELPAS.
11. Implement targeted instructional coaching that equips teachers with evidence-based strategies to develop academic language, increase student talk, and support language acquisition across all content areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: Effectiveness will be measured through lesson plan reviews, classroom walkthroughs, and increased student progress on language development and classroom language assessments.

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**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.

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>	Assistant Principal(s), Counselor(s), CTE Director, Director of C&I, Director of Special Education Services, Special Ed Teachers, Teacher(s)	August to May	(F)IDEA Special Education	<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>06/24/25 - Some Progress (S)</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>	Director of Special Education Services, Principal, Special Ed Teachers, Superintendent	August to May	(F)IDEA Special Education	<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> <p>06/24/25 - Some Progress (S)</p>

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)	Administration, Director of Special Education Services, Special Ed Teachers	August-July	(F)IDEA Special Education	Criteria: Increased college and career readiness for students who are receiving special education services by 25%.  06/24/25 - Significant Progress (S)
4. Supplement TEKS curriculum for students needing functional skills and modified TEKS in the areas of Reading, Math, Science. Students will be utilizing iReady, Generation Genius, Math DreamBox, iStation. (Title I SW Elements: 2.5) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4)	Administration	Aug - May	(F)Title I Part A, (S)State Compensatory	Criteria: Progress in standardized assessment.  06/24/25 - Significant Progress (S)
5. Utilize assistive technology such as REDCAT with Flexmike to support students needs in the classroom. (Title I SW Elements: 1.1) (Target Group: SPED) (ESF: 5.1)	Director of Special Education Services	Aug- May	(F)IDEA Special Education	Criteria: Student performance  06/24/25 - Some Progress (S)
6. Provide extracurricular activities for students receiving special education services to promote students' overall well being,	Director of Special Education Services	Aug - May	(F)IDEA Special Education	Criteria: Measure the percentage of students participating in the event.



# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
engagement and optimal performance such as the Special Olympics Event. (Title I SW Elements: 2.6) (Target Group: SPED) (ESF: 3.2)				06/24/25 - Significant Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 5.** (Migrant) At least 50% of all Migrant students will score at the approach level of minimum expectations or higher and at least 20% will achieve meets and 10% masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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.  06/24/25 - Some Progress (S)
2. Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades 6th - 8th. (Title I SW Elements: 2.2) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 5.1)	Administration	July	(F)Title I Part C Migrant	Criteria: Progress from pre and post assessment comparison  06/24/25 - Some Progress (S)
3. 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.  06/24/25 - Significant Progress (S)
4. 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.  The primary goal of migrant education students visiting a university/technical college is to expose them to higher education opportunities, helping them overcome barriers related to their migratory lifestyle and providing them with the knowledge and motivation to pursue college, ultimately aiming to increase their chances of	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students graduation rates.  06/24/25 - Significant Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 5.** (Migrant) At least 50% of all Migrant students will score at the approach level of minimum expectations or higher and at least 20% will achieve meets and 10% masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
post-secondary success and career options. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 3.3,5.2)				
5. 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.  06/24/25 - Some Progress (S)
6. 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.  06/24/25 - Significant Progress (S)
7. Provide social and emotional support services and materials to assist in the social and academic success of Migratory students & OSY/Out of School Youth. The districts Title 1 part C migrant staff will provide Migrant and OSY students recourses needed for academic success. Ex. Clothing, technology, transportation, and supplies needed to address the needs for academic achievement. (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.  06/24/25 - Significant Progress (S)
8. 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)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase the effectiveness of the parental communication.  06/24/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 5.** (Migrant) At least 50% of all Migrant students will score at the approach level of minimum expectations or higher and at least 20% will achieve meets and 10% masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,3.4)				
9. The campus Title 1, Part C migrant staff will provide Migrant & OSY students resources needed for academic success . Ex. Clothing, technology, and supplies needed to address the need for academic achievement. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3)	Administration	August - May	(F)Title I Part C Migrant	Criteria: Increased performance of migrant students.  06/24/25 - Some Progress (S)
10. THE COLLEGE 1ST PROGRAM: EMPOWERING STUDENTS FOR COLLEGE, CAREER, & LIFE SUCCESS 1. Improve academic achievement 2. Increase student attendance 3. Ignite Early College and Career Readiness CAREER EXPLORATION CAMPS All CAMPS can be customized to include Reading and Writing (ELA), Math, Science and Social Studies State Test Standards at the Middle School Level. The Program will Promote the importance of completing a post-secondary education. Bring awareness of fast-growing STEAM career opportunities through hands-on academic enrichment activities and mentorship experiences. Define and put into practice the essential 21st-century skills for students to achieve college, career, and life success. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3)	Administration	August-May	(F)Title I Part C Migrant	Criteria: Increased performance of Migrants students knowledge. Bringing awareness of fast-growing STEAM career opportunities through hands-on academic enrichment activities and mentorship experiences. Define and put into practice the essential 21st-century skills for students to achieve college, career, and life success.  06/24/25 - Significant Progress (S)
11. DTMS Title 1-part C, will establish a network of community partners to enhance the departments overall accountability with the department's initiatives and goals. DTMS will foster a positive culture by	Administration, Bilingual/ ESL/ Title I Director		(F)Title I Part C Migrant	07/03/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 5.** (Migrant) At least 50% of all Migrant students will score at the approach level of minimum expectations or higher and at least 20% will achieve meets and 10% masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>increasing staff, parent, and family knowledge base training, and network opportunities, through regular workshops, events, and communication initiatives, with the goal of improving parental and community growth, as measured by annual parent surveys.</p> <p>The Title 1 Part C – Migrant Department /Staff and Parents will attend staff development and trainings within the district, within the Region One ESC area, and Title I Part C -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 Migrant Education staff, Parental/Attendance, and Dropout Prevention may also be included as possible staff development. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: Migrant) (ESF: 1.2,3.4)</p>				

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 6.** (Gifted and Talented) Improve the gifted and talented program by strengthening program implementation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 4) (ESF: 4,4.1)	Principal	August - May	(S)Gifted and Talented	Criteria: Effective implementation of gifted and talented curriculum.  06/24/25 - Some Progress (S)
2. Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 4) (ESF: 4)	Administration	August	(S)Gifted and Talented	Criteria: Completion of professional development.  06/24/25 - Some Progress (S)
3. Acquire instructional resources to engage GT students in collaborative, project-based learning experiences that develop higher-order thinking and real-world problem-solving skills. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1)	Administration	Aug-May	(S)Gifted and Talented	Criteria: Program effectiveness will be measured through student participation, quality of completed projects, teacher feedback, and evidence of growth in creativity and problem-solving skills.
4. Utilize the Texas Performance Standards Project (TPSP) to guide GT students in completing rigorous, standards-based projects that develop creativity, analytical skills, and depth of knowledge (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1,5.2,5.3)	Administration	Aug-May	(S)Gifted and Talented	Criteria: Student progress will be evaluated based on the completion and quality of TPSP projects, rubric scores, and evidence of advanced analytical and research skills.
5. Host a district-wide GT Fair to provide students the opportunity to present their completed Texas Performance Standards Project (TPSP) work, showcasing their advanced research, creativity, and problem-solving skills to peers, families, and the	Administration	May	(S)Gifted and Talented	Criteria: Success will be measured by student participation rates, presentation quality based on rubrics, and feedback from attendees reflecting engagement and academic growth.

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 6.** (Gifted and Talented) Improve the gifted and talented program by strengthening program implementation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
community. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1,5.2,5.3)				

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 7.** (Postsecondary Readiness & Well Rounded Education) DTMS will have at least 50% students who are achieving meets levels in reading and 50% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will implement a strong foundation in the four core academic areas, introducing students early to college and career readiness standards, the world of work, and career exploration through various opportunities. To expand fine arts programs, the district will enhance offerings in mariachi, folklórico, and other culturally enriching art forms, providing students with creative experiences that support college and career readiness. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.2)	Administration	Aug-May	(F)Title IV Safe and Drug Free	Criteria: Increase participation in fine arts programs to provide a well-rounded education.  06/24/25 - Significant Progress (S)
2. At least 50% 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.  06/24/25 - Some Progress (S)
3. 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.  07/05/25 - Some Progress (S)
4. Cultivate a holistic educational environment that balances academic rigor with fine arts and sports, ensuring students' intellectual, emotional, physical, and social development. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)	Administration	Aug-May	(L)General Fund	Criteria: Assess students on creativity, collaboration, discipline, and physical fitness, encouraging a well-rounded development approach.  06/24/25 - Some Progress (S)



# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 7.** (Postsecondary Readiness & Well Rounded Education) DTMS will have at least 50% students who are achieving meets levels in reading and 50% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Individual Counseling will be provided to discuss students' career goals, academic interests, and the CTE programs that best fit their aspirations. This personalized guidance helps students make informed decisions. Counselors help with course selection, academic planning, and addressing any academic challenges using the following methods: -Incorporate Cultural Backgrounds: Connect students' cultural backgrounds to the curriculum and instruction. -Involve Families: Engage families and communities in the educational process, ensuring their voices are heard in policy and program development. -Remove Barriers: Address barriers such as transportation, childcare, and language to facilitate participation. -Open Houses and Career Fairs: These events allow students and parents to explore different (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	CTE Director	Aug-May		Criteria: Increase enrollment in CTE courses.  06/24/25 - Some Progress (S)
6. Provide ongoing professional development for CTE educators through workshops, certifications, and advanced degree programs to ensure they stay current with industry trends and teaching methods. Implement mentorship programs where experienced educators support new teachers, offering continuous guidance and fostering a strong, collaborative community. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.1,5.2)	CTE Director	Aug-May		Criteria: Evaluate the effectiveness of CTE programs by measuring student outcomes such as credential attainment, postsecondary enrollment rates, and alignment with industry employment demands.  06/24/25 - Some Progress (S)
7. Address performance gaps by integrating	CTE Director	Aug-May		Criteria: Tracking improvements in

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 7.** (Postsecondary Readiness & Well Rounded Education) DTMS will have at least 50% students who are achieving meets levels in reading and 50% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
math into CTE courses and fostering collaboration between math and CTE teachers. Establish mentorships for students in non-traditional fields, engage them early with workshops and career days, and ensure an inclusive curriculum. Support military-connected CTE learners with flexible communication and identify disparities in access and success for migrant learners. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.2)				student performance indicators, such as enrollment, credential attainment, and success rates across targeted CTE learner groups.  06/24/25 - Some Progress (S)
8. Enhance college readiness through academic support, mentorship, and financial literacy workshops, while providing scholarships to reduce financial barriers for underserved students. By fostering partnerships with schools, colleges, and community organizations, we aim to ensure students are equipped to succeed in higher education and complete their degrees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: The program's success will be evaluated based on students' college acceptance rates, scholarship awards, academic improvements, and participation in readiness activities, as well as feedback from students, parents, and counselors.  06/24/25 - Some Progress (S)
9. Create a Student Ambassador Program where students lead orientations and events, helping peers transition while developing leadership, communication, and teamwork skills that support College, Career, and Military Readiness (CCMR). (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2)	Administration	Aug-May	(F)Perkins Grant	Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.
10. Implement familiarization tours for students in grades 8–12 to visit local colleges (e.g., South Texas College, UTRGV, Texas State College) and explore academic pathways that can begin in high school and continue into	Administration	Aug-May		Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 7.** (Postsecondary Readiness & Well Rounded Education) DTMS will have at least 50% students who are achieving meets levels in reading and 50% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
postsecondary education. Include agency tours (e.g., Border Patrol, hospitals, courthouses) to expose students to career options in law, medicine, and public service (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 5.1,5.3)				

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 8.** (Attendance) DTMS will maintain an overall attendance rate of 95% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain campus-level incentive programs to promote attendance by recognizing student improvement, showcasing class progress, and offering non-monetary rewards. Celebrate the campus with the highest attendance each period through events like pizza parties, water days, or field trips. (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.  06/24/25 - Some Progress (S)
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.  06/24/25 - Some Progress (S)
3. Utilize district and campus personnel to improve attendance to ensure 95% 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.  06/24/25 - Some Progress (S)
4. Implement a tiered system of support for students with chronic absenteeism, including personalized outreach, mentoring, and attendance improvement plans with progress monitoring. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Administration	Aug-May		Criteria: Effectiveness will be measured by a reduction in chronic absenteeism rates, completion of individualized attendance plans, and documented improvement in attendance among targeted students.
5. Use real-time attendance tracking	Administration	Aug-May		Criteria: Success will be

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 8.** (Attendance) DTMS will maintain an overall attendance rate of 95% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
dashboards to identify students trending toward chronic absenteeism and trigger timely campus-level interventions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				measured by the timely identification of at-risk students, increased intervention response rates, and improved attendance trends as reflected in dashboard data.
6. Establish two-way communication systems with families of at-risk students using phone calls, home visits, or digital platforms to co-create attendance improvement plans. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Effectiveness will be assessed through documentation of family contacts, the number of co-developed attendance plans, and improved attendance among participating students.
7. Utilize campus personnel to improve attendance and ensure 95% ADA by monitoring daily attendance and linking absences to academic progress and tutoring needs. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Success will be measured by improved ADA rates, reduced instructional gaps due to absences, and increased participation in academic support services among students with frequent absences.
8. Implement an early warning system to identify students at risk of chronic absenteeism by their third absence. Assign mentors to build supportive relationships with these students. After three unexcused absences, schedule attendance conferences with parents to develop improvement plans. Collaborate with counselors or social workers to provide wraparound services such as mental health support and transportation assistance. (Title I	Administration	Aug-May		Criteria: Effectiveness will be measured by the number of students flagged and assigned mentors, completion of attendance conferences and improvement plans, and improved attendance rates among students receiving wraparound services.

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 8.** (Attendance) DTMS will maintain an overall attendance rate of 95% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				
9. Send automated attendance alerts to inform parents of daily absences and reinforce the importance of regular attendance. Follow up with parent workshops, coffee chats, and bilingual sessions that highlight the academic impact of missed days. Engage families through an attendance pledge to formalize their commitment, and provide ongoing updates comparing their child's attendance to district and state benchmarks to promote awareness and accountability. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Effectiveness will be measured by parent participation in workshops, signed attendance pledges, response rates to alerts, and improved student attendance aligned with district and state goals.
10. Address non-academic barriers to attendance by coordinating transportation support, expanding access to on-campus health services, and providing referrals to mental health and counseling resources. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Success will be measured by the number of students utilizing transportation assistance, health services, and counseling referrals, as well as increased attendance among students receiving basic needs support.

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 9.** (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 students

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%  06/24/25 - Significant Progress (S)
2. Provide professional development to support the implementation of the following research-based instructional practices: structured 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	(F)Title I Part A, (F)Title III Bilingual / ESL, (S)State Bilingual, (S)State Compensatory	Criteria: Increase academic achievement by at least 5%  06/24/25 - Significant Progress (S)
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.  06/24/25 - Some Progress (S)
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.  06/24/25 - Significant Progress (S)
5. Provide professional development to instructional staff on strategies to improve safety and social and emotional well being.	Principal	Aug-Sept		Criteria: Assess the effectiveness, engagement, and relevance of the professional development,

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 9.** (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 students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Investigate and develop strategies and practices to manage and address challenges, 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)				focusing on whether staff are successfully integrating and consistently applying strategies to improve safety, social-emotional well-being, and address student challenges such as behavior, academic, mental health, and attendance concerns.  06/24/25 - Some Progress (S)
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 Biliteracy 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.  06/24/25 - Some Progress (S)



# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 10.** (School Improvement) To support improved student outcomes, systems will be designed to build district and campus capacity to implement strong systems of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campuses will base identified school improvement by following TEA annual ranks of all Title I campuses based on Closing the Gaps scaled scores. The bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type is identified as school improvement. Schools will be identified at the beginning of each school year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Administration	August-July	(F)Title I Part A	Criteria: Performance of Title I schools.  06/24/25 - On Track (S)
2. Campuses identified for school improvement will make their Targeted Improvement Plan (TIP) accessible to the community. This transparency will communicate both the campus's designation and the strategies being implemented to close achievement gaps. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 5)	Administration	Aug-May		Criteria: Making the Targeted Improvement Plan (TIP) accessible to the community enhances transparency about the campus's designation and strategies to address achievement gaps  06/24/25 - On Track (S)
3. Campuses receiving comprehensive support will be guided by administration in conducting an Effective Schools Framework (ESF) Diagnostic to evaluate their improvement needs. They will also establish a Campus Intervention Team and identify a District Coordinator of School Improvement (DCSI). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5)	Administration	Aug-May	(F)Title I Part A	Criteria: Improving academic performance in closing the gaps.  06/24/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 11.** (Title I Program Plan) Ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At risk students as defined by TEC Section 29.081 thirteen criteria are eligible to receive intensive, supplemental services. By providing these students with targeted and comprehensive support services, we aim to address their specific needs more effectively and enhance their chances of academic achievement. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5)	Administration	Aug-May	(F)Title I Part A	Criteria: Improved academic performance of at risk students  06/24/25 - On Track (S)
2. The LEA defines ineffective, inexperienced, or out-of-field teachers based on performance evaluations, years of experience, and subject expertise. Definitions are reviewed annually to ensure accuracy. HR staff plays a crucial role by strategically placing experienced teachers in high-need areas and monitoring staffing patterns to address disparities affecting low-income and minority students (Title I SW Elements: 1.1,2.5) (Target Group: ECD) (Strategic Priorities: 1) (ESF: 2,2.1)	Administration	Aug-July	(F)Title I Part A	Criteria: Assess the effectiveness of HR staff in strategically placing experienced, in-field teachers in high-need areas, and their ability to monitor and address staffing disparities that impact low-income and minority students, ensuring equitable access to qualified educators.  06/24/25 - On Track (S)
3. The criteria used to determine poverty will be Children eligible for free and/or reduced-price lunches under the National School Lunch Act. Progreso ISD will utilize PEIMS snapshot data submitted in October to determine poverty percentages. Campus allocation of funds will be determined based on percentages of economically disadvantage students enrolled per campus. (Title I SW Elements: 1.1,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 5.3)	Administration	Aug - May	(F)Title I Part A	Criteria: Effective identification of economically disadvantaged students and distribution of funds.  06/24/25 - On Track (S)
4. Progreso ISD does not currently provide equitable services. We will continue to seek PNPs within our region by posting public	Administration	Aug-July	(F)Title I Part A	Criteria: PNP communication strategy and participation

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 11.** (Title I Program Plan) Ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
information to inquire about services. (Title I SW Elements: 1.1) (Target Group: ECD) (Strategic Priorities: 4)				06/24/25 - On Track (S)
5. Progreso ISD schools implement a TITLE I Schoolwide program based on the high number of economically disadvantaged students. Title I, Part A funded activities and programs are aimed at enhancing student achievement, each with clearly defined formative and summative evaluations to assess their effectiveness. The district currently does not provide services through neglected or delinquent facilities (Title I SW Elements: 1.1) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 5,5.3)	Administration	Aug-July	(F)Title I Part A	Criteria: Effective use of funds. 06/24/25 - On Track (S)
6. Strategies for smooth transitions include implementing mentorship programs, offering career exploration and academic counseling, organizing orientation sessions, and creating personalized academic plans. Collaborations between middle and high schools, and high schools and postsecondary institutions, also support these transitions by aligning curricula and resources. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ECD) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3)	Administration	Aug-May	(F)Title I Part A	Criteria: Improved transitions between elementary, secondary and postsecondary 06/24/25 - On Track (S)
7. Progreso ISD will train staff on positive behavioral interventions and supports and restorative practices. Data on discipline rates, disaggregated by student subgroups, will be reviewed per six weeks by administration. We will evaluate the effectiveness of the behavior intervention by using metrics including discipline data trends and program effectiveness assessments. (Title I SW	Administration	Aug-July	(F)Title I Part A	Criteria: Reduced number of infractions that remove students from the classroom. 06/24/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 11.** (Title I Program Plan) Ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1,2.4,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)				
8. Progreso ISD integrates academic and career technical education through coordinated instructional strategies and experiential learning. Students will gain work-based learning opportunities with industry professionals, earning academic credit. Awareness is raised through school communications and events. Administrators coordinate efforts with career advisors, and effectiveness is monitored via student outcomes and employer feedback. (Title I SW Elements: 1.1,2.2) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3.3,5,5.1)	Administration	Aug- Sept	(F)Title I Part A	Criteria: Regularly review instructional strategies and learning effectiveness.  06/24/25 - On Track (S)
9. Schools develop effective school library programs to provide students an opportunity to develop digital literacy skills and improved academic achievement (Title I SW Elements: 1.1,2.5) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3.3,5,5.1,5.3)	Administration	Aug-July	(F)Title I Part A	Criteria: Evaluation of library services' impact on academic performance.  06/24/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 12.** (Extracurricular) Provide students with diverse opportunities for personal growth, skill development, and civic engagement beyond the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure extracurricular activities promote students' overall well-being, engagement, and optimal performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug - May	(L)General Fund	Criteria: Measure the percentage of students participating in extracurricular activities and track attendance trends over time  06/24/25 - Some Progress (S)
2. Provide students with opportunities to participate in competitive extracurricular activities, fostering personal growth, teamwork, cultural exposure, and the development of skills essential for future success. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: Evaluate the impact of competitive and travel-based extracurricular activities by assessing student participation, performance outcomes, skill development, and feedback on engagement and cultural exposure.  06/24/25 - Some Progress (S)
3. Provide professional development opportunities for teachers involved in extracurricular programs to enhance their leadership skills, foster student engagement, and ensure high-quality, inclusive activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug- May	(L)General Fund	Criteria: Evaluate the effectiveness of professional development opportunities for extracurricular programs by tracking teacher participation, satisfaction, and the impact on student engagement and program quality.  06/24/25 - Some Progress (S)
4. Enhancing extracurricular programs by standardizing access to equipment and uniforms through equitable funding and resource distribution. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3.2)	Administration	Aug-May		Criteria: Tracking student participation rates, program growth, equipment and uniform availability, and feedback from students, staff, and parents across the district.  06/24/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 12.** (Extracurricular) Provide students with diverse opportunities for personal growth, skill development, and civic engagement beyond the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Increase parental involvement in extracurricular activities by fostering open communication, hosting family engagement events, and creating volunteer opportunities that connect parents with school programs. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: Measuring parent participation rates, volunteer engagement, attendance at extracurricular events, and feedback from parents, students, and staff.  06/24/25 - Some Progress (S)
6. Boosting student engagement and school pride by visibly recognizing student achievements across various activities. This increased acknowledgment aims to create a supportive environment that encourages broader student participation in extracurriculars. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: The evaluation criterion will be the increase in student participation and engagement in extracurricular activities, along with positive feedback from the school community on the visibility and impact of achievement recognition.  06/24/25 - Significant Progress (S)
7. To ensure an efficient procurement process for athletic expenditures, necessary supplies will be acquired to support the administrative and operational needs of the athletic program, thereby enhancing the overall functionality, efficiency, and performance of the district's athletic offerings. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2)		Aug-May	(L)General Fund	Criteria: The effectiveness of the procurement process will be evaluated based on cost efficiency, and alignment with the athletic program's operational needs.  06/24/25 - Some Progress (S)
8. Implement structured student activity events throughout the school year—including cheerleading, and extracurricular programs—as a targeted intervention to promote social-emotional learning, strengthen peer relationships, and reduce feelings of isolation. These activities will serve as a proactive support to improve student well-being, encourage leadership and teamwork,				07/05/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

- 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. At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.
- Objective 12.** (Extracurricular) Provide students with diverse opportunities for personal growth, skill development, and civic engagement beyond the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and foster a positive and inclusive campus climate. (Target Group: All)				

# DOROTHY THOMPSON MIDDLE

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

**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 actively recruit certified, highly effective teachers, with a focus on high-need areas and promoting Progreso ISD's strengths and opportunities. (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.  06/25/25 - Some Progress (S)
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.  06/25/25 - Significant Progress (S)
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	(L)General Fund	Criteria: Highly qualified teachers and paraprofessionals  06/25/25 - On Track (S)
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	(O)Local Districts	Criteria: Increase the number of certified teachers.  06/25/25 - On Track (S)
5. Participate in local and regional job fairs, as well as host district-specific job fairs, to actively recruit high-quality candidates and fill open positions. Collaborate with universities to engage in student teaching programs, creating a pipeline of future educators by providing hands-on experience and mentorship opportunities within the district. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.2.1)	Human Resources	Aug-May	(O)Local Districts	Criteria: Evaluate success by tracking the number of candidates recruited and hired through job fairs and student teaching programs, as well as retention rates and feedback from student teachers and university partners  06/25/25 - Significant Progress (S)
6. Offer professional development sessions for new teacher hires at the beginning and middle of the year to support their transition, enhance	Human Resources	Aug-May	(O)Local Districts	Criteria: Evaluate the effectiveness of professional development sessions by tracking



# DOROTHY THOMPSON MIDDLE

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

**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
instructional practices, and foster professional growth. Provide stipends for mentor teachers to encourage experienced educators to guide and support new teachers, creating a stronger, collaborative learning environment within the district. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)				new teacher satisfaction, classroom performance, and retention rates. Measure the impact of mentor stipends by assessing mentor and mentee feedback, along with improvements in new teacher competency and engagement throughout the school year.  06/25/25 - Some Progress (S)
7. Contract with consultants to provide test specific sessions (Bilingual/SPED/ESL) to help teachers become highly certified (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration	Aug-May		Criteria: Increase the number of highly qualified teachers.

# DOROTHY THOMPSON MIDDLE

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

**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.  06/25/25 - Significant Progress (S)
2. Provide stipends to support key roles and initiatives that enhance student outcomes and teacher retention. These stipends would be allocated to Grade Level Chairs, Class Sponsors (PHS), Mentor Teachers, Bilingual/ESL and GT teachers, Attendance Officers, Club Sponsors, teachers who hold a master's degree and Department Chairs, recognizing their contributions to school leadership and student engagement. (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.  06/25/25 - Significant Progress (S)
3. Conduct an employee exit interview to obtain information on district strengths and weaknesses to be included in the Power Schools system. (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.  06/25/25 - Some Progress (S)
4. To improve staff retention and attract high-quality educators and support personnel, the district will provide competitive pay for all staff members, ensuring that salaries are aligned with industry standards and reflect the critical role each individual plays in fostering student success and maintaining a positive school environment. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 2.1)	Business Manager, Human Resources, Superintendent	Aug - Sept	(L)General Fund	Criteria: Decrease turnover rate.  06/25/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Enhance student outcomes by attracting, retaining, and supporting high-quality teachers through the effective implementation of the Teacher Incentive Allotment (TIA) program. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Superintendent	Aug-July	(L)General Fund	Criteria: Assessing the percentage increase in teachers achieving Recognized, Exemplary, or Master designations, alongside measurable improvements in student growth and retention rates of high-performing teachers.  06/25/25 - Significant Progress (S)
6. Implementing a competitive teacher hiring scale that extends salary increases up to 25 years of service is a key strategy to attract and retain high-quality educators within the district. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Human Resources	August- May	(L)General Fund	Criteria: Retaining effective teachers.  06/25/25 - Some Progress (S)
7. Implement a stackable compensation system that provides additional financial incentives for highly effective teachers who demonstrate strong performance and earn advanced credentials or certifications. This approach recognizes excellence, promotes continuous professional growth, and supports retention of top talent. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1)	Administration	August		Criteria: Evaluate by tracking the percentage of highly effective teachers earning additional certifications and retained through stackable compensation.

# DOROTHY THOMPSON MIDDLE

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

**Objective 3.** (Capacity Building) Progreso ISD will build teacher/staff 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.  06/25/25 - Some Progress (S)
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.  06/25/25 - Some Progress (S)
3. Promote alignment and consistency in instructional practices while fostering professional growth through ongoing development, collaborative planning, and the integration of innovative, research-based pedagogy that meets the diverse needs of all learners. (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.  06/25/25 - On Track (S)
4. Ensure teachers have a deep understanding of instructional strategies and assessment techniques that enhance student engagement and learning. Support Professional Growth Promote continuous teacher development by aligning evaluation outcomes with personalized professional learning opportunities. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.4.1)	Administration	Aug-May	(O)Local Districts	Criteria: Teacher evaluation  06/25/25 - On Track (S)
5. Use instructional coaching to promote alignment, consistency, and professional growth by supporting teachers in implementing innovative, language-rich strategies that	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: 100% of coached teachers implement at least one language-rich strategy in lesson plans or instruction

# DOROTHY THOMPSON MIDDLE

**Goal 2.** (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

**Objective 3.** (Capacity Building) Progreso ISD will build teacher/staff 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
enhance student learning and language development. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1)				07/05/25 - Some Progress (S)
6. Implement structured Professional Learning Communities (PLCs) on all campuses to enhance collaborative planning, monitor student progress, and refine instructional practices. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Administration	Aug-May		Criteria: PLC agendas, walkthrough data, improved STAAR outcomes
7. Differentiate teacher training sessions to ensure certified and experienced teachers receive targeted professional development that builds on their prior training (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Administration	Aug-May		Criteria: Track the number and percentage of teachers who received differentiated training aligned to their certification/experience level.
8. Include capacity-building initiatives that prepare current staff for advancement into specialized or administrative roles. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Administration	Aug-May		Criteria: Evaluate by tracking the number of staff participating in leadership development activities, the percentage advancing into specialized or administrative roles, and feedback on preparedness for new responsibilities."

# DOROTHY THOMPSON MIDDLE

**Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

**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. Incorporate a teacher computer replacement plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 4.1)	Director of Technology	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Increased teacher performance in core area classes and increased student academic growth in all campus, district and state assessments  06/25/25 - Significant Progress (S)
2. Purchase mobile charging carts to ensure that classrooms are equipped to support the daily use of mobile devices, enhancing student access to technology. Provide each classroom with a set of headphones and microphones to facilitate focused, technology-driven learning and improve participation in virtual and blended instruction. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Technology, Superintendent	Aug-May	(F)Title I Part A	Criteria: Effective utilization of technology to advance teaching and learning.  06/25/25 - Some Progress (S)
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	Criteria: Effective utilization of technology to advance teaching and learning.  06/25/25 - Some Progress (S)
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, (L)General Fund	Criteria: Effective implementation of technology for instructional purposes.  06/25/25 - On Track (S)
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.  06/25/25 - No Progress (S)
6. Ensure a 1:1 student-to-device ratio by providing each student with a dedicated laptop or tablet for instructional use. This initiative	Director of Technology, Superintendent	Aug - Sept	(F)Erate, (L)General Fund	Criteria: Ensure all students have a laptop/device (1:1).

# DOROTHY THOMPSON MIDDLE

**Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

**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
supports equitable access to digital learning tools, enables seamless integration of technology across content areas, and prepares students for success in a technology-driven academic environment. Devices will be maintained, monitored, and distributed through a centralized system to ensure functionality and accessibility for all learners. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)				06/25/25 - Some Progress (S)
7. Provide updated devices (iPads, laptops, smartboards, projectors, document cameras) and establish a yearly replacement cycle to ensure compatibility with instructional programs, assessments, and student learning needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May	(F)Title I Part A	Criteria: Evaluate by tracking the percentage of classrooms equipped with updated devices and the completion rate of the yearly replacement cycle.
8. Ensure adequate printers, copiers, and access systems (e.g., proxy cards) are available to support instructional efficiency, reduce downtime, and maintain campus security. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration	Aug-May		Criteria: Evaluate by measuring teacher access to functioning printers/copiers, reduced downtime for repairs, and improved campus entry/security systems.

# DOROTHY THOMPSON MIDDLE

**Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

**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, enhance, and expand the use of technology in classrooms through tools such as ClassDojo, Nearpod, Remind, Google Classroom, and grade-level specific technology products. Additionally, the district will partner with Region One and the MegaByte Consortium to provide targeted professional development in instructional technology, as well as collaborate with Region One's DLC eLearning program to leverage eLearning opportunities for both teachers and students. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2)	Administration	Aug - May	(F)Title IV Safe and Drug Free	Criteria: Increase the effective use of technology to facilitate learning.  06/25/25 - On Track (S)
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.  06/25/25 - Some Progress (S)
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 I Part A, (L)General Fund	Criteria: Utilize technology to advance teaching and learning  06/25/25 - Significant Progress (S)
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	(F)Erate, (L)General Fund	Criteria: Utilize technology to advance teaching and learning  06/25/25 - Significant Progress (S)
5. Provide opportunities for teacher training on initiatives that integrate the technology application TEKS for grades K -12 (Title I SW	Director of Technology, Superintendent	Aug-May	(F)Title I Part A, (F)Title IV Safe and Drug Free	Criteria: Utilize technology to advance teaching and learning



# DOROTHY THOMPSON MIDDLE

- Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.
- 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
Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)				06/25/25 - Some Progress (S)
6. Utilize Adobe Acrobat as an educational program to be utilized to facilitate learning and improve curricula (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Principal	Aug - May	(F)Title I Part A	Criteria: Improved Curricula. 06/25/25 - On Track (S)
7. Incorporate smartboards in all classrooms to facilitate learning and adapt instruction to students needs. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Principal	Aug - May	(F)Title I Part A	Criteria: Progress in standardized state assessments. 06/25/25 - Significant Progress (S)
8. Purchase essential classroom technology accessories such as headphones, surge protectors, chargers, HDMI cables, document camera cables, and printer cables to ensure that teachers and students have the necessary tools to support seamless technology integration. This will enhance instructional delivery, increase device functionality, and create a more efficient learning environment by minimizing disruptions caused by a lack of resources or equipment failure. (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Director of Technology	August-May	(F)Title I Part A, (S)State Compensatory	Criteria: Evaluate the effectiveness of the strategy by tracking the availability and usage of the purchased accessories, monitoring any reductions in technology-related disruptions during instructional time. 06/25/25 - Significant Progress (S)
9. Increase technology resources in libraries, labs, and classrooms (computers, headphones, charging carts) to support independent learning, AR testing, bilingual/ELL development, and online assessments. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Evaluate increased performance on state assessment
10. Increase teacher capacity to monitor and guide student use of technology responsibility. Implement GoGuardian to allow teachers to	Administration, Teacher(s)	September - May	(L)General Fund	Criteria: Improved academic performance of all students in standardized assessments.

# DOROTHY THOMPSON MIDDLE

- Goal 3.** (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.
- 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
monitor student activity, close windows, and block off-task behavior. (Title I SW Elements: 2.4) (Strategic Priorities: 4) (ESF: 5.1)				
<p>11. Expand access to shared technology resources for student projects and instructional support. Upgrade the computer lab with new desktops and a printer to allow students to print when working on projects.</p> <p>Purchase instructional programs such as Brainpop, Imagine Learning Mypath, CommonLit Advance to support literacy development and differentiated instruction. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1)</p>	Administration, Teacher(s)	September - May	(F)Title I Part A	Criteria: Improvement in student achievement.

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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, (F)Title III Bilingual / ESL	Criteria: Providing at least two opportunities for annual parental engagement opportunities including title I and III.  06/25/25 - Completed (S)
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	(F)Title I Part A	Criteria: Increase parental engagement activities in the district.  06/25/25 - On Track (S)
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.  06/25/25 - Some Progress (S)
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)Title I Part A	Criteria: Increase parental participation in sessions being offered.  06/25/25 - Significant Progress (S)
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 - September	(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

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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
				policies.  06/25/25 - Completed (S)
6. Promote & Conduct an annual Title I meeting in the Fall & 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)	Administration, Superintendent	Aug - Sept	(F)Title I Part A	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.  06/25/25 - On Track (S)
7. The district will provide student, parent, and family support services for DTMS 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)	Superintendent	Aug - Sept	(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, Sign in Sheets Parent Participation  06/25/25 - Some Progress (S)
8. Literacy Night/ Science Night/ Math Night will be embedded within District wide events to include Trunk or Treat, Feast of Sharing, Winter Festival and Parade. (Title I SW Elements: 3.1) (Target Group: All,EB) (ESF: 3,3.1)	Principal	Aug - May	(F)Title I Part A	Criteria: Increase parental involvement by planning content based activities for parents and students.  06/25/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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
9. Expand Book Exchange Program by utilizing community libraries around the community such as the community center and the park. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Principal	Aug - May	(F)Title I Part A	Criteria: Increase community engagement by expanding book exchange program.  06/25/25 - No Progress (S)
10. Establish a structured extracurricular program to enhance student engagement, school spirit, and a sense of belonging. The program will also serve as a platform for community representation, with students participating in parades, fundraisers, and local events as ambassadors of the district. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Administration	Aug- May		Criteria: Increase in overall extracurricular involvement by 10% compared to prior year  07/05/25 - Some Progress (S)
11. Implement a districtwide, supplemental family engagement program designed specifically for parents and families of Emergent Bilingual (EB) students. The initiative will provide culturally and linguistically appropriate support to increase parent understanding of school expectations, empower families to support English language development at home, and establish structures for shared decision-making. (Title I SW Elements: 1.1) (Target Group: EB) (Strategic Priorities: 4) (ESF: 3.3)	Bilingual/ ESL/ Title I Director	Jan-May	(F)Title III Bilingual / ESL	Criteria: Increased participation of Emergent Bilingual families in Title III-sponsored events by at least 20%, as measured by sign-in sheets and year-over-year attendance comparisons.  07/05/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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	(F)Title I Part A	Criteria: Increase community engagement by strengthening partnerships.  06/25/25 - Significant Progress (S)
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- Sept	(F)Title I Part A	Criteria: Formative - Review the campus parent center documentation of attendance/participation to include: invitations, sign in sheets, agendas, and presentation topics.  06/25/25 - On Track (S)
3. The Title 1 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 Migrant Education, Bilingual Education, SPED education, McKinney Vento- Homeless/foster care, 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 - Aug	(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  06/25/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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	(F)Title I Part A	Criteria: Increasing the number of parent who attend the classes offered.  06/25/25 - On Track (S)
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	(F)Title I Part A	Criteria: Increase the number of parents who participate in the classes being offered.  06/25/25 - On Track (S)
3. Coordinate 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 - Sept	(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.  06/25/25 - On Track (S)
4. Provide campus-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- Sept	(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.  06/25/25 - On Track (S)
5. Promote campus parent sessions on State STAAR Testing standards, STAAR, EOC requirements, LPAC, TELPAS, PSAT and	Administration, Superintendent	Aug - Sept	(F)Title I Part A	Criteria: Review district and campus documentation of attendance/participation in

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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
SAT/ACT testing information. These sessions 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)				meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute outreach information.  06/25/25 - On Track (S)
6. Implement a Community Library for students and parents, throughout the day and after hours. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration	Aug-Sept		Criteria: Increase family and community engagement.  06/25/25 - No Progress (S)
7. Offer comprehensive parent training sessions on the district's emergency standard protocols to ensure families are informed and prepared in case of emergencies. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administration	August-May	(F)Title I Part A	Criteria: Evaluate the effectiveness of the parent training sessions by assessing parent participation rates, conducting post-training surveys to gauge understanding and confidence in the district's emergency protocols, and tracking the improvement in parent communication and response during district emergency drills.  06/25/25 - On Track (S)
8. Increase resources for families identified under the McKinney-Vento program to provide essential support for students experiencing homelessness. The district will also increase training for staff to identify McKinney-Vento eligible students and connect them to resources, fostering a supportive and inclusive learning environment. (Title I SW Elements: 3.1) (Target Group: FC) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration	Aug-May	(F)Title I Part A	Criteria: Increase resources for families identified under the McKinney-Vento program to provide essential support for students experiencing homelessness.  06/25/25 - On Track (S)



# DOROTHY THOMPSON MIDDLE

- Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.
- 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
9. Provide and implement other effective activities and strategies for ELs which shall include: parent engagement activities; family engagement activities; and community engagement activities and may include strategies that serve to coordinate and align related programs. (Title I SW Elements: 3.1) (Target Group: EB) (Strategic Priorities: 4) (ESF: 3.4)	Bilingual/ ESL/ Title I Director	Aug- May	(F)Title III Bilingual / ESL	<p>Criteria: Evaluate the effectiveness of activities and strategies for English Learners (ELs) by tracking participation rates in parent, family, and community engagement activities. Assess the impact on student outcomes such as academic progress, attendance, and language proficiency improvements.</p> <p>06/25/25 - On Track (S)</p>

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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
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)	Administration, Director of Technology, Superintendent	Aug-May	(L)General Fund	Criteria: Increased communication with parent, family and community.  06/25/25 - On Track (S)
2. Offer informational presentations for parents on key topics of interest and needs, such as academic support strategies, social-emotional learning, college and career readiness, and district policies. These presentations will be tailored to address the specific concerns and priorities of parents within the community, providing valuable resources and tools to help them support their children's educational journey. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Superintendent	Aug-Sept	(F)Title I Part A	Criteria: Increase the number of parents who engage in the session provided by the district.  06/25/25 - On Track (S)
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)	Bilingual/ ESL/ Title I Director, Director of C&I, Superintendent	Aug-May	(F)Title I Part A, (F)Title III Bilingual / ESL	Criteria: Improved communication channels with parents.  06/25/25 - On Track (S) 06/25/25 - On Track
4. Establish procedures for disseminating information, news, and district updates for	Administration, Superintendent	Aug- Sept	(F)Title I Part A	Criteria: Review district and campus documentation of

# DOROTHY THOMPSON MIDDLE

**Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

**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
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)				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.  06/25/25 - On Track (S)
5. Implement a multi-modal communication plan to ensure parents, families, and the community receive timely and accessible information about school activities, events, and student-related updates. In addition to digital platforms, parental engagement staff will use traditional methods such as flyers, handouts, brochures, and printed materials to reach all families, including those with limited access to technology. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug- Sept	(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.  06/25/25 - On Track (S)
6. Strengthen family and community partnerships by providing accessible parent input systems, including online and anonymous complaint/feedback forms. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration	Aug-May		Criteria: Track the number of parent volunteers, the usage of online/anonymous forms, and overall parent satisfaction with opportunities for engagement.
7. Increase transparency and accessibility by providing quick links on the district website to key documents such as district policies and procedures. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration	Aug-May		Criteria: Evaluate by tracking website analytics

# DOROTHY THOMPSON MIDDLE

- Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.
- 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
8. Promote the participation of parent volunteers at the campus level to support in the beautification of the campus and to support or literacy initiative. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Administration, Teacher(s)	September - May	(L)General Fund	Criteria: Parent surveys

# DOROTHY THOMPSON MIDDLE

**Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

**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 ensure the most effective and efficient use of taxpayer dollars, while supporting excellence in academics, extracurricular programs, technology, and facility improvements. This includes strategically utilizing grant funding and engaging consultants to maximize funding opportunities and align resources with district priorities. (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.  06/25/25 - Some Progress (S)
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.  06/25/25 - Some Progress (S)
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.  06/25/25 - Some Progress (S)

# DOROTHY THOMPSON MIDDLE

- Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators
- Objective 2.** (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

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 that will be managed by the Facilities and Safety Committee. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Superintendent	Aug-May	(L)General Fund	Criteria: Improvements in district facilities.  06/25/25 - Some Progress (S)
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	(L)General Fund	Criteria: Improve district operation needs.  06/25/25 - Some Progress (S)
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	(L)General Fund	Criteria: Effective implementation of emergency operations plan.  06/25/25 - Some Progress (S)
4. Create and maintain an environment which supports positive physical, emotional, health, Nutritional, Professional growth and social well-being for students and staff by sponsoring social events such as dances, field days, recognition assemblies, etc. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Administration, Superintendent	Aug-May	(F)Title IV Safe and Drug Free, (L)General Fund	Criteria: Ensure a positive climate conducive to learning and professional growth.  06/25/25 - Significant Progress (S)
5. Continue district efforts to support campuses in bringing awareness and student	Superintendent	Aug-May	(L)General Fund	Criteria: Monitor systems to improve school climate

# DOROTHY THOMPSON MIDDLE

**Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (ESF: 3.1,3.2)				06/25/25 - Significant Progress (S)
6. The district will enhance safety and well-being by implementing smart sensors to monitor sound levels, and vaping activity. Sound sensors will provide alerts for disruptions or unsafe behavior, while vaping detectors will address the rising concern of e-cigarette use, ensuring a smoke-free environment. By integrating these technologies, the district will create a safer, healthier, and more conducive learning environment, supporting both the physical and emotional well-being of students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(F)Title IV Safe and Drug Free	Criteria: Improve safe environment conducive to learning.  06/25/25 - Significant Progress (S)
7. Conduct an Exterior Door Safety Audit and reinforce all exterior door lock, ensuring that all doors are functioning properly by conducting weekly door audits. (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.  06/25/25 - On Track (S)
8. The district will implement access control policies to include exterior doors, 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.  06/25/25 - Significant Progress (S)
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	Criteria: Decreased number of behavioral incidents.  06/25/25 - On Track (S)

# DOROTHY THOMPSON MIDDLE

- Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators
- Objective 2.** (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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.  06/25/25 - Some Progress (S)
11. A School-based Law Enforcement will be accessible to all campuses. Moreover, school security/law enforcement provides a visible and regular presence on campus during school hours. Security guards will complete Guardian Program. (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.  06/25/25 - On Track (S)
12. Incorporate a system of communication to report needs assessments, completion of projects, and facilities needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Business Manager	Aug - May		Criteria: Safety environment conducive to learning.  06/25/25 - On Track (S)
13. Provide and upgrade classroom furniture to enhance the physical learning environment by improving organization, promoting student comfort, and ensuring safety. Updated furnishings will support flexible seating, structured learning spaces, and accessible layouts that accommodate diverse student needs, contributing to a more effective and inclusive classroom experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	August-May	(F)Title I Part A	Criteria: Measure improvements in classroom organization and safety by conducting teacher and administrator surveys to assess how the upgraded furniture supports effective classroom management and minimizes hazards.  06/25/25 - No Progress (S)
14. Implement a comprehensive facilities management plan that includes the replacement and repair of roofs for each campus to ensure structural integrity and protection from weather-related issues.	Superintendent	Augus-May	(O)Local Districts	Criteria: Track completion of roof replacements and repairs, as well as yearly maintenance tasks for ACs, intercom systems, fire alarms, and perimeter fencing, to



# DOROTHY THOMPSON MIDDLE

- Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators
- Objective 2.** (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Establish a yearly maintenance schedule for all district buildings, focusing on critical systems such as air conditioning units, technology, and school safety. This strategy will prioritize regular inspections, timely repairs, and system upgrades, creating a safe, comfortable, and secure learning environment for students and staff while preventing costly emergency repairs and prolonging the lifespan of the district's infrastructure. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)				ensure timely and efficient maintenance across all campuses.  06/25/25 - Some Progress (S)
15. Continue district efforts to provide support to all district students, staff, parents, the city of progreso community and outside entities to ensure all business operations are supportive of the instructional goals and objectives of the district in the attainment of the campus district performance objectives. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)				06/25/25 - Significant Progress (S)

# DOROTHY THOMPSON MIDDLE

**Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

**Objective 3.** (Safe, Healthy, and Supportive Learning Environments) Progreso ISD will implement a comprehensive framework to enhance student safety, mental health, and social-emotional well-being by increasing access to trained personnel, evidence-based programs, and proactive supports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train staff in Safety-Care and CPI Top 10 De-escalation Tips to support social-emotional learning, reduce behavioral incidents, and promote a safe, trauma-informed environment through proactive de-escalation and relationship-building strategies (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	August-May		Criteria: Decrease in Level II and III discipline referrals by 10%  07/05/25 - Some Progress (S)
2. Implement restorative practices, including reflection circles and student-teacher conferences, as an alternative to traditional discipline to address behavior, repair relationships, and build a positive, accountable school culture. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May		Criteria: Implement restorative practices, including reflection circles and student-teacher conferences, as an alternative to traditional discipline to address behavior, repair relationships, and build a positive, accountable school culture.  07/05/25 - Some Progress (S)
3. Implement comprehensive safety measures, including restructuring campus access points, installing security fencing, lighting, cameras, and key card systems, and upgrading bus safety technology to ensure a secure environment for students, staff, and visitors. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Administration	August-May		Criteria: Evaluate by tracking the completion of security upgrades (fencing, lighting, cameras, key card systems, bus safety technology) and monitoring incident reports for reductions in safety concerns.
4. Provide essential health and safety resources such as EpiPens, CPR/First Aid training for staff, and updated sanitation systems (plumbing, ventilation, automatic fixtures) to promote wellness and readiness across all campuses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)		Aug-May		Criteria: Evaluate by monitoring staff participation rates in CPR/First Aid training, availability of emergency resources (EpiPens, sanitation systems), and improved health/safety audit results.

# DOROTHY THOMPSON MIDDLE

- Goal 5.** (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators
- Objective 3.** (Safe, Healthy, and Supportive Learning Environments) Progreso ISD will implement a comprehensive framework to enhance student safety, mental health, and social-emotional well-being by increasing access to trained personnel, evidence-based programs, and proactive supports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide cell phone pouches for classrooms to secure student devices during instructional time to comply with cell phone restriction in schools. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Administration, Director of Technology	September - May	(L)General Fund	Criteria: Improved academic performance in state assessments.

## Progreso Independent School District State Compensatory Education 2025-2026

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students exit from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Progreso ISD      \$2,099,815

Total FTEs funded through SCE at Progreso ISD      23

The process we use to identify students at risk is the worksheet provided by our student records software. The worksheet is based on TEA's fourteen indicators for At-risk. This is done periodically with a yearly review. The same worksheet is used to exit students who no longer meet the requirements to exit the program.

*At Progreso ISD, State Compensatory Funds are used to support schoolwide Title I initiatives.*

DIP/CIP Goal	Service/Program	Campus	FTE's	SCE Funds	Eligible Students	Goal(s)	Evaluation Formative and Summative
1	At risk students will be enrolled in a supplemental instructional class to close achievement gaps and accelerate instruction in core subject areas. Supplemental instructional materials will be implemented for students to master grade level student expectations.	001-2 041-7 102-1 104-1	11	\$624,412.50	825	Sustain Student Growth in Academic Achievement: At least 80% 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. We aim to increase student growth by at least 10% while maintaining at least a B rating.	Formative: six weeks grades, benchmark reports  Summative: STAAR records Grade records
1	Instructional Aides work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.	001-4 041-3 102-2 104-2	11	\$232,052			Formative: six weeks grades, benchmark reports  Summative: STAAR records Grade records
1	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.	001 041 102 104		\$22,000 <small>Supplies and materials</small>  \$4,861 <small>Contracted services</small>			Improved scores and individual growth on all campus, district and state assessments.
1	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.	001 041 102 104		\$80,000			Improved academic performance in state assessment.



# **Progreso DTMS School Parental Involvement Policy 2025-2026**

**SCHOOL PARENT & FAMILY ENGAGEMENT POLICY  
2025-2026**

**Póliza de participación de padres y familias en el campus de  
DTMS  
2025-2026**



**Progreso DTMS School  
School Parent & Family Engagement  
Policy 2025-2026**

**2025-2026 Progreso DTMS School Parent & Family Engagement (PFE) Program**

What is it?	<p><b>Progreso DTMS</b> agrees to implement the following statutory requirements:</p> <p><b>Progreso DTMS</b> is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education. Consistent with section 1116, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1116 of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116 of the ESSA.</p>
Expectations & Objectives	<ul style="list-style-type: none"><li>❖ The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:<ul style="list-style-type: none"><li>➤ Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.</li><li>➤ If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption.</li><li>➤ Learning together leads to better school and home life.</li><li>➤ Being a life-long learner can prevent some health issues that often occur later in life.</li></ul></li></ul>
Requirements	<ul style="list-style-type: none"><li>❖ In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parent with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform and including alternative formats upon request and, to the extent practicable, in language parents understand.</li><li>❖ The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.</li><li>❖ The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.</li><li>❖ The school will provide other reasonable support for parental involvement activities under section 1116 of the ESSA as the parents may request.</li><li>❖ The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:</li></ul>

- *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*
- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1116 of the ESSA.

❖ **Progreso DTMS** School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/families can understand: ESSA Section 1116(b)(1)

- *Campus newsletters in English and Spanish*
- *Classroom newsletters in English and Spanish*
- *Classroom webpages in English and Spanish*
- *School Messenger in English and Spanish*

❖ **Progreso DTMS** will jointly develop with, and distribute to, parents and family members of participating children a written parent family engagement policy, agreed upon by parents, that shall describe the means for carrying out the requirements of ESSA Section 1116(b)(1)

- *Create a joint committee with administration, teachers and parents to develop parent involvement policy that will meet on a yearly basis to review/update.*
- *Invite parents to participate in a needs assessment survey to guide and bring insight to parental engagement needs and concerns.*
- *Invite parents to participate in an end of year school performance evaluation survey to determine areas of strength and areas of growth.*
- *Share parent needs assessment and performance evaluation results with all parents via mail outs, social media and beginning of year meeting.*

❖ The **Progreso DTMS** Campus Parental Policy will be evaluated, developed, and distributed to parents/families annually via:

- *District /Campus website*
- *Provided at student Registration*
- *Student handbook*
- *At Title I meetings*
- *District/Campus Community Engagement Events*

❖ **Progreso DTMS** will notify parents/family of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated annually to meet the changing needs of parents and the school. Section 1116(b)(1)

- *Distribute the PFE Policy, this document, to parents and the communities by:*
- *Posting it on our district website, and keeping it up to date*
- *Distributing printed copies to all the local churches, restaurants, and other businesses*
- *Distributing printed copies at school events*
- *Distributing printed copies at the school's annual meetings*



❖ **Progreso DTMS** School will hold an annual meeting to inform parents/family of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents/family and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, same meeting at different days and different times, so that as many parents/family as possible are able to attend. Title I meetings will be offered in the Fall and Spring. The school will invite all parents & family of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by: Section 1116(c)(1) (2)

- *Scheduling and hosting Title I meetings during Open House or Meet the Teacher Nights.*
- *Title I Parent Orientation in the fall & spring using informative video and PowerPoint presentations.*
- *Scheduling Title I meetings during morning hours and evening hours.*
- *Sending out rob calls and/or Remind messages to all parents informing them about meeting dates and highlights.*
- *Publishing Title I informational videos on campus social media pages*
- *Academic Night to review individual students progress on a 3-week basis. Scheduling and hosting Title I meetings during Open House or Meet the Teacher Nights.*
- *Title I Parent Orientation in the fall & spring using informative video and PowerPoint presentations.*
- *Progreso DTMS School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting mint. and sign-in sheets, flyers, agendas and district & campus information*

❖ **Progreso DTMS** School will take the following actions to involve parents in an organized, ongoing, and timely way in planning, the process of school review and improvement of programs under the joint development of the school wide program plan. ESSA section 1116 (c)(3):

- *Teacher/parent conferences*
- *Additional school improvement meetings Virtual parent meetings via Zoom*
- *Submitting Title, I program information in a school-wide format*
- *Teachers will meet with parents on Meet the Teacher Night, and review the syllabus which includes teacher, student, and parent roles*
- *Parents will be invited to attend any campus meetings as new information or procedures may change*
- *Academic Night will be used to review individual students' progress on a 3-week basis with parents*

❖ **Progreso DTMS** School will provide each parent an individual student report about the performance of their child on district and state assessments in at least math, language arts and reading by: Section 1116(c)(4)(B)

- *Publishing a parent guide on how to access their child's state assessment scores.*
- *Mailing out individual student STAAR reports to all parents.*
- *Mailing out individual student progress reports on district benchmark assessments.*
- *ALEK /I station AR reports*
- *TELPAS*
- ***Progreso DTMS** has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of*

*Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculums.*

❖ **Progreso DTMS** School will at the request of parents/families, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible by:

- *Teacher/parent conferences*
- *During Office hours will be provided daily for parent-teacher conferences as needed.*
- *Hosting monthly parent meetings via virtual platforms.*
- *Inviting parents to participate in needs assessment surveys.*
- *Responding to parents via phone call, email or text messages within 24 hours of receiving a parent concern.*
- *Hosting Progress Report Nights every 3rd week of a 6 week grading period.*
- *Requiring all teachers to schedule office hours for parent and student conferencing and follow up meetings.*
- *Additional school improvement meetings will be held with the Admin Team Meeting and will ask for Parental Feedback through Parent Surveys throughout the school year.*

❖ If the school wide program plan is not satisfactory to the parents of participating children, the school will submit parents' comments on the plan to the LEA and revise the plan as advised by the Progreso **DTMS** campus, Title 1 Parent and Family Engagement Program Administrator. Section 1118 (c)(5)

❖ **Progreso DTMS** School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by building the schools capacity in the following:

- *Family Fun Nights*
- *Winter Festival*
- *Fall Festival*
- *As Joint member on campus committees*
- *Providing effective communication with parents training for all campus personnel.*
- *Working on creating a "customer service" mindset with all campus personnel.*
- *Encouraging parents to volunteer on campus.*

❖ **Progreso DTMS** School will provide assistance to parents/families in assessments of children served by the school, as appropriate, in understanding topics by undertaking the actions described below:

- *the state's academic content standards,*
- *the state's student academic achievement standards,*
- *the state and local academic assessments including alternate assessments,*
- *the requirements of Part A,*
- *how to monitor their child's progress,*

- *how to work with educators:*
- *Each grade level will address parents at Open House*
- *PowerPoint presentation including Title I Information will be presented to parents in Spring & Fall*
- *Parent conferences*
- *Teacher, campus newsletters*
- *Each grade level will have on-going communication with parents on child's progress*
- *PowerPoint presentations will be accessible for parents including Title I Information*
- *Parent / teacher conferences as needed*
- *Conferences with Administration as needed*

❖ **Progreso DTMS** School will provide materials and training to help parents/families work with their child to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- *Read 180/System 44*
- *Family Literacy Night*
- *STEM Night*
- *I station/ALEK*
- *Accelerated Reader*

❖ **Progreso DTMS** School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Parents/family to assist teachers(volunteers), public preschool (Head Start), and other programs. The school will also conduct other activities, such as parents' resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Padres voluntarios en el aula*  
*Reuniones de Padres para brindar apoyo en los aspectos sociales, emocionales y académicos de sus hijos.*  
*Parent Volunteers through Parental Involvement Department*
- *Parent feedback*

❖ **Progreso DTMS** School will take the following actions to ensure that information related to the school and parent/family-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *Campus newsletters in English and Spanish*
- *Classroom newsletters in English and Spanish*
- *Classroom google site in English and Spanish*
- *School Messenger in English and Spanish (Bright Arrow)*
- *School Website in English and Spanish <https://pne.progresoedu.net/>*
- *School Facebook page in English and Spanish*
- *Campus Improvement Policy (as per request in Spanish)*

❖ **Progreso DTMS** School will SHARE RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- As a component of the school-level parental involvement policy, each school shall jointly develop with parents/family for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
  - Face to Face, with the teacher and student on campus.
  - Opportunity to participate in our after-school High Impact Tutorials

Funding	<p>❖ The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools. Title I funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities and procedures will be planned and implemented with meaningful consultation with parents of participating children</p>
Review	<p>❖ All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the need of the PFE Program</p>
<b>Progreso DTMS</b> will:	<p>❖ Create a Parent Committee on which parents will be included. This plan will plan, develop, evaluate, and revise support and school improvement plans. Hold regular meetings where the Parent committee will seek input of families, community members and educators.</p> <ul style="list-style-type: none"> <li>➤ <i>Distribute the PFE Policy, this document, to parents and the communities by:</i></li> <li>➤ <i>Posting it on our district website, and keeping it up to date</i></li> <li>➤ <i>Distributing printed copies to all the local churches, restaurants, and other businesses</i></li> <li>➤ <i>Distributing printed copies at school events</i></li> <li>➤ <i>Distributing printed copies at the school's annual meetings</i></li> </ul>
School-Family Meetings	<p>❖ <b>Progreso DTMS</b> School Parent Meetings offer timely information to parents/families about school programs. The school will communicate necessary information and will take the following actions to involve parents in an organized, ongoing, and timely way in the planning, review, and the improvement of programs. including the school parent and family engagement policy. The process of school review and improvement under section 1116 of ESSA:</p> <ul style="list-style-type: none"> <li>➤ <i>Teachers will meet with parents on Meet the Teacher Night.</i></li> <li>➤ <i>Academic Night to review individual students' progress on a 3-week basis.</i></li> <li>➤ <i>During distance learning using different tools such as Class Dojo, Google Classroom, Remind, Facebook page</i></li> <li>➤ <i>Academic meetings with each of their parents to review the school parent compact.</i></li> <li>➤ <i>Progress Report Card nights will be conducted to discuss students' academic progress.</i></li> <li>➤ <i>Hosting monthly parent meetings via virtual platforms.</i></li> <li>➤ <i>Inviting parents to participate in needs assessment surveys.</i></li> <li>➤ <i>Responding to parents via phone call, email or text messages within 24 hours of receiving a parent concern.</i></li> <li>➤ <i>Hosting Progress Report Nights every 3rd week of a 6 week grading period.</i></li> <li>➤ <i>Requiring all teachers to schedule office hours for parent and student conferencing and follow up meetings.</i></li> <li>➤ <i>Additional school improvement meetings will be held with the Admin Team Meeting and will ask for Parental Feedback through Parent Surveys throughout the school year.</i></li> </ul>
How to be Involved	<p>❖ Talk to your child's teacher about how to help/volunteer in the classroom, contact Campus Administration 956-565-1275 or the District Parent department 956-565-3002 to become a campus volunteer.</p>
Family Trainings/ Activities	<p>❖ <b>Progreso DTMS</b> School will provide materials and training to help parents work with their child to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:</p> <ul style="list-style-type: none"> <li>➤ <i>Creating How to videos on topics such as Google classrooms, Remind App, Zoom meetings.</i></li> <li>➤ <i>Hosting Progress Report Card Nights in conjunction with educational informational meetings.</i></li> <li>➤ <i>Using Remind App and other social media platforms for school information and updates.</i></li> <li>➤ <i>Hosting College and Career Ready Nights every six weeks</i></li> </ul>

Curriculum	<p>❖ <b>Progreso DTMS</b> School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:</p> <ul style="list-style-type: none"> <li>➤ <i>the state's academic content standards,</i></li> <li>➤ <i>At the Elementary Level, Individual meetings and conversations shall occur with parents on students' academic progress.</i></li> <li>➤ <i>the state's student academic achievement standards,</i></li> <li>➤ <i>the state and local academic assessments including alternate assessments,</i></li> <li>➤ <i>the requirements of Part A,</i></li> <li>➤ <i>how to monitor their child's progress,</i></li> <li>➤ <i>how to work with educators:</i></li> </ul>
Expected Achievement Levels on Academic Assessments	<p>❖ <b>Progreso DTMS</b> School will provide each parent an individual student report about the performance of their child on district and state assessments in at least math, language arts and reading by:</p> <ul style="list-style-type: none"> <li>➤ <i>STAAR reports</i></li> <li>➤ <i>I station English/Spanish</i></li> <li>➤ <i>DMAC progress monitoring assessments</i></li> <li>➤ <i>TELPAS</i></li> <li>➤ <i>Publishing a parent guide on how to access their child's state assessment scores.</i></li> <li>➤ <i>Mailing out individual student STAAR reports to all parents.</i></li> </ul>
Ways To request Regular meetings	<p>❖ <b>Progreso DTMS</b> School will at the request of parents/family, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible by:</p> <ul style="list-style-type: none"> <li>➤ <i>Teacher/parent conferences</i></li> <li>➤ <i>Additional school improvement meetings</i></li> <li>➤ <i>Inviting parents to participate in needs assessment surveys.</i></li> <li>➤ <i>Responding to parents via phone call, email or text messages within 24 hours of receiving a parent concern.</i></li> <li>➤ <i>Hosting Progress Report Nights every 3rd week of a 6 week grading period.</i></li> <li>➤ <i>Requiring all teachers to schedule office hours for parent and student conferencing and follow up meetings.</i></li> <li>➤ <i>Additional school improvement meetings will be held with the Admin Team Meeting and will ask for Parental Feedback through Parent Surveys throughout the school year.</i></li> </ul>

Progreso **Progreso DTMS** School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting notes and sign-in sheets.

This policy was reviewed and revised on September 11 , 2025 and will be in effect for the 2025-2026 school year.

*Julia Molina*  
DTMS Principal

**Reviewed:** September 11 ,2025  
**Date**

**Progreso DTMS School**  
**Póliza de participación de padres y familias en el campus**  
**2025-2026**

**Programa de participación de padres y familias de Progreso DTMS School(PFE) 2025-2026**

¿Qué es?	<p><b>Progreso DTMS</b> se compromete a implementar los siguientes requisitos legales:</p> <ul style="list-style-type: none"><li>• <b>Progreso DTMS</b> está comprometido con nuestra visión: cada estudiante importa y tiene un propósito. Nos esforzamos por brindar educación de alta calidad individualizada para cada estudiante desarrollando y manteniendo relaciones con las familias y la comunidad. Una forma de continuar haciendo esto es participando en el Programa Estatal Título I, Parte A. Este programa proporciona financiación para escuelas de nivel socioeconómico bajo. A cambio, prometemos cumplir con las expectativas que nos han trazado la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos. De conformidad con la sección 1116, la escuela trabajará para garantizar que las pólizas requeridas de participación de los padres a nivel escolar cumplan con los requisitos de la sección 1116 de la ESSA, y cada una incluya, como componente, un pacto entre la escuela y los padres de conformidad con la sección 1116 de la ESSA.</li></ul>
Expectativas y objetivos	<p>❖ La expectativa de nuestro Programa PFE es fomentar la comunicación y la toma de decisiones con los padres sobre el desempeño de los estudiantes y apoyar el aprendizaje de manera colaborativa. Nuestros objetivos son:</p> <ul style="list-style-type: none"><li>➤ <i>Comunicación bidireccional efectiva entre la escuela y el hogar que está vinculada a una mayor tasa de finalización de tareas, mejor atención durante las tareas de instrucción, mayor participación de todas las partes y mejores interacciones y relaciones entre padres, maestros y estudiantes.</i></li><li>➤ <i>Si los padres de un niño están más involucrados en las experiencias escolares, es más probable que el niño obtenga calificaciones más altas, mejor comportamiento, mejor asistencia, mayores habilidades sociales y adaptación.</i></li><li>➤ <i>Aprender juntos conduce a una mejor vida escolar y familiar.</i></li><li>➤ <i>Ser un aprendiz permanente puede prevenir algunos problemas de salud que a menudo ocurren más adelante en la vida.</i></li></ul>

## Requisitos

## Requirements

- ❖ Al llevar a cabo los requisitos de participación de los padres del Título I, Parte A, en la medida de lo posible, la escuela brindará oportunidades completas para la participación de los padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluido el suministro de información y informes escolares requeridos bajo la sección 1116 de la ESSA en un formato comprensible y uniforme e incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres comprendan.
- ❖ La escuela involucrará a los padres de los niños atendidos en escuelas de Título I, Parte A en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de los padres, y garantizará que no menos del 95 por ciento del 1 El porcentaje reservado va directamente a las escuelas.
- ❖ La escuela desarrollará su propia capacidad y la de los padres para una fuerte participación de los padres, a fin de garantizar una participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.
- ❖ La escuela brindará outro apoyo razonable para las actividades de participación de los padres según la sección 1116 de la ESSA, según lo soliciten los padres.
- ❖ La escuela se regirá por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:
  - *Participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo garantizar*
- (A) *que los padres desempeñan un papel integral en ayudar al aprendizaje de sus hijos;*
- (B) *que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;*
- (C) *que los padre's son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;*
- (D) *la realización de otras actividades, tales como las descritas en el artículo 1116 de la ESSA.*
- ❖ La escuela Progreso DTMS tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres/familias puedan entender: ESSA Sección 1116(b)(1)
  - *Boletines del campus en inglés y español.*
  - *Boletines de aula en inglés y español.*
  - *Páginas web del aula en inglés y español.*
  - *Mensajero Escolar en Inglés y Español*
- ❖ Progreso DTMS desarrollará y distribuirá conjuntamente con los padres y familiares de los niños participantes una póliza escrita de participación de los padres y la familia, acordada por los padres, que describirá los medios para llevar a cabo los requisitos de la Sección 1116(b) de la ESSA. 1)
  - *Crear un comité conjunto con la administración, los maestros y los padres para desarrollar una política de participación de los padres que se reunirá anualmente para revisar/actualizar.*
  - *Invitar a los padres a participar en una encuesta de evaluación de necesidades para guiar y aportar información sobre las necesidades e inquietudes de participación de los padres.*
  - *Invitar a los padres a participar en una encuesta de evaluación del desempeño escolar de fin de año para determinar áreas de fortaleza y áreas de crecimiento.*
  - *Compartir los resultados de la evaluación de las necesidades de los padres y de la evaluación del desempeño con todos los padres a través de correos electrónicos, redes sociales y reuniones de comienzo de año.*

❖ La Póliza para padres del campus de Progreso DTMS será evaluada, desarrollada y distribuida a los padres/familias anualmente a través de:

- *Sitio web del distrito/campus*
- *Proporcionado en el registro de estudiantes.*
- *Manual del estudiante*
- *En las reuniones del Título I*
- *Eventos de participación comunitaria del distrito/campus*

❖ Progreso DTMS notificará a los padres/familia sobre la póliza en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender. La política estará disponible para la comunidad local y se actualizará anualmente para satisfacer las necesidades cambiantes de los padres y la escuela. Sección 1116(b)(1)

- *Distribute the PFE Policy, this document, to parents and the communities by:*
- *Posting it on our district website, and keeping it up to date*
- *Distributing printed copies to all the local churches, restaurants, and other businesses*
- *Distributing printed copies at school events*
- *Distributing printed copies at the school's annual meetings*

❖ La Escuela Progreso DTMS llevará a cabo una reunión anual para informar a los padres/familias sobre la participación de la escuela en los programas del Título I, Parte A, y para explicar los requisitos del Título I, Parte A y el derecho de los padres a participar en el Título I. Programas de la Parte A. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones adicionales de participación de los padres, como por la mañana o por la noche, la misma reunión en diferentes días y diferentes horas, para que tantos padres como sea posible puedan para asistir. Las reuniones de Título I se ofrecerán en otoño y primavera. La escuela invitará a esta reunión a todos los padres y padres de niños que participan en los programas del Título I, Parte A, y los alentará a asistir, mediante: Sección 1116(c)(1)(2)

- *Programar y organizar reuniones de Título I durante las jornadas de puertas abiertas o las noches de encuentro con los maestros.*
- *Orientación para padres de Título I en otoño y primavera utilizando videos informativos y presentaciones de PowerPoint.*
- *Programar reuniones de Título I durante las horas de la mañana y de la tarde.*
- *Enviar llamadas telefónicas y/o mensajes de recordatorio a todos los padres informándoles sobre las fechas de las reuniones y los aspectos más destacados.*
- *Publicar videos informativos del Título I en las páginas de redes sociales del campus.*
- *Noche Académica para revisar el progreso individual de los estudiantes cada 3 semanas.*

❖ La Escuela Progreso DTMS tomará las siguientes acciones para involucrar a los padres de manera organizada, continua y oportuna en la planificación, el proceso de revisión escolar y mejora de los programas bajo el desarrollo conjunto del plan del programa a nivel escolar. Sección 1116 (c)(3) de la ESSA:

- *Conferencias entre maestro's y padres*
- *Reuniones adicionales de mejora escolar Reuniones virtuales de padres a través de Zoom*
- *Al enviar el título, programo información en un formato para toda la escuela.*
- *Los maestros se reunirán con los padres en la Noche de Conozca al Maestro y revisarán el programa de estudios que incluye los roles de maestro, estudiante y padre.*
- *Se invitará a los padres a asistir a cualquier reunión del campus ya que nueva información o procedimientos pueden cambiar.*



➤ *La Noche Académica se utilizará para revisar el progreso individual de los estudiantes cada 3 semanas con los padres.*

❖ *La escuela Progreso DTMS proporcionará a cada padre un informe estudiantil individual sobre el desempeño de su hijo en las evaluaciones estatales y del distrito al menos en matemáticas, artes del lenguaje y lectura según: Sección 1116(c)(4)(B)*

➤ *Publicar una guía para padres sobre cómo acceder a los puntajes de las evaluaciones estatales de sus hijos.*

➤ *Enviar por correo los informes STAAR individuales de los estudiantes a todos los padres.*

➤ *Enviar por correo informes de progreso individual de los estudiantes sobre las evaluaciones comparativas del distrito.*

➤ *Progreso DTMS tiene evaluaciones formativas comunes que realiza cada maestro. No importa el maestro, cada niño es evaluado mediante la misma evaluación proporcionada por el Sistema de Recursos TEKS, que modela cada evaluación según las Evaluaciones de Preparación Académica del Estado de Texas o la prueba STAAR. Las pruebas STAAR anteriores se publican y utilizan para evaluación e instrucción, además de otros planes de estudio.*

❖ *La Escuela Progreso DTMS, a solicitud de los padres/familias, brindará oportunidades para reuniones periódicas para que los padres formulen sugerencias y participen, según corresponda, en las decisiones sobre la educación de sus hijos. La escuela responderá a dichas sugerencias lo antes posible mediante:*

➤ *Conferencias entre maestro's y padres*

➤ *Durante el horario de oficina se proporcionarán conferencias diarias entre padres y maestros, según sea necesario.*

➤ *Organizar reuniones mensuales de padres a través de plataformas virtuales.*

➤ *Invitar a los padres a participar en encuestas de evaluación de necesidades.*

➤ *Responder a los padres mediante llamadas telefónicas, correos electrónicos o mensajes de texto dentro de las 24 horas posteriores a la recepción de una inquietud de los padres.*

➤ *Organizar noches de informes de progreso cada tercera semana de un período de calificaciones de 6 semanas.*

➤ *Requerir que todos los maestros programen horarios de oficina para conferencias y reuniones de seguimiento entre padre's y estudiantes.*

➤ *Se llevarán a cabo reuniones adicionales de mejora escolar con la reunión del equipo administrativo y se solicitarán comentarios de los padres a través de encuestas para padres durante todo el año escolar.*

❖ *Si el plan del programa a nivel escolar no es satisfactorio para los padres de los niños participantes, la escuela presentará los comentarios de los padres sobre el plan a la LEA y revisará el plan según lo recomendado por el campus de Progreso DTMS, Administrador del Programa de Participación de Padres y Familias Título 1. Sección 1118 (c)(5)*

❖ *La Escuela Progreso DTMS, con la ayuda de sus padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir vínculos entre los padres y las escuelas, desarrollando la capacidad de las escuelas en lo siguiente:*

- *Noches de diversión familiar*
- *Festival de invierno*
- *Festival de otoño*
- *Como miembro conjunto de los comités del campus*
- *Proporcionar capacitación en comunicación efectiva con los padres para todo el personal del campus.*
- *Trabajar en la creación de una mentalidad de “servicio al cliente” con todo el personal del campus.*
- *Alentar a los padres a ser voluntarios en el campus.*

❖ La Escuela Progreso DTMS brindará asistencia a los padres/familias en las evaluaciones de los niños atendidos por la escuela, según corresponda, para comprender los temas mediante la realización de las acciones que se describen a continuación:

- *los estándares de contenido académico del estado,*
- *los estándares de rendimiento académico estudiantil del estado,*
- *las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas,*
- *los requisitos de la Parte A,*
- *cómo monitorear el progreso de su hijo,*
- *cómo trabajar con los educadores:*
- *Cada nivel de grado se dirigirá a los padres en la jornada de puertas abiertas.*
- *La presentación de PowerPoint que incluye información del Título I se presentará a los padres en primavera y otoño.*
- *Conferencias de padres*
- *Maestro, boletines del campus.*
- *Cada nivel de grado tendrá comunicación continua con los padres sobre el progreso del niño.*
- *Las presentaciones de PowerPoint serán accesibles para los padres, incluida la información del Título I.*
- *Conferencias de padres/maestros según sea necesario*
- *Conferencias con la Administración según sea necesario.*

❖ La escuela Progreso DTMS proporcionará materiales y capacitación para ayudar a los padres/familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:

- *Leer 180/Sistema 44*
- *Noche de Alfabetización Familiar*
- *Noche STEM*
- *I station/ALEK*
- *Lector acelerado*

	<p>❖ La Escuela Progreso DTMS, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con los padres para ayudar a los maestros (voluntarios), el preescolar público (Head Start) y otros programas. La escuela también llevará a cabo otras actividades, como centros de recursos para padres, que alientan y apoyan que los padres participen más plenamente en la educación de sus hijos, mediante:</p> <ul style="list-style-type: none"> <li>➤ <i>Padres voluntarios a través del Departamento de Participación de los Padres</i></li> <li>➤ <i>Comentarios de los padresPadres voluntarios en el aula</i></li> </ul> <p><i>Reuniones de Padres para brindar apoyo en los aspectos sociales, emocionales y académicos de sus hijos.</i></p> <ul style="list-style-type: none"> <li>➤ <i>Parent Volunteers through Parental Involvement Department</i></li> </ul> <p>❖ La Escuela Progreso DTMS tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres puedan entender:</p> <ul style="list-style-type: none"> <li>➤ <i>Boletines del campus en inglés y español</i></li> <li>➤ <i>Boletines informativos del aula en inglés y español</i></li> <li>➤ <i>Sitio de Google de Classroom en inglés y español</i></li> <li>➤ <i>Mensajero Escolar en Inglés y Español (Flecha Brillante)</i></li> <li>➤ <i>Sitio web de la escuela en inglés y español</i></li> <li>➤ <i>Página de Facebook del colegio en inglés y español</i></li> <li>➤ <i>Política de Mejoramiento del Campus (según solicitud en español)</i></li> </ul> <p>❖ La Escuela Progreso DTMS COMPARTIRÁ RESPONSABILIDADES PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES</p> <ul style="list-style-type: none"> <li>❖ Como componente de la póliza de participación de los padres a nivel escolar, cada escuela deberá desarrollar conjuntamente con los padres de todos los niños atendidos bajo esta parte un pacto entre la escuela y los padres que describa cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar rendimiento académico de los estudiantes.</li> </ul> <ul style="list-style-type: none"> <li>➤ <i>Cara a Cara, con el profesor y el alumno en el campus.</i></li> <li>➤ <i>Oportunidad de participar en nuestras tutorías de alto impacto después de la escuela</i></li> </ul>
Fondos Funding	<p>❖ La escuela involucrará a los padres de los niños atendidos en escuelas de Título I, Parte A en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de los padres, y garantizará que no menos del 95 por ciento del 1 El porcentaje reservado va directamente a las escuelas. Los fondos del Título I se asignarán para la implementación del programa de participación de padre's y familias. Dichos programas, actividades y procedimientos se planificarán e implementarán con consultas significativas con los padres de los niños participantes.</p>
Revisar Review	<p>❖ Todo el uso de fondos y actividades puede ser revisado por la Agencia de Educación de Texas previa solicitud para garantizar que cumplan con las necesidades del Programa PFE.</p>
Progreso DTMS will:	<p>❖ Crear un Comité de Padres en el que se incluirán a los padres. Este plan planificará, desarrollará, evaluará y revisará los planes de apoyo y mejora escolar.</p>
	<ul style="list-style-type: none"> <li>➤ Distribuir la Póliza PFE, este documento, a los padres y las comunidades mediante:</li> <li>➤ Publicarlo en el sitio web de nuestro distrito y mantenerlo actualizado.</li> <li>➤ Distribuir copias impresas a todas las iglesias, restaurantes y otras empresas locales.</li> <li>➤ Distribuir copias impresas en eventos escolares.</li> <li>➤ Distribuir copias impresas en las reuniones anuales de la escuela.</li> </ul>

<p>Reuniones Escuela-Familia</p> <p>School-Family Meetings</p>	<p>❖ Las reuniones de padres de las escuelas Progreso DTMS ofrecen información oportuna a los padres/familias sobre los programas escolares. La escuela comunicará la información necesaria y tomará las siguientes acciones para involucrar a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas. incluida la política de participación de los padre's y la familia de la escuela. El proceso de revisión y mejora escolar según la sección 1116 de ESSA:</p> <ul style="list-style-type: none"> <li>➤ <i>Los maestros se reunirán con los padres en la Noche de Conozca al Maestro.</i></li> <li>➤ <i>Noche Académica para revisar el progreso individual de los estudiantes cada 3 semanas.</i></li> <li>➤ <i>Durante el aprendizaje a distancia utilizando diferentes herramientas como Class Dojo, Google Classroom, Remind, página de Facebook</i></li> <li>➤ <i>Reuniones académicas con cada uno de sus padre's para revisar el pacto de padres de la escuela.</i></li> <li>➤ <i>Se llevarán a cabo noches de boletas de calificaciones de progreso para discutir el progreso académico de los estudiantes.</i></li> <li>➤ <i>Organizar reuniones mensuales de padres a través de plataformas virtuales.</i></li> <li>➤ <i>Invitar a los padres a participar en encuestas de evaluación de necesidades.</i></li> <li>➤ <i>Responder a los padres mediante llamadas telefónicas, correos electrónicos o mensajes de texto dentro de las 24 horas posteriores a la recepción de una inquietud de los padres.</i></li> <li>➤ <i>Organizar noches de informes de progreso cada tercera semana de un período de calificaciones de 6 semanas.</i></li> <li>➤ <i>Requerir que todos los maestros programen horarios de oficina para conferencias y reuniones de seguimiento entre padre's y estudiantes.</i></li> <li>➤ <i>Se llevarán a cabo reuniones adicionales de mejora escolar con la reunión del equipo administrativo y se solicitarán comentarios de los padres a través de encuestas para padres durante todo el año escolar.</i></li> </ul>
<p>Como ser invocada</p>	<p>❖ Hable con el maestro de su hijo sobre cómo ayudar o ser voluntario en el salón de clases, comuníquese con la Administración del campus al 956-565-1275 o con el Departamento de padres del distrito al 956-565-3002 para convertirse en voluntario del campus.</p>
<p>Familia</p> <p>Entrenamientos/ Actividades</p>	<p>❖ La Escuela de DTMS de Progreso proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:</p> <ul style="list-style-type: none"> <li>➤ <i>Creación de vídeos instructivos sobre temas como aulas de Google, aplicación Remind y reuniones de Zoom.</i></li> <li>➤ <i>Organizar noches de boletines de calificaciones de progreso junto con reuniones informativas educativas.</i></li> <li>➤ <i>Usar la aplicación Remind y otras plataformas de redes sociales para obtener información y actualizaciones escolares.</i></li> <li>➤ <i>Organizar noches de preparación universitaria y profesional cada seis semanas</i></li> </ul>
<p>Plan de estudios</p> <p>Curriculum</p>	<p>❖ La escuela Progreso DTMS proporcionará a los padres de los niños participantes información de manera oportuna sobre los programas del Título I, Parte A que incluye una descripción y explicación del plan de estudios de la escuela, las formas de evaluación</p>
	<p>académica utilizadas para medir el progreso de los niños y los niveles de competencia. Se espera que los estudiantes se reúnan:</p> <ul style="list-style-type: none"> <li>➤ <i>los estándares de contenido académico del estado,</i></li> <li>➤ <i>los estándares de rendimiento académico estudiantil del estado,</i></li> <li>➤ <i>las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas,</i></li> <li>➤ <i>los requisitos de la Parte A,</i></li> <li>➤ <i>cómo monitorear el progreso de su hijo,</i></li> <li>➤ <i>cómo trabajar con los educadores:</i></li> </ul>

Niveles de rendimiento esperados en evaluaciones académicas	<p>❖ La Escuela Progreso DTMS proporcionará a cada padre un informe individual del estudiante sobre el desempeño de su hijo en las evaluaciones del distrito y estatales al menos en matemáticas, artes del lenguaje y lectura mediante:</p> <ul style="list-style-type: none"> <li>➤ <i>informes STAAR</i></li> <li>➤ <i>Emisor Ingles/Español</i></li> <li>➤ <i>Evaluaciones de seguimiento del progreso de DMAC</i></li> <li>➤ <i>TELPAS</i></li> <li>➤ <i>Publicar una guía para padres sobre cómo acceder a los puntajes de las evaluaciones estatales de sus hijos.</i></li> <li>➤ <i>Enviar por correo los informes STAAR individuales de los estudiantes a todos los padres.</i></li> </ul>
Formas de solicitar reuniones periódicas	<p>❖ La Escuela Progreso DTMS, a solicitud de los padres, brindará oportunidades para reuniones periódicas para que los padres formulen sugerencias y participen, según corresponda, en las decisiones sobre la educación de sus hijos. La escuela responderá a dichas sugerencias lo antes posible mediante:</p> <ul style="list-style-type: none"> <li>➤ <i>Conferencias entre maestro's y padres</i></li> <li>➤ <i>Reuniones adicionales de mejora escolar</i></li> <li>➤ <i>Invitar a los padres a participar en encuestas de evaluación de necesidades.</i></li> <li>➤ <i>Responder a los padres mediante llamadas telefónicas, correos electrónicos o mensajes de texto dentro de las 24 horas posteriores a la recepción de una inquietud de los padres.</i></li> <li>➤ <i>Organizar noches de informes de progreso cada tercera semana de un período de calificaciones de 6 semanas.</i></li> <li>➤ <i>Requerir que todos los maestros programen horarios de oficina para conferencias y reuniones de seguimiento entre padres y estudiantes.</i></li> <li>➤ <i>Se llevarán a cabo reuniones adicionales de mejora escolar con la reunión del equipo administrativo y se solicitarán comentarios de los padres a través de encuestas para padres durante todo el año escolar.</i></li> </ul>

Progreso **Progreso DTMS** School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting notes and sign-in sheets.

This policy was reviewed and revised on September 11, 2025 and will be in effect for the 2025-2026 school year.

*Yulia Molina*  
DTMS Principal

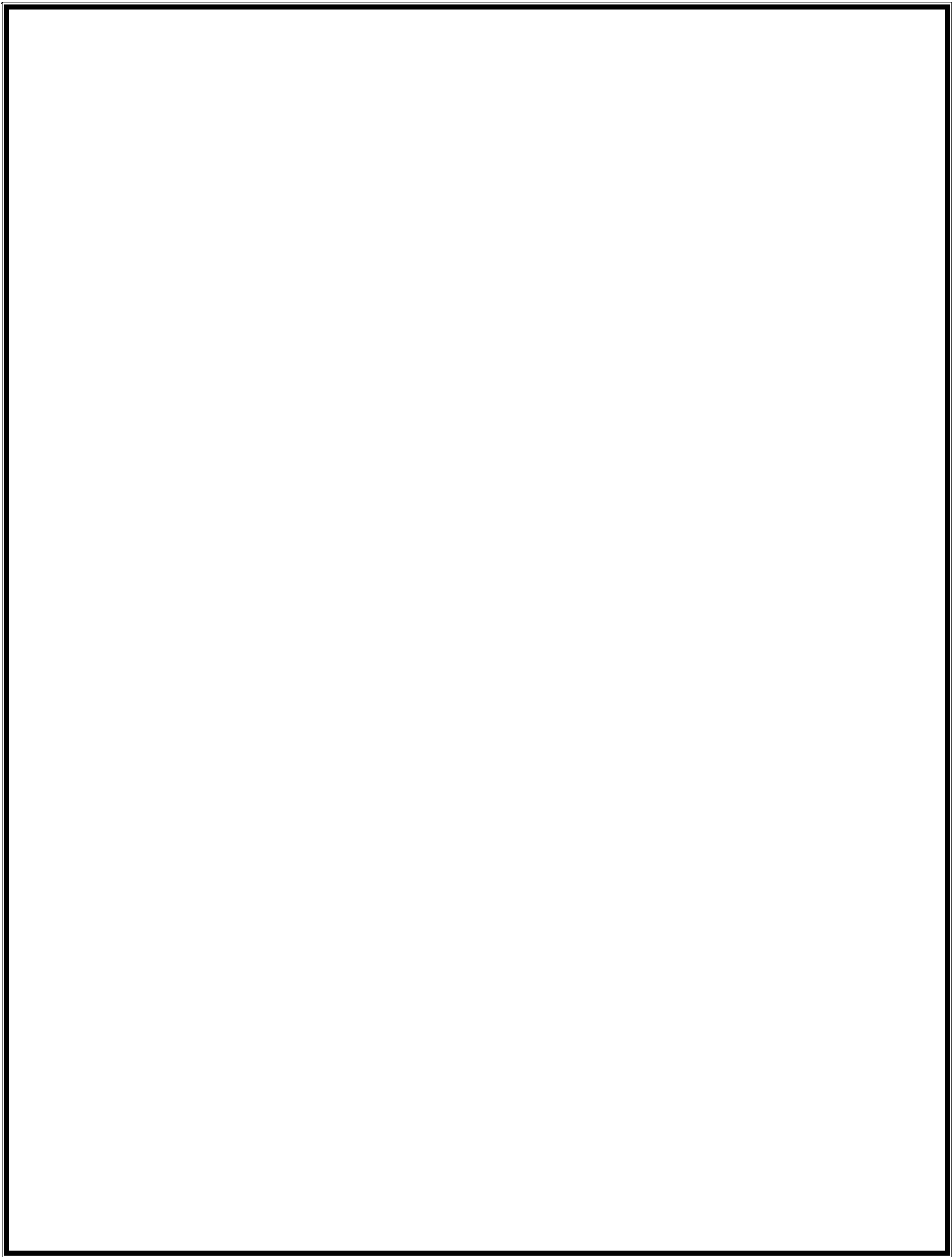
September 11  
Reviewed: ,2025  
Date

La Póliza de Participación de los Padres en las Escuelas de Progreso DTMS ha sido desarrollada y acordada conjuntamente con los padres de los niños que participan en los programas del Título I, Parte A, como lo demuestran las notas de las reuniones y las hojas de registro.

Esta póliza fue revisada y revisada el de de 2025 y estará vigente para el año escolar 2025-2026.

*Yulia Molina*  
Director de Progreso DTMS

Revisado:11 de septiembre de 2025  
Fecha



# 2025-2026 Title I, Part A Schoolwide Program Plan

**School System:** Dorothy Thompson Middle School

**School Year:** 2025-2026



For a historical perspective, under No Child Left Behind, Schoolwide Program requirements were referred to as the “Ten Components of a Title I, Part A Schoolwide Program.” Currently under the Every Students Succeeds Act (ESSA), these requirements are described much differently. According to the Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, Non-Regulatory Guidance, September 2016, p.3, “There are three requirements of a Schoolwide program that are essential to effective implementation: 1) conducting a comprehensive needs assessment, 2) preparing a comprehensive Schoolwide plan, and 3) annually reviewing and revising, as necessary, the Schoolwide plan.”

# **Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)**

## **Description of the CNA Process**

Acceptable documentation could be relevant pages of the Schoolwide Program Plan/Campus Improvement Plan (CIP) that includes the description of the current school year campus's comprehensive needs assessment (CNA) Process.

"The Comprehensive Needs Assessment (CNA) was developed collaboratively by the Site-Based Decision-Making (SBDM) Committee during the period of May through August 2025. Using the Collaborative Comprehensive Needs Assessment (CCNA) Toolkit guiding questions, the committee conducted a series of structured discussions to analyze multiple data sources and identify campus strengths, weaknesses, and priority areas for improvement.

Data sources reviewed included standardized testing results, student demographic reports, attendance and discipline data, and staff and parent surveys. Input was collected through committee discussions in which SBDM members—representing administrators, teachers, paraprofessionals, parents, and community stakeholders—reviewed the findings and reached consensus on key needs.

The CNA process examined the following areas: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Recruitment/Retention, Curriculum and Instruction, Family and Community Involvement, School Context and Organization, and Technology. This comprehensive review informed the identification of campus priorities that serve as the foundation for the 2025–2026 Schoolwide Program Plan and Campus Improvement Plan."

## **CNA Dates**

Date(s) the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and revised for the most current school year.

CNA Review: September 12, 2025



## Stakeholders

List of stakeholders involved that includes the individuals by name and role. \*Parents may not be LEA employees in order to fill the "parent" role on the committee.

### Stakeholder Role

#### Administrators

(Including administrators of programs  
described in other parts of the title)

#### Local Education Agency (LEA)

(To the extent feasible)

#### Other Individuals Determined by the School

#### Other Members of the Community to be Served

### Stakeholder Name

1)	Rachal Valdez, Facilitator
2)	
3)	

1)	
2)	
3)	

1)	Abigail Vega, student
2)	Leonardo Ochoa, student
3)	

1)	
2)	
3)	

## Other School Leaders

- 1) 

--
- 2) 

--
- 3) 

--

## Paraprofessionals Present in the School

- 1) 

Diana Cantu
-------------
- 2) 

Leonardo Ochoa
----------------
- 3) 

--

## Parents

- 1) 

Cynthia de la Cerda
---------------------
- 2) 

Mirsa Lopez
-------------
- 3) 

--

## Principals

- 1) 

Yulia Molina
--------------
- 2) 

--
- 3) 

--

## Specialized Instructional Support Personnel

(If appropriate)

- 1) 

Maria Castaneda, Counselor
----------------------------
- 2) 

--
- 3) 

--

## Teachers

- 1) 

Johana Sotelo
---------------
- 2) 

Denise Palomo
---------------
- 3) 

Samantha Dominguez Amberson
-----------------------------

## **Areas Examined**

List of the areas examined in the CNA Process. For example, Curriculum & Instruction; Demographics; Technology; Parent, Family, & Community Engagement, School Culture, etc.

The CNA process examined the following areas: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Recruitment/Retention, Curriculum and Instruction, Family and Community Involvement, School Context and Organization, and Technology.

## **Data Sources Analyzed**

List of the multiple data sources analyzed in the CNA process. For example, academic achievement; prior year program evaluations; student attendance; student discipline; college and career readiness, etc.

"The following data sources were reviewed as part of the Comprehensive Needs Assessment process:

- Student academic performance data (STAAR, TELPAS, benchmarks, and progress monitoring)
- Prior year program evaluations (Title I, Title III, Bilingual/ESL, Special Education, and intervention programs)
- Student attendance data and trends
- Student discipline reports and behavior referrals
- Demographic data (enrollment, ethnicity, at-risk, Special Education, and Bilingual/ESL participation)
- Teacher and staff data (certifications, experience, retention, and professional development)
- Parent, staff, and community surveys and feedback
- Technology access and instructional resource data"

## List of Strenghts

The CNA process identified multiple strengths across all domains. Demographically, the campus maintains balanced class sizes and effective intervention blocks that support students at risk. Student Achievement reflects gains in STAAR performance through data-driven instruction, intentional grouping, and strong bilingual programs promoting biliteracy. School Culture and Climate remain positive, with low disciplinary incidents, safe facilities, and a collaborative environment that fosters unity and student engagement. Staff Quality, Recruitment, and Retention are supported through highly qualified teachers, strong PLC structures, leadership collaboration, and TIA-based incentives. Curriculum, Instruction, and Assessment are aligned to the TEKS and supported by supplemental resources such as TEKS Resource System and Edmentum, with embedded PLCs and data-based adjustments. Family and Community Involvement continues to strengthen through consistent parent workshops, community events, and open communication channels. School Context and Organization benefit from strong stakeholder participation, active committees, and collaborative decision-making. Finally, Technology access is widespread, with all classrooms equipped with devices, projectors, and connectivity that facilitate blended learning and digital literacy.

## List of Needs

The CNA process identified several areas for improvement across all domains. Demographically, the campus continues to face challenges with chronic absenteeism and a growing at-risk population requiring targeted academic and attendance interventions. Student Achievement data indicate the need to increase performance at the Meets and Masters levels on standardized assessments and to provide stronger academic supports for Emergent Bilingual and Special Education students. School Culture and Climate would benefit from expanded social-emotional learning supports, consistent implementation of discipline protocols, and facility enhancements to maintain a safe and welcoming environment. Staff Quality, Recruitment, and Retention challenges include high teacher turnover, the need for additional mentoring, and the recruitment of certified bilingual and ESL teachers. Curriculum, Instruction, and Assessment require increased rigor, deeper cross-curricular integration, and consistent use of data to drive differentiation and intervention. Family and Community Involvement needs more active engagement rather than participation, as well as expanded communication methods to reach all families effectively. School Context and Organization should strengthen systems for stakeholder collaboration and program evaluation to ensure alignment with district priorities. Finally, Technology gaps include outdated teacher and student devices, inconsistent connectivity, and the need for ongoing staff training on integrating instructional technology.

## Conclusions/Priorities

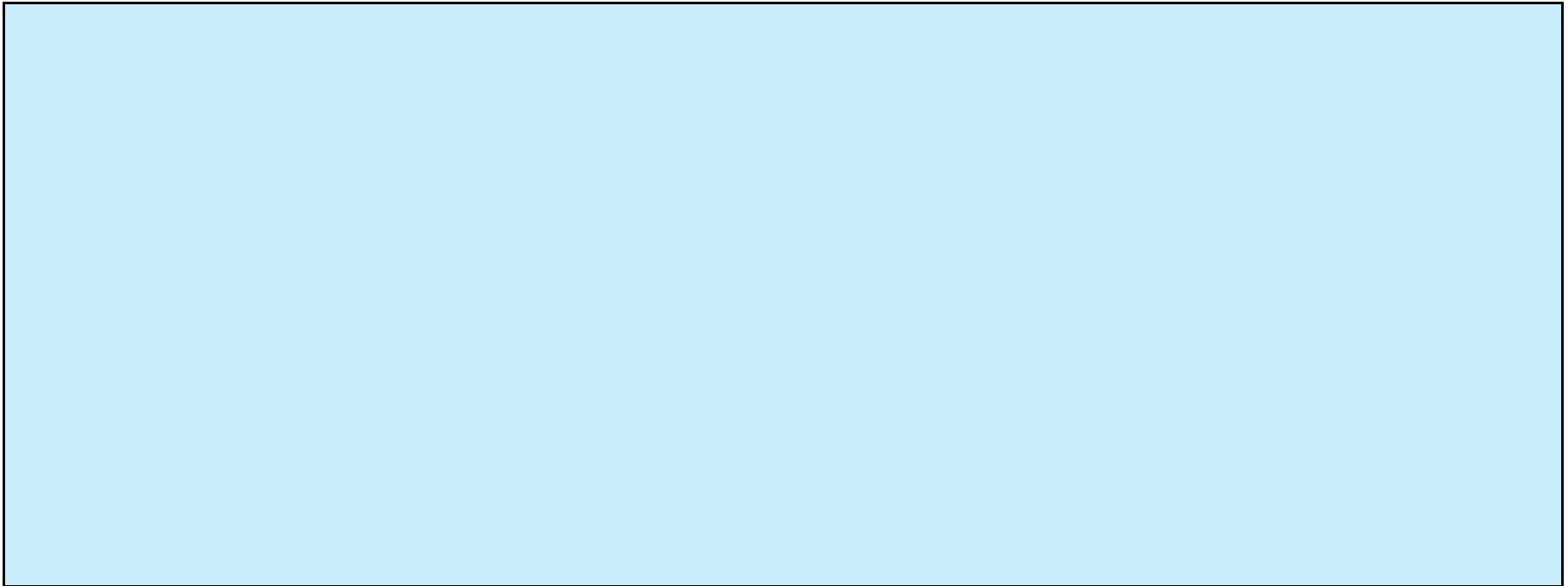
The 2025–2026 Comprehensive Needs Assessment highlights the campus’s continued commitment to academic excellence, equity, and student well-being. Priorities include improving attendance and closing achievement gaps through strengthened Tier I instruction, targeted interventions, and progress monitoring. Staff development will focus on instructional rigor, differentiation, and support for bilingual and special populations, while mentoring and incentives aim to enhance teacher retention. The campus will expand social-emotional supports, increase family engagement, and modernize technology to enhance instruction and access. These priorities will guide the implementation of the Schoolwide Program Plan to ensure continuous improvement and equitable learning opportunities for all students.

## **Evidence of Multiple Meetings Held**

It is highly unlikely that a CNA process would take place in one meeting considering that the process should be comprehensive in nature. Therefore, an LEA should maintain documentation from multiple meetings (at least 2) to establish compliance. The documentation maintained should provide evidence that the CNA process described in the campus CNA description was followed.

- ✓ **Meeting Agendas**
- ✓ **Meeting Notes or Minutes Documenting the Campus's CNA Process**
- ✓ **Participant Rosters/Sign-In Sheets**

(Parents may not be LEA employees in order to fill the "parent" roles on the committee)





# Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

## Timeline for Development

Developed during a 1-year period, unless the LEA determines in consultation with the school, that less time is needed to develop and implement the Schoolwide program.

The Schoolwide Program Plan and Comprehensive Needs Assessment (CNA) are developed and reviewed throughout the year to ensure alignment with student performance data and district priorities

-May (Prior Year): Initiate the Comprehensive Needs Assessment (CNA) process and begin reviewing preliminary data to identify campus strengths and needs.

-August: Review and align CNA findings with finalized assessment results, campus goals, and instructional strategies for the new school year.

-December–January: Conduct a formative evaluation to monitor implementation of strategies and progress toward goals; make adjustments as needed.

-April–May: Complete a summative evaluation of the Schoolwide Program and update the CNA to inform priorities and goal setting for the upcoming school year.

## Stakeholders

Required documentation: Relevant page(s) of the current school year's Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) that include a list of stakeholders involved in the development of the plan.

### Stakeholder Role

### Stak

#### Parents

1)	Cynthia de la Cerda
2)	Mirsa Lopez
3)	

#### Other Members of the Community to be Served

1)	
2)	
3)	

#### Teachers

1)	Johana Sotelo
2)	Denise Palomo
3)	Samantha Dominguez Amberson

#### Principals

1)	Yulia Molina
2)	
3)	

#### Other School Leaders

1)	
2)	
3)	

#### Paraprofessionals Present in the School

1)	Diana Cantu
2)	Leonardo Ochoa
3)	

## Administrators

(Including administrators of Title I, Part C;  
Title I, Part D programs)

1)	Rachal Valdez, facilitator
2)	
3)	

## Specialized Instructional Support Personnel

(If appropriate)

1)	Maria Castaneda, Counselor
2)	
3)	

## School Staff

(If appropriate)

1)	
2)	
3)	

## Other Individuals

(If appropriate and determined by the school)

1)	Abigail Vega, student
2)	Leonardo Ochoa, student
3)	

## **Evidence of Multiple Meetings Held**

It is highly unlikely that a CIP development and stakeholder consultation process would take place in one meeting considering that the process should be comprehensive in nature. Therefore, an LEA should maintain documentation from multiple meetings (at least 2) to establish compliance. The Documentation maintained should provide evidence that the CIP stakeholders listed in the documentation referenced earlier

- ✓ **Meeting Agendas**
- ✓ **Meeting Notes or Minutes Documenting The Campus's CNA Process**
- ✓ **Participant Roster/Sign-In Sheets**

(Documents should reflect the involvement of the statutory required stakeholder in the development of the Schoolwide program plan)

## **Plan Availability**

- ✓ **The LEA**
- ✓ **Parents**
- ✓ **The Public**

(Consider the location and accessibility of the plan)

The Schoolwide Program Plan, including the Comprehensive Needs Assessment (CNA) and Campus Improvement Plan (CIP), is available to parents, staff, and the public on the district's website under the Federal Programs and Campus Improvement sections. A printed copy of the plan may be provided to parents upon request at the campus front office to ensure accessibility for all stakeholders. The plan is presented in an understandable and uniform format, and translations are available upon request to ensure families can review the plan in their preferred language.

## **Understandable and Uniform Format**

The Schoolwide Program Plan is written in clear, parent-friendly language and organized in a consistent format aligned with TEA's required Schoolwide Program elements. The document includes labeled sections, plain language summaries, and tables to ensure that information is easy to read and understand for all stakeholders.

## **Language Parents Can Understand**

To the extent practicable, the plan should be provided in a language that parents can understand

The Schoolwide Program Plan is available in English, and a Spanish translation is provided upon request to ensure parents can review and understand the contents in their preferred language.

## Plan Coordination 1114(b)(5)

If appropriate and applicable, the Schoolwide program plan is developed in coordination and integration with other programs

### Programs such as;

- ☐ Programs Supported Under This Act
- ☐ Violence Prevention Programs
- ☒ Nutrition Programs
- ☐ Housing Programs
- ☐ Head Start Programs
- ☐ Adult Education Programs
- ☒ Career and Technical Education Programs
- ☒ Schools Implementing Comprehensive Support and Improvement Activities or Targeted Support and Improvement Activities Under Section 1111(d)

The Schoolwide Program Plan was developed in coordination with other federal, state, and local programs to ensure effective use of resources and alignment of goals. Coordination includes Nutrition Programs, which support student health, attendance, and readiness to learn; Career and Technical Education (CTE) Programs, which strengthen college and career readiness through applied learning opportunities; and Comprehensive Support and Improvement (CSI/TSI) activities under Section 1111(d), which guide targeted interventions for at-risk students. Collaboration among these programs promotes consistent monitoring of student performance, addresses barriers to achievement, and ensures that federal, state, and local resources are used to improve academic outcomes for all students.

### **Statutorily Required Descriptions 1114(b)(7)(A)**

The plan includes a description of the strategies that the school will be implementing to address school needs

#### **Provide Opportunities for all Children, Including each of the Subgroups of Students (as defined in section 1111(c)(2)) to Meet the Challenging State Academic Standards**

The Schoolwide Program Plan ensures that all students—including each subgroup defined under Section 1111(c)(2) (economically disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners)—have equitable access to a high-quality curriculum aligned with the Texas Essential Knowledge and Skills (TEKS). Instruction is differentiated through intervention blocks, RTI, and the Multi-Tiered Systems of Support (MTSS) to address academic and behavioral needs. Emergent Bilingual and Special Education students receive targeted instructional support, accommodations, and specialized interventions to close performance gaps. Students are provided with accelerated learning, bilingual education, and enrichment programs such as fine arts and dual credit to promote college and career readiness. Continuous progress monitoring, professional development for teachers, and family engagement efforts ensure that every student—regardless of background—has the opportunity to meet and exceed challenging state academic standards

#### **Use Methods and Instructional Strategies That Strengthen the Academic Program in the School, Increase the Amount and Quality of Learning Time, and Help Provide an Enriched and Accelerated Curriculum, Which May Include Programs, Activities, and Courses Necessary to Provide a Well-**

The campus uses a variety of research-based instructional methods and strategies to strengthen the academic program and ensure all students meet challenging state standards. Teachers implement differentiated instruction, sheltered instruction, and data-driven interventions through daily RTI and small-group instruction. The curriculum integrates high-quality instructional materials aligned to TEKS and emphasizes cross-curricular connections to deepen understanding. Learning time is extended through after-school tutorials, summer programs, and intervention blocks that accelerate learning and close gaps. Students also have access to enrichment and advanced opportunities, including fine arts, technology integration, bilingual, and dual-language programs, to promote a well-rounded and rigorous education.

**Address the Needs of all Children in the School, But Particularly the needs of those at risk of not meeting the challenging State Academic Standards, Through Activities Which May Include the Following:**

- ☒ **Conseling, School-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**
- ☐ **Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, Dual or Concurrent enrollment, or early college high schools.**
- ☒ **Implementation of a Schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.**
- ☒ **Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.**
- ☒ **Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**



Dorothy Thompson Middle School addresses the needs of all students, especially those at risk of not meeting state academic standards, through multiple coordinated strategies. Counseling and mentoring supports are provided through school-based mental health initiatives, guidance lessons, and staff mentoring that promote positive relationships, emotional regulation, and student confidence. The campus implements a Schoolwide Multi-Tiered System of Supports (MTSS), integrating academic and behavioral interventions to identify and assist struggling learners early. Teachers use data from progress monitoring and common assessments to deliver targeted instruction aligned with the needs of each student. Continuous professional development equips teachers and paraprofessionals with strategies for differentiation, classroom management, and effective use of assessment data, particularly in high-need content areas such as reading and math. Transition activities for incoming sixth graders and students advancing through eighth grade help ensure academic readiness and emotional support as students move between grade levels and prepare for high school. These coordinated efforts create a safe, supportive learning environment that fosters academic growth and social-emotional well-being for all middle school students.

# **Evaluation of Program Effectiveness. ESSA Section 1114(b)(3)**

The Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.

## **Monitoring Implementation**

The plan should include benchmarks for the evaluation of program results

The implementation of the Schoolwide Program Plan is monitored continuously throughout the school year to ensure fidelity and measure progress toward established goals. Benchmarks and performance indicators are reviewed during formative and summative evaluations conducted in December–January and April–May. The Campus Leadership Team and SBDM Committee analyze data from student assessments, attendance, discipline, and program evaluations to determine the effectiveness of strategies and interventions. Adjustments are made as needed to align resources and instructional practices with identified needs. Documentation such as meeting minutes, sign-in sheets, and data review summaries serve as evidence of ongoing monitoring and evaluation.

## **Dates of Review and Revision**

Document implementation review at least semiannually best practice recommendation is quarterly

Implementation of the Schoolwide Program Plan is reviewed and revised on a semiannual basis, with best practice followed through quarterly reviews to ensure alignment with student performance data and program goals. Formal reviews occur in December–January for formative evaluation and in April–May for summative evaluation and plan updates for the upcoming school year. Additional monitoring and data discussions take place as needed throughout the year during Campus Leadership Team and SBDM meetings.

## **Documenting Compliance**

### **Annual Evaluation**

Document annual evaluation of the Schoolwide program plan. Review and revise as necessary

An annual evaluation of the Schoolwide Program Plan is conducted each year to determine the effectiveness of implemented strategies and the progress made toward meeting campus goals. The evaluation includes a comprehensive review of student performance data, attendance, discipline, and program implementation results, along with feedback from teachers, parents, and other stakeholders. Findings are discussed during Campus Leadership Team and SBDM meetings in April–May, and revisions are made as necessary to address identified needs and improve student outcomes. Results from the evaluation directly inform the Comprehensive Needs Assessment (CNA) and serve as the foundation for the following year's plan.

## **Documentation is Aligned with the Campus's Schoolwide Program Evaluation Process and Data Sources Analyzed**

Meeting agendas, meeting minutes or notes, and documentation of attendance such as, sign-in sheets, electronic attendance rosters and list of the multiple data sources analyzed in the evaluation process that includes state assessments, other student performance data and perception data

Evidence of program evaluations from the current and prior years is incorporated into the Comprehensive Needs Assessment (CNA) process to determine the effectiveness of the Schoolwide Program Plan. Evaluation results—such as student performance data, attendance trends, discipline reports, and stakeholder feedback—are reviewed by the Campus Leadership Team and SBDM Committee to assess the impact of implemented strategies. Findings from these evaluations guide program revisions, resource allocation, and the development of goals and activities for the upcoming school year to ensure continuous improvement.

## **Evidence of Program Evaluations**

Of the Schoolwide program plan from current and prior years are part of the CAN process to determine effectiveness and to inform decisions concerning program implementation

Evidence of program evaluations from the current and prior years is incorporated into the Comprehensive Needs Assessment (CNA) process to determine the effectiveness of the Schoolwide Program Plan. Evaluation results—such as student performance data, attendance trends, discipline reports, and stakeholder feedback—are reviewed by the Campus Leadership Team and SBDM Committee to assess the impact of implemented strategies. Findings from these evaluations guide program revisions, resource allocation, and the development of goals and activities for the upcoming school year to ensure continuous improvement.