

# Progreso West Elementary

## 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)*

# PROGRESO

## EARLY CHILDHOOD

Edith Zuniga  
1201 N. Business FM 1015, Progreso, TX 78579  
(956) 565-1335  
[ezuniga@progresoedu.net](mailto:ezuniga@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.

# Progreso West Elementary Site Base

Name	Position
Zuniga, Edith	Progreso EarlyChildhood Principal
Villanueva, Marianna	Progreso EarlyChildhood Facilitator
Martinez, Norma	Progreso EarlyChildhood Counselor
Beltran, Chelsea	PEC Teacher
Mejia, Itzel	Progreso Early Childhood Teacher
Sifuentes, Marisol	Progreso EarlyChildhood
Villarreal, Michelle	PEC Teacher
Ortega-Saenz, Maria	Progreso EarlyChildhood
Garcia, Martha	Progreso EarlyChildhood Aide
Espinoza, Lydia	Progreso EarlyChildhood Aide
Aleman, Nereida	Progreso EarlyChildhood Nurse Assistant
Davila, Cecilia	ProgresoEarlyChildhood parent
Espinosa, Yvette	Progreso EarlyChildhood Parent
Flores, Lourdes	Community Business Owner
Hinojosa, Sandra	Community Business Owner



# Progreso West Elementary

## **Mission**

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

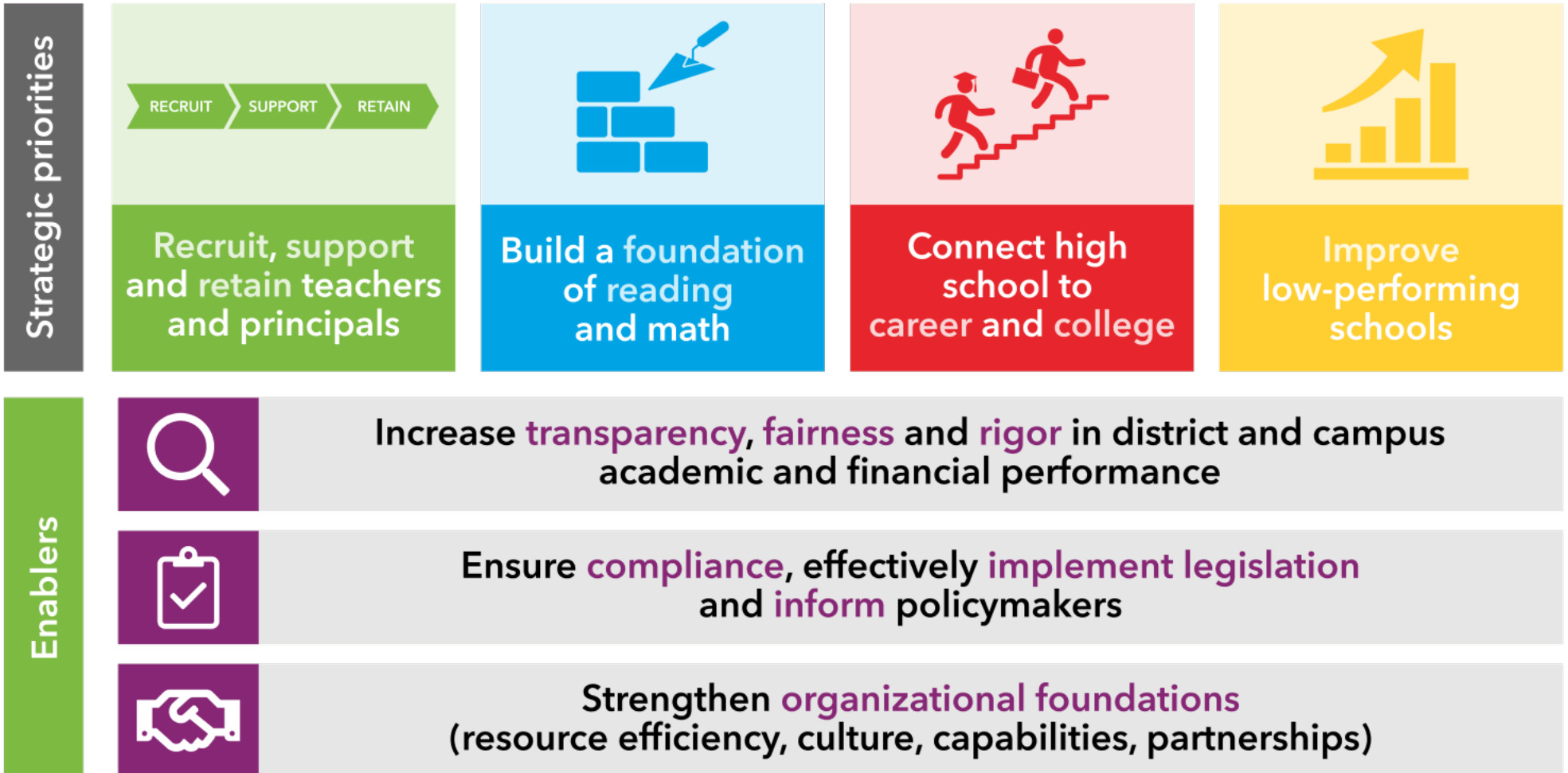
## **Vision**

*Progreso Early Childhood is the stepping stone to creating future leaders through EQUITY, COLLABORATION and COMMITMENT to student SUCCESS. Our vision is to implement an MTSS framework to address the social emotional and academics of the whole child.*

### Nondiscrimination Notice

Progreso West Elementary 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.

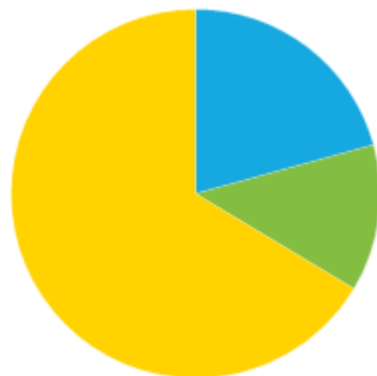
# Every child, prepared for success in college, a career or the military.



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

# Resources

## Currency



Total	\$266,990
Federal	\$55,336
State	\$34,375
Local	\$177,279
Other	\$0

Resource	Source	Amount
IDEA Special Education	Federal	\$4,156
Title I Part A	Federal	\$49,768
Title I Part C Migrant	Federal	\$1,412
Title IIA Principal and Teacher Improvement	Federal	
Title III Bilingual / ESL	Federal	
Title IV Safe and Drug Free	Federal	
General Fund	Local	\$177,279
Gifted and Talented	State	\$7,117
State Bilingual	State	\$5,300
State Compensatory	State	\$21,958

**2025 Accountability Rating Overall Summary**  
**PROGRESO ISD (108910) - HIDALGO COUNTY**

★ **Confidential** ★

**Summary**

	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>	<b>77</b>	<b>C</b>	
<b>Student Achievement</b>	<b>70</b>	<b>C</b>	<b>0%</b>
<b>School Progress</b>	<b>78</b>	<b>C</b>	<b>70%</b>
Academic Growth	69	D	
Relative Performance (Eco Dis: 99.5%)	78	C	
<b>Closing the Gaps</b>	<b>76</b>	<b>C</b>	<b>30%</b>

**Distinction Designations**



Texas Education Agency  
**2025 Student Achievement Rating Calculation**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

				Campus				District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating
	<b>PROGRESO ISD</b>	<b>All Campuses</b>	<b>No</b>					<b>70</b>	<b>C</b>
108910102	PROGRESO EARLY CHILDHOOD	Elementary	No	Not Rated		0	0.0%		
108910104	PROGRESO EL	Elementary	No	C	75	262	26.9%	20.175	
108910041	DOROTHY THOMPSON MIDDLE	Middle School	No	C	74	281	28.9%	21.386	
108910001	PROGRESO H S	High School	No	D	64	431	44.3%	28.352	

Texas Education Agency  
**2025 STAAR Performance**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

**Data Table: Accountability Groups**

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	72%	100%	72%	47%	-	-	-	-	72%
At Meets GL Standard or Above	41%	100%	41%	29%	-	-	-	-	41%
At Masters GL Standard	13%	0%	13%	18%	-	-	-	-	13%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	1,392	1	1,383	8	-	-	-	-	1,392
At Meets GL Standard or Above	790	1	784	5	-	-	-	-	790
At Masters GL Standard	249	0	246	3	-	-	-	-	249
Total Tests	1,933	1	1,915	17	-	-	-	-	1,933
Reading/Language Arts (RLA)									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	70%	-	70%	33%	-	-	-	-	70%
At Meets GL Standard or Above	43%	-	43%	17%	-	-	-	-	43%
At Masters GL Standard	14%	-	14%	17%	-	-	-	-	14%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	548	-	546	2	-	-	-	-	548
At Meets GL Standard or Above	338	-	337	1	-	-	-	-	338
At Masters GL Standard	107	-	106	1	-	-	-	-	107
Total Tests	787	-	781	6	-	-	-	-	787
Mathematics									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	77%	-	77%	67%	-	-	-	-	77%
At Meets GL Standard or Above	43%	-	43%	33%	-	-	-	-	43%
At Masters GL Standard	16%	-	16%	17%	-	-	-	-	16%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	510	-	506	4	-	-	-	-	510
At Meets GL Standard or Above	281	-	279	2	-	-	-	-	281
At Masters GL Standard	105	-	104	1	-	-	-	-	105
Total Tests	659	-	653	6	-	-	-	-	659
Science									

Texas Education Agency  
**2025 STAAR Performance**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	74%	-	74%	33%	-	-	-	-	74%
At Meets GL Standard or Above	37%	-	37%	33%	-	-	-	-	37%
At Masters GL Standard	7%	-	7%	0%	-	-	-	-	7%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	209	-	208	1	-	-	-	-	209
At Meets GL Standard or Above	105	-	104	1	-	-	-	-	105
At Masters GL Standard	19	-	19	0	-	-	-	-	19
Total Tests	283	-	280	3	-	-	-	-	283
<b>Social Studies</b>									
<b>Percent of Tests</b>									
At Approaches GL Standard or Above	61%	100%	61%	50%	-	-	-	-	61%
At Meets GL Standard or Above	32%	100%	32%	50%	-	-	-	-	32%
At Masters GL Standard	9%	0%	8%	50%	-	-	-	-	9%
<b>Number of Tests</b>									
At Approaches GL Standard or Above	125	1	123	1	-	-	-	-	125
At Meets GL Standard or Above	66	1	64	1	-	-	-	-	66
At Masters GL Standard	18	0	17	1	-	-	-	-	18
Total Tests	204	1	201	2	-	-	-	-	204

Texas Education Agency  
**2025 STAAR Performance**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

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**Data Table: Additional Student Groups**

Additional Student 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
<b>All Subjects</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	72%	72%	-	95%	66%	69%	46%	67%	74%	64%	63%	-	-	63%
At Meets GL Standard or Above	41%	41%	-	77%	31%	36%	18%	47%	43%	30%	28%	-	-	28%
At Masters GL Standard	13%	13%	-	44%	8%	11%	5%	7%	14%	8%	7%	-	-	7%
<b>Number of Tests</b>														
At Approaches GL Standard or Above	1,392	1,392	-	200	815	959	96	10	1,151	241	141	-	-	141
At Meets GL Standard or Above	790	790	-	161	386	507	37	7	676	114	62	-	-	62
At Masters GL Standard	249	249	-	92	93	157	11	1	217	32	15	-	-	15
Total Tests	1,933	1,933	-	210	1,238	1,391	207	15	1,555	378	224	-	-	224
<b>Reading/Language Arts (RLA)</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	70%	70%	-	100%	61%	65%	41%	57%	73%	56%	62%	-	-	62%
At Meets GL Standard or Above	43%	43%	-	88%	30%	36%	20%	57%	47%	29%	31%	-	-	31%
At Masters GL Standard	14%	14%	-	59%	7%	11%	3%	0%	15%	9%	7%	-	-	7%
<b>Number of Tests</b>														
At Approaches GL Standard or Above	548	548	-	78	315	377	36	4	456	92	52	-	-	52
At Meets GL Standard or Above	338	338	-	69	156	210	17	4	291	47	26	-	-	26
At Masters GL Standard	107	107	-	46	37	66	3	0	93	14	6	-	-	6
Total Tests	787	787	-	78	518	580	87	7	624	163	84	-	-	84
<b>Mathematics</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	77%	77%	-	93%	76%	77%	61%	83%	78%	73%	76%	-	-	76%
At Meets GL Standard or Above	43%	43%	-	72%	38%	43%	22%	50%	44%	36%	32%	-	-	32%
At Masters GL Standard	16%	16%	-	45%	12%	17%	9%	17%	17%	10%	13%	-	-	13%
<b>Number of Tests</b>														
At Approaches GL Standard or Above	510	510	-	66	321	373	46	5	422	88	55	-	-	55
At Meets GL Standard or Above	281	281	-	51	161	207	17	3	238	43	23	-	-	23
At Masters GL Standard	105	105	-	32	50	80	7	1	93	12	9	-	-	9
Total Tests	659	659	-	71	425	482	76	6	538	121	72	-	-	72



Texas Education Agency  
**2025 STAAR Performance**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Additional Student 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
<b>Science</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	74%	74%	-	94%	68%	71%	38%	50%	76%	67%	54%	-	-	54%
At Meets GL Standard or Above	37%	37%	-	80%	26%	32%	4%	0%	40%	26%	20%	-	-	20%
At Masters GL Standard	7%	7%	-	26%	2%	4%	4%	0%	7%	6%	0%	-	-	0%
<b>Number of Tests</b>														
At Approaches GL Standard or Above	209	209	-	33	128	150	10	1	173	36	19	-	-	19
At Meets GL Standard or Above	105	105	-	28	49	67	1	0	91	14	7	-	-	7
At Masters GL Standard	19	19	-	9	3	8	1	0	16	3	0	-	-	0
Total Tests	283	283	-	35	187	210	26	2	229	54	35	-	-	35
<b>Social Studies</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	61%	61%	-	88%	47%	50%	22%	-	61%	63%	45%	-	-	45%
At Meets GL Standard or Above	32%	32%	-	50%	19%	19%	11%	-	34%	25%	18%	-	-	18%
At Masters GL Standard	9%	9%	-	19%	3%	3%	0%	-	9%	8%	0%	-	-	0%
<b>Number of Tests</b>														
At Approaches GL Standard or Above	125	125	-	23	51	59	4	-	100	25	15	-	-	15
At Meets GL Standard or Above	66	66	-	13	20	23	2	-	56	10	6	-	-	6
At Masters GL Standard	18	18	-	5	3	3	0	-	15	3	0	-	-	0
Total Tests	204	204	-	26	108	119	18	-	164	40	33	-	-	33

- Indicates there are no students in the group.

^ 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.

Texas Education Agency  
**2025 Academic Growth**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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### Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	673.0	1	673.00
Accelerated Learning Points Earned	90	0.25	22.50
Sum of Annual Growth plus Accelerated Learning Points			695.50
Total Tests Evaluated			1,071
<b>Academic Growth Score</b>			<b>65</b>

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	330	0	0
Tests Earning 0.5 Points	136	0.5	68.0
Tests Earning 1 Point	605	1	605
Annual Growth Points Earned			673.0
Total Tests Evaluated			1,071
<b>Annual Growth Score</b>			<b>63</b>

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	161	0	0
Tests Earning 1 Point	90	1	90
Accelerated Learning Points Earned			90
Total Tests Evaluated			251
<b>Accelerated Learning Score</b>			<b>36</b>

Texas Education Agency  
**2025 Academic Growth**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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**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	53	0.0	17	17.0	9	9.0	5	5.0	5	5.0	0	0.0	89	36.0
High Did Not Meet Grade Level	43	0.0	48	24.0	31	31.0	25	25.0	14	14.0	1	1.0	162	95.0
Low Approaches Grade Level	16	0.0	27	0.0	37	18.5	33	33.0	33	33.0	4	4.0	150	88.5
High Approaches Grade Level	9	0.0	21	0.0	40	0.0	51	25.5	70	70.0	8	8.0	199	103.5
Meets Grade Level	4	0.0	8	0.0	20	0.0	49	0.0	183	183.0	75	75.0	339	258.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	5	0.0	32	0.0	92	92.0	132	92.0
Total	125	0.0	121	41.0	140	58.5	168	88.5	337	305.0	180	180.0	1,071	673.0

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	161	70	19	1	251	90

Texas Education Agency  
**2025 Academic Growth**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

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**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	41	0.0	13	13.0	6	6.0	4	4.0	0	0.0	0	0.0	64	23.0
High Did Not Meet Grade Level	25	0.0	22	11.0	16	16.0	12	12.0	6	6.0	0	0.0	81	45.0
Low Approaches Grade Level	10	0.0	15	0.0	15	7.5	19	19.0	12	12.0	1	1.0	72	39.5
High Approaches Grade Level	5	0.0	7	0.0	16	0.0	26	13.0	32	32.0	3	3.0	89	48.0
Meets Grade Level	2	0.0	5	0.0	10	0.0	27	0.0	121	121.0	30	30.0	195	151.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	4	0.0	24	0.0	58	58.0	89	58.0
Total	83	0.0	62	24.0	66	29.5	92	48.0	195	171.0	92	92.0	590	364.5

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	101	38	6	0	145	44

Texas Education Agency  
**2025 Academic Growth**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

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**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	12	0.0	4	4.0	3	3.0	1	1.0	5	5.0	0	0.0	25	13.0
High Did Not Meet Grade Level	18	0.0	26	13.0	15	15.0	13	13.0	8	8.0	1	1.0	81	50.0
Low Approaches Grade Level	6	0.0	12	0.0	22	11.0	14	14.0	21	21.0	3	3.0	78	49.0
High Approaches Grade Level	4	0.0	14	0.0	24	0.0	25	12.5	38	38.0	5	5.0	110	55.5
Meets Grade Level	2	0.0	3	0.0	10	0.0	22	0.0	62	62.0	45	45.0	144	107.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	8	0.0	34	34.0	43	34.0
Total	42	0.0	59	17.0	74	29.0	76	40.5	142	134.0	88	88.0	481	308.5

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	60	32	13	1	106	46

Texas Education Agency  
**2025 Closing the Gaps**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

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**Data Table: Accountability Groups**

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
<b>Academic Achievement Status</b>									
<b>Reading/Language Arts (RLA)</b>									
2025 % at Meets GL Standard or Above	43%	-	43%	17%	-	-	-	-	43%
2025 # at Meets GL Standard or Above	338	-	337	1	-	-	-	-	338
2025 Total Tests (Adjusted)	787	-	781	6	-	-	-	-	787
<b>Mathematics</b>									
2025 % at Meets GL Standard or Above	43%	-	43%	33%	-	-	-	-	43%
2025 # at Meets GL Standard or Above	281	-	279	2	-	-	-	-	281
2025 Total Tests (Adjusted)	659	-	653	6	-	-	-	-	659
<b>Academic Growth Status</b>									
<b>RLA</b>									
2025 Academic Growth Score	64%	-	64%	69%	-	-	-	-	64%
2025 Growth Points	375.50	-	372.75	2.75	-	-	-	-	375.50
2025 Total Tests	590	-	586	4	-	-	-	-	590
<b>Mathematics</b>									
2025 Academic Growth Score	67%	-	67%	63%	-	-	-	-	67%
2025 Growth Points	320.00	-	317.50	2.50	-	-	-	-	320.00
2025 Total Tests	481	-	477	4	-	-	-	-	481
<b>Federal Graduation Rate Status</b>									
2024 % Graduated	92.3%	-	92.3%	-	-	-	-	-	92.3%
2024 # Graduated	120	0	120	0	0	0	0	0	120
2024 Total in Class	130	0	130	0	0	0	0	0	130
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>									
2025 TELPAS Progress Rate									52%
2025 TELPAS Progress									336
2025 TELPAS Total									652
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>									
2025 STAAR Component Score	42	67	42	31	-	-	-	-	42
2025 % at Approaches GL Standard or Above	72%	100%	72%	47%	-	-	-	-	72%
2025 % at Meets GL Standard or Above	41%	100%	41%	29%	-	-	-	-	41%

Texas Education Agency  
**2025 Closing the Gaps**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
2025 % at Masters GL Standard	13%	0%	13%	18%	-	-	-	-	13%
2025 Total Tests	1,933	1	1,915	17	-	-	-	-	1,933
School Quality (College, Career, and Military Readiness Performance)									
2024 % Students Meeting CCMR	55%	-	55%	-	-	-	-	-	55%
2024 # Students Meeting CCMR	69	0	69	0	0	0	0	0	69
2024 Total Students	125	0	125	0	0	0	0	0	125
Participation 2024-25									
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>RLA</b>									
% Participation	100%	-	100%	100%	-	-	-	-	100%
# Participants	906	-	900	6	-	-	-	-	905
Total Students	908	-	902	6	-	-	-	-	907
<b>Mathematics</b>									
% Participation	98%	100%	98%	100%	-	-	-	-	98%
# Participants	687	1	679	6	-	-	-	-	685
Total Students	699	1	691	6	-	-	-	-	697

**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														
<b>Reading/Language Arts (RLA)</b>														
2025 % at Meets GL Standard or Above	43%	43%	-	88%	30%	36%	20%	57%	47%	29%	31%	-	-	31%
2025 # at Meets GL Standard or Above	338	338	-	69	156	210	17	4	291	47	26	-	-	26
2025 Total Tests (Adjusted)	787	787	-	78	518	580	87	7	624	163	84	-	-	84
<b>Mathematics</b>														
2025 % at Meets GL Standard or Above	43%	43%	-	70%	38%	43%	22%	50%	44%	36%	32%	-	-	32%
2025 # at Meets GL Standard or Above	281	281	-	51	161	207	17	3	238	43	23	-	-	23
2025 Total Tests (Adjusted)	659	659	-	73	425	482	76	6	538	121	72	-	-	72
Academic Growth Status														

Texas Education Agency  
**2025 Closing the Gaps**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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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
<b>RLA</b>														
2025 Academic Growth Score	64%	64%	-	81%	57%	60%	50%	100%	64%	60%	66%	-	-	66%
2025 Growth Points	375.50	375.50	-	57.50	206.50	255.00	29.25	3.00	316.50	59.00	41.00	-	-	41.00
2025 Total Tests	590	590	-	71	362	424	58	3	491	99	62	-	-	62
<b>Mathematics</b>														
2025 Academic Growth Score	67%	67%	-	88%	61%	65%	59%	100%	67%	65%	70%	-	-	70%
2025 Growth Points	320.00	320.00	-	43.00	187.00	235.50	33.00	3.00	270.00	50.00	38.75	-	-	38.75
2025 Total Tests	481	481	-	49	308	363	56	3	404	77	55	-	-	55
<b>Federal Graduation Rate Status</b>														
2024 % Graduated	92.3%	92.3%	-	100.0%	87.3%	87.9%	91.7%				87.5%	-	-	87.5%
2024 # Graduated	120	120	0	25	48	51	11				14	0	0	14
2024 Total in Class	130	130	0	25	55	58	12				16	0	0	16
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>														
2025 TELPAS Progress Rate					52%									
2025 TELPAS Progress					336									
2025 TELPAS Total					652									
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>														
2025 STAAR Component Score	42	42	-	72	35	39	23	40	44	34	33	-	-	33
2025 % at Approaches GL Standard or Above	72%	72%	-	95%	66%	69%	46%	67%	74%	64%	63%	-	-	63%
2025 % at Meets GL Standard or Above	41%	41%	-	77%	31%	36%	18%	47%	43%	30%	28%	-	-	28%
2025 % at Masters GL Standard	13%	13%	-	44%	8%	11%	5%	7%	14%	8%	7%	-	-	7%
2025 Total Tests	1,933	1,933	-	210	1,238	1,391	207	15	1,555	378	224	-	-	224
<b>School Quality (College, Career, and Military Readiness Performance)</b>														
2024 % Students Meeting CCMR	55%	55%	-	84%	40%	44%	100%	-	56%	53%	38%	-	-	38%
2024 # Students Meeting CCMR	69	69	0	21	20	27	9	0	60	9	5	0	0	5
2024 Total Students	125	125	0	25	50	61	9	0	108	17	13	0	0	13
<b>Participation 2024-25</b>														
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>RLA</b>														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-	100%	100%
# Participants	906	903	3	82	622	687	106	8	690	216	98	-	1	97
Total Students	908	905	3	82	624	689	106	8	690	218	98	-	1	97
<b>Mathematics</b>														



Texas Education Agency  
**2025 Closing the Gaps**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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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
% Participation	98%	98%	100%	92%	100%	99%	99%	100%	98%	99%	100%	-	100%	100%
# Participants	687	683	4	72	440	499	80	7	541	146	73	-	1	72
Total Students	699	695	4	78	442	502	81	7	552	147	73	-	1	72

- 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.

Texas Education Agency  
**2025 Closing the Gaps Rating Calculation**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

				Campus				District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating
	<b>PROGRESO ISD</b>	<b>All Campuses</b>	<b>No</b>					<b>76</b>	<b>C</b>
108910102	PROGRESO EARLY CHILDHOOD	Elementary	No	Not Rated		0	0.0%		
108910104	PROGRESO EL	Elementary	No	A	90	262	26.9%	24.210	
108910041	DOROTHY THOMPSON MIDDLE	Middle School	No	B	84	281	28.9%	24.276	
108910001	PROGRESO H S	High School	No	D	61	431	44.3%	27.023	

Texas Education Agency  
**2025 College, Career, and Military Readiness**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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### Calculation Report

	2024 Annual Graduates	
	Count Credit	Component Score
<b>Total</b>		
Total graduates	125	
<b>Total credit for CCMR criteria</b>	<b>69</b>	<b>55%</b>

### Data Table

	2024 Annual Graduates	
	Count Credit	Percentage
<b>College</b>		
<b>Texas Success Initiative (TSI) Criteria</b>		
Met TSI criteria in both RLA and Mathematics	33	26.4%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	33	26.4%
<b>TSI Criteria - Reading/Language Arts (RLA)</b>		
Met TSI criteria for at least one indicator in RLA	44	35.2%
Met TSI criteria in RLA, excluding college prep courses	44	35.2%
Met TSI assessment criteria	42	33.6%
Met ACT criteria	16	12.8%
Met SAT criteria	1	0.8%
Earned credit for a college prep course	0	0.0%
<b>TSI Criteria - Mathematics</b>		
Met TSI criteria for at least one indicator in Mathematics	36	28.8%
Met TSI criteria in Mathematics, excluding college prep courses	36	28.8%
Met TSI assessment criteria	36	28.8%
Met ACT criteria	5	4.0%
Met SAT criteria	0	0.0%
Earned credit for a college prep course	0	0.0%
<b>AP/IB Examination</b>		
Met criterion score on an AP/IB exam in any subject	13	10.4%
<b>Dual Course Credits</b>		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	51	40.8%
<b>Associate Degree</b>		
Earned an associate degree by August 31 immediately following high school graduation	19	15.2%
<b>OnRamps Dual Enrollment Course</b>		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
<b>Special Ed with Advanced Diploma Plan</b>		
Received special education services and earned an advanced diploma	9	7.2%
<b>Career</b>		
<b>Industry-Based Certifications (IBC)</b>		
Earned an IBC and received credit for an aligned level two or higher course	2	1.6%
Earned at least one sunseting IBC and did not meet any other CCMR criteria	0	0.0%

Texas Education Agency  
**2025 College, Career, and Military Readiness**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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	2024 Annual Graduates	
	Count Credit	Percentage
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
<b>Level I or Level II Certificate</b>		
Earned a level I or level II certificate in any workforce education area	5	4.0%
<b>Graduate with Completed IEP and Workforce Readiness</b>		
Received graduation type code of 04, 05, 54, or 55	2	1.6%
<b>Military</b>		
<b>U.S. Armed Forces</b>		
Enlisted in the U.S. Armed Forces	5	4.0%

\* Beginning with 2023 ratings, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC.

Texas Education Agency  
**2025 Graduation Rate**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

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### Calculation Report

Graduation Rate	All Students
Class of 2024, 4-year	92.9
Class of 2023, 5-year	90.4
Class of 2022, 6-year	89.6
Annual Dropout*	
<b>Component Score</b>	<b>92.9</b>

\* Used only if 4-, 5-, or 6-year value is not available.

### Data Table

	Accountability Groups									Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile*	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2024																		
% Graduated	92.9%	-	92.9%	-	-	-	-	-	92.9%	92.9%	-	100.0%	89.5%	91.7%	87.5%	-	-	87.5%
# Graduated	117	-	117	-	-	-	-	-	117	117	-	25	51	11	14	-	-	14
Total in Class	126	-	126	-	-	-	-	-	126	126	-	25	57	12	16	-	-	16
5-Year Extended Graduation Rate (Gr 9-12): Class of 2023																		
% Graduated	90.4%	-	90.4%	-	-	-	-	-	90.4%	90.4%	-	100.0%	87.5%	90.9%	88.9%	-	-	88.9%
# Graduated	103	-	103	-	-	-	-	-	103	103	-	24	49	10	8	-	-	8
Total in Class	114	-	114	-	-	-	-	-	114	114	-	24	56	11	9	-	-	9
6-Year Extended Graduation Rate (Gr 9-12): Class of 2022																		
% Graduated	89.6%	-	89.6%	-	-	-	-	-	89.6%	89.6%	-	100.0%	80.4%	62.5%	83.3%	-	-	83.3%
# Graduated	103	-	103	-	-	-	-	-	103	103	-	13	41	5	10	-	-	10
Total in Class	115	-	115	-	-	-	-	-	115	115	-	13	51	8	12	-	-	12
Annual Dropout Rate (Gr 9-12): SY 2023-24																		
% Dropped Out	1.8%	0.0%	1.9%	0.0%	-	-	-	-	1.8%	1.6%	50.0%	0.0%	3.4%	2.9%	2.0%	-	-	2.0%
% Dropped Out - Conversion	82.0%																	

Texas Education Agency  
**2025 Graduation Rate**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

	Accountability Groups									Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile★	Foster	Homeless	Migrant
# Dropped Out	9	0	9	0	-	-	-	-	9	8	1	0	8	1	1	-	-	1
# of Students	490	1	485	4	-	-	-	-	489	488	2	76	234	35	49	-	-	49

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

^ 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.

Texas Education Agency  
**2025 Relative Performance**  
PROGRESO ISD (108910) - HIDALGO COUNTY

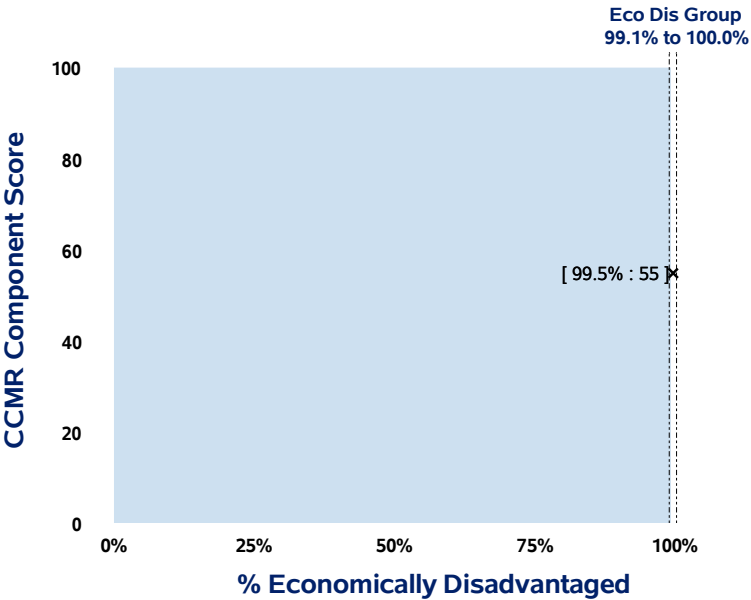
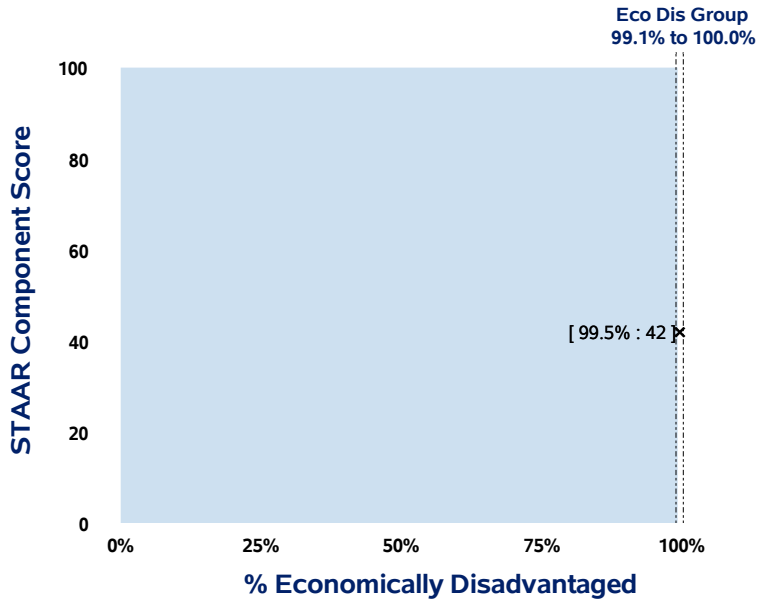
**\* Confidential \***

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**Calculation Report**

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	99.5%	42	
College, Career, and Military Readiness		55	
Relative Performance			78

The graphs below are for informational purposes only. A district's Relative Performance score is calculated by proportionally weighting the Relative Performance scores of each campus, based on the number of students enrolled in grades 3-12 at each campus in the TSDS PEIMS October Snapshot.



Texas Education Agency  
**2025 School Progress Rating Calculation**  
 PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

**The better outcome between Academic Growth and Relative Performance is the district's School Progress score.  
 If either part's scale score is less than 60, the highest School Progress score that can be awarded is 89.**

				Academic Growth					Relative Performance						
				Campus				District	Campus				District	District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating	Score	Students Grades 3-12	Weight	Score	Score	Rating
	<b>PROGRESO ISD</b>	<b>All Campuses</b>	<b>No</b>					<b>69</b>					<b>78</b>	<b>78</b>	<b>C</b>
108910102	PROGRESO EARLY CHILDHOOD	Elementary	No	Not Rated		0	0.0%		Not Rated		0	0.0%			
108910104	PROGRESO EL	Elementary	No	B	81	262	26.9%	21.789	B	85	262	26.9%	22.865		
108910041	DOROTHY THOMPSON MIDDLE	Middle School	No	C	72	281	28.9%	20.808	B	86	281	28.9%	24.854		
108910001	PROGRESO H S	High School	No	D	60	431	44.3%	26.580	D	69	431	44.3%	30.567		



Texas Education Agency  
**2025 STAAR Performance**  
PROGRESO ISD (108910) - HIDALGO COUNTY

\* Confidential \*

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

**Calculation Report**

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	787	659	283	204	1,933	
Approaches GL or Above	548	510	209	125	1,392	72%
Meets GL or Above	338	281	105	66	790	41%
Masters GL	107	105	19	18	249	13%
Total Percentage Points						126%
Component Score						42

# 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

# Progreso West Elementary

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**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 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze a needs assessment on the currently in place curriculum and analyze district student data. Based on curriculum needs, a curriculum writing team will be established that includes staff from all programs, content areas and grade levels. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Administration, Superintendent	July-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Curriculum alignment across all areas.  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 all 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 2nd-12th who are performing below grade level by strategically increasing instructional time in core area classes. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5.2)	Administration, Principal, Superintendent	Aug - 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)
5. Incorporate a PLC period at all grade levels to for teachers to utilizing the TEKS Resource System as a framework for curriculum	Director of C&I, Superintendent	Aug - Jne	(F)Title I Part A	Criteria: Improved academic performance in state assessment.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
alignment. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.2)				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 campuses / departments that have been identified for interventions to meet the individualized needs for student achievement. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.1,5.3)	Lead Teacher, Principal	Aug-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Improved identification and monitoring of students in need of academic support will result in improved academic growth.  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: a) Summer school; b) Tutoring; c) Reading Intervention; d) Credit recovery; e) Mentoring programs;	Administration, Superintendent	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Increased academic performance of all students in standardized assessments.  06/24/25 - Significant Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
f) Optional Flexible Scheduling g) Computer Assisted Instruction (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.4.1,5.5.3,5.4)				
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, supported by instructors to facilitate learning in small group. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5.5.1,5.2,5.3)	Principal	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Improve academic performance of at risk students.  06/24/25 - On Track (S)
14. At risk coordinator will monitor at-risk	Superintendent	Aug-May	(O)Local Districts, (S)State	Criteria: Decrease drop out rate

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. The campus and district would greatly benefit from having a social worker to address truancy and absences, support students facing emotional or behavioral challenges, and connect families with outside resources. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1)			Compensatory	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, Teacher(s)	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. Ensure that each campus has 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)	Librarian, Principal	Aug-May	(F)Title I Part A	Criteria: Progress in standardized assessment.  06/24/25 - Some Progress (S)
17. New to the district teachers in Kinder - 3rd will complete the HB 3 Reading Academies. (Title I SW Elements: 1.1) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 4) (ESF: 4,4.1)	Principal, Teacher(s)	May - August	(S)State Bilingual	Criteria: Completion of the Reading Academy modules.  06/24/25 - On Track (S)
18. Improve student outcomes through the implementation of a Multi-Tiered System of Supports (MTSS) framework that integrates	Director of Special Education Services	August- July	(F)IDEA Special Education	Criteria: Improved academic performance and academic growth.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
academic, behavioral, and social-emotional interventions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)				06/24/25 - Significant Progress (S)
19. 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)
20. 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, Teacher(s)	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)
21. Conduct district-wide progress monitoring data review sessions 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, Principal, Teacher(s)	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)
22. 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, Principal, Teacher(s)	Aug-May	(S)State Compensatory	Criteria: Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records  06/24/25 - Significant Progress (S)
23. Increase the time students spend in literacy activities such as reading student selected books of different genres measured	Librarian, Principal, Teacher(s)	Aug-May	(F)Title I Part A	Criteria: Improved performance in standardized test



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				

# Progreso West Elementary

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide English language support and acquisition through purchase of supplemental materials to be used by all students in core area classes. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal, Teacher(s)	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. ACE After School Program; After School Clubs-Drama Club, Choir, and Art Club. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal, Teacher(s)	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)

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
each 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, Teacher(s)	Aug - May	(F)Title III Bilingual / ESL	Criteria: Emergent Bilinguals performance 06/24/25 - Some Progress (S)
7. The District will offer Dual Language Program as a program option for students learning a second language in grades PreKinder through 5th grade to develop biliteral, bicultural, bilingual students. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)	Bilingual/ ESL/ Title I Director, Principal	Aug - May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Emergent Bilinguals performance 06/24/25 - Some Progress (S)

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- Objective 3.** (Language Proficiency Progress) Progreso ISD 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, Teacher(s)	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, Teacher(s)	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)
6. implement a two-way dual language model to provide an effective and equitable platform	Bilingual/ ESL/ Title I Director, Principal, Teacher(s)	Aug-July	(S)State Bilingual	Criteria: Students progressing in language proficiency.

# Progreso West Elementary

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- Objective 3.** (Language Proficiency Progress) Progreso ISD 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
for addressing the language and academic needs of English Learners (ELs) and native English-speaking students. This model will promote bilingualism, biliteracy, and cross-cultural competence by delivering instruction in both English and the partner language (Title I SW Elements: 1.1) (Target Group: BI,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 5.1,5.2)				06/24/25 - Some Progress (S)
7. Use translanguaging literacy to support cross-curricular centers during cognitive bridge period, helping students transfer knowledge from their native language to a second language. (Title I SW Elements: 2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Teacher(s)	Aug-july	(S)State Bilingual	Criteria: Analyze students' performance  06/24/25 - Some Progress (S)
8. 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, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL	Criteria: Students demonstrating language proficiency growth  06/24/25 - Significant Progress (S)
9. 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, Teacher(s)	Aug-May	(S)State Bilingual	Criteria: Measure improvement in English proficiency using standardized English Language Proficiency Assessments  06/24/25 - Significant Progress (S)
10. Provide Emergent Bilingual students with access to adaptive language development	Bilingual/ ESL/ Title I Director, Principal, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL	Criteria: TELPAS composite scores increase for at least 10%

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				of participating students  07/05/25 - Some Progress (S)
11. 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 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)	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
12. 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, Principal, Teacher(s)	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.
13. 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.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

# Progreso West Elementary

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Review LRE/IA of all students and ensure first consideration is general education setting when developing IEP.</p> <p>Ensure only students eligible for STAAR alternate 2 assessments are receiving alternate TEKS curriculum.</p> <p>Ensure and monitor that appropriate accommodations and modifications are in place for students to be able to access and participate in general education setting/curriculum and succeed in state assessments, specifically those leading to increased STAAR/EOC performance and graduation with advanced diploma plan, advanced placement course, dual-course credit, CTE level 1 or 2 certification, industry-based certification or associates degree/college credit hours. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 3,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	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>



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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.

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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)

# Progreso West Elementary

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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 K-8. (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.  Strategy: 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 post-secondary success and career options. (Title I	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students graduation rates.  06/24/25 - Significant Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase the effectiveness of the parental communication.  06/24/25 - Some Progress (S)
9. The district's Title 1, Part C migrant staff will	Administration	August - May	(F)Title I Part C Migrant	Criteria: Increased performance of

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				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 Elementary, Middle School and High 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. Progreso ISD Title 1-part C, will establish a network of community partners to enhance the departments overall accountability with the departments initiatives and goals. Progreso ISD will foster a positive culture by increasing staff, parent, and family knowledge base training, and network opportunities, through regular workshops, events, and communication initiatives, with the goal of	Administration, Bilingual/ ESL/ Title I Director		(F)Title I Part C Migrant	07/03/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
improving parental and community growth, as measured by annual parent surveys. 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)				

# Progreso West Elementary

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

**Objective 6.** (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 community. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1)	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.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5.1,5.2,5.3)				



# Progreso West Elementary

- Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness.
- Objective 7.** (Postsecondary Readiness & Well Rounded Education) Middle School and Elementary will have at least 44% students who are achieving meets levels in reading and 46% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted instruction in the area of TSI and ACT preparation and provide college readiness courses, tutorials, training, and resources. (Title I SW Elements: 2.4) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.2)	Director of C&I, Principal	Aug-May	(L)General Fund	Criteria: Improved college and career readiness preparation.  06/24/25 - Some Progress (S)
2. 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)
3. Increase by 5% the number of students earning associate's degree, earn dual course credits, and/or meet criteria on advanced placement by using an individual tracker and proving supports for students in need. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.2,5.3)	Administration	Aug-May	(L)General Fund	Criteria: Increase the percentage of students earning dual credits, associate degrees and/or AP credits.  06/24/25 - Some Progress (S)
4. At least 46% students will perform at Meets Grade Level or Above Standard in All Subjects to ensure postsecondary readiness by enhancing curriculum and differentiated instruction. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.1,5.2,5.3)	Administration, Superintendent, Teacher(s)	Aug-May	(L)General Fund	Criteria: Increase the percentage of students who demonstrate postsecondary readiness.  06/24/25 - Some Progress (S)
5. Closely monitor student progress and graduation plan fulfillment at the end of each semester. Campus information related to graduation rates, dropout rates, high school	Administration	Aug - May	(L)General Fund	Criteria: Increase graduation percentages.  06/24/25 - Significant Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
equivalency certificate rates, and the percentage of students who remain in high school or more than four years after entering 9th grade for have a 90% graduation rate. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3)				
6. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and expand access to fine arts and athletic classes with the purpose of providing all students access to an enriched curriculum and educational experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2)	Administration	Aug - Sept	(F)Title IV Safe and Drug Free	Criteria: Improve access to enriched curriculum and educational experiences.  07/05/25 - Some Progress (S)
7. 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)
8. Develop and expand high-quality CTE programs that align with in-demand career fields. Ensure students have access to industry-recognized certifications and workforce credentials. Collaborate with local businesses and community colleges to offer internships, apprenticeships, and job-shadowing opportunities to enhance hands-on learning. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	CTE Director	Aug-May	(F)Perkins Grant	Criteria: Measure the percentage of students who successfully complete CTE programs and earn industry-recognized certifications or workforce credentials  06/24/25 - Some Progress (S)
9. Increase access to dual credit and AP courses. Encourage students to enroll in these advanced academic opportunities and provide support such as tutoring, test prep, and	Administration	Aug-May	(L)General Fund	Criteria: Track the number of students enrolling in dual credit, AP, and IB courses each academic year.

# Progreso West Elementary

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- Objective 7.** (Postsecondary Readiness & Well Rounded Education) Middle School and Elementary will have at least 44% students who are achieving meets levels in reading and 46% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
financial assistance for exam fees to ensure successful course completion and qualifying exam scores. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)				06/24/25 - Some Progress (S)
10. All students have the opportunity to take college readiness exams like the SAT, ACT, and TSIA (Texas Success Initiative Assessment) at least once during high school. ALL 9th grade students take the TSIA2 before entering 10th grade. Offer test preparation resources and interventions for students who need additional support to meet college readiness benchmarks. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Administration	Aug-May	(L)General Fund	Criteria: Track the percentage of students taking the SAT, ACT, and TSIA at least once during high school.  06/24/25 - Some Progress (S)
11. 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	CTE Director	Aug-May		Criteria: Increase enrollment in CTE courses.  06/24/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				
12. Align CTE programs with academic standards by integrating core subjects into technical courses for a coherent, engaging education. Develop study programs combining academic and technical coursework that lead to credentials or degrees, offering clear paths to higher education and careers. Promote dual enrollment for CTE students to earn college credits while still in high school, giving them an academic head start. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	CTE Director	Aug-May		Criteria: Increase CTE and dual credit enrollment.  06/24/25 - Some Progress (S)
13. 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)
14. Address performance gaps by integrating 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)	CTE Director	Aug-May		Criteria: Tracking improvements in student performance indicators, such as enrollment, credential attainment, and success rates across targeted CTE learner groups.  06/24/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. 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)
16. CTE Programs of Study will include licensing opportunities for students, staff, and campuses. Student licenses may include industry-based certifications (IBCs), fingerprinting, and exam fees. Staff licensing will align with their specific CTE program of study. These efforts will strengthen college and career readiness by providing students and educators with credentials that connect directly to real-world pathways. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 5)		2024-2025		07/05/25 - Some Progress (S)
17. Conduct a comprehensive CCMR training for all high school teachers and administrators to ensure a shared understanding of readiness indicators and pathways. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug		Criteria: Administer a pre- and post-training survey to assess knowledge growth
18. Form a CCMR Committee to monitor student readiness by assigning each student to a mentor who will track progress toward completion of their designated CCMR pathway (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Monitor and document the number of students who successfully complete AP exams, TSIA2 readiness, and earn industry-based certifications.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
19. Utilize dashboard to track CCMR indicators beginning in 9th grade, including TSIA2, AP exams, industry-based certifications, and dual credit. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Use the Edspire dashboard to monitor individual student progress toward CCMR indicators in real time.
20. Enroll every senior who has not met CCMR readiness benchmarks in a College Prep course for reading and math during their 12th-grade year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Monitor enrollment rosters and compare them to the CCMR tracking report to ensure alignment. Measure student progress through TSIA2 results and course performance.
21. 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.
22. 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 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)	Administration	Aug-May		Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.

# Progreso West Elementary

- Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness.
- Objective 8.** (Attendance) Progreso ISD will maintain an overall attendance rate of 90% 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 90% ADA by monitoring daily attendance and providing interventions for students at risk. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.3,3.4)	Administration	Aug-May	(L)General Fund	Criteria: Increase district attendance.  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 dashboards to identify students trending toward chronic absenteeism and trigger timely	Administration	Aug-May		Criteria: Success will be measured by the timely identification of at-risk students,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
campus-level interventions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				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 district and campus personnel to improve attendance and ensure 90% 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 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 the number of students flagged and assigned mentors, completion of attendance conferences and improvement plans, and improved attendance rates among students receiving wraparound services.
9. Send automated attendance alerts to inform	Administration	Aug-May		Criteria: Effectiveness will be



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**Objective 8.** (Attendance) Progreso ISD will maintain an overall attendance rate of 90% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				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.

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- 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 student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a curriculum enhancement cycle and develop a standards based curriculum that infuses reading, writing, and critical thinking across the content areas. (Title I SW Elements: 2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - May	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Increase student achievement by at least 5%  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. Investigate and develop strategies and practices to manage and address challenges,	Principal	Aug-Sept		Criteria: Assess the effectiveness, engagement, and relevance of the professional development, focusing on whether staff are successfully integrating and

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**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 student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
such as student behavior concerns, academic concerns, mental health issues, and attendance concerns (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)				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)

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**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. Schools 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)

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**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 information to inquire about services. (Title I SW Elements: 1.1) (Target Group: ECD)	Administration	Aug-July	(F)Title I Part A	Criteria: PNP communication strategy and participation  06/24/25 - On Track (S)

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**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
(Strategic Priorities: 4)				
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 Elements: 1.1,2.4,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	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)
8. Progreso ISD integrates academic and	Administration	Aug- Sept	(F)Title I Part A	Criteria: Regularly review

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**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
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)				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)

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**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 across the district 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)
5. Increase parental involvement in extracurricular activities by fostering open	Administration	Aug-May	(L)General Fund	Criteria: Measuring parent participation rates, volunteer



# Progreso West Elementary

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

**Objective 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
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)				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, senior events, 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, and foster a positive and inclusive campus climate. (Target Group: All)				07/05/25 - Some Progress (S)

# Progreso West Elementary

**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

# Progreso West Elementary

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**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.

# Progreso West Elementary

**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 every school year even if there is an increase salary is given by the state. 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. In order to better retain teachers, the district should prioritize making health	Business Manager, Human Resources, Superintendent	Aug - Sept	(L)General Fund	Criteria: Decrease turnover rate.  06/25/25 - Some Progress (S)

# Progreso West Elementary

**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
insurance benefits more affordable by lowering costs for employees. Teachers should be eligible to receive a compensation bonus when their campus earns an A rating from TEA, in recognition of their hard work and dedication (250\$-1000). (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 2.1)				
5. Enhance student outcomes by attracting, retaining, and supporting high-quality teachers through the effective implementation of the Teacher Incentive Allotment (TIA) program. The TIA rubric system should be reevaluated to provide teachers with a fairer opportunity to earn a designation. In addition, the rubric and TIA guidebook should be clearly explained and provided to all teachers on a yearly basis. (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.

# Progreso West Elementary

**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

# Progreso West Elementary

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**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."

# Progreso West Elementary

**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).



# Progreso West Elementary

**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.
9. Provide all classrooms with wireless headphones and mouse that will help students to demonstrate skills such as listening, speaking, reading, writing and comprehension. Headphones and mouses will provide coordination skills in a freely way without having tangled cords that may create distraction in students. Provide storage and charge tablet stations to help students to acquire organizational skills, improve learning time as well as to improve	Administration	May-Aug	(F)Title I Part A	

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**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
classroom space. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)				

# Progreso West Elementary

**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

# Progreso West Elementary

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**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. Progreso ISD will provide subscription to educational sites to provide videos for the classrooms such as Brainpop Jr. that will help	Administration, Librarian	Aug-May		

# Progreso West Elementary

**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
teachers to deliver and extend lessons in a fun and engaging way to meet the needs of students with different learning styles. The Brainpop Jr. subscription will be used as a strategy to enhance students learning in different subjects such as Science, Reading/Writing, Math, Social Studies, health, Arts and Technology. Progreso ISD will purchase math softwares for the classrooms, that will help students to enrich math concepts and skills for academic years in different grade levels. The softwares will be used as a learning tool to reinforce math concepts to help students to provide opportunities to expand their knowledge. Happy Numbers to mention one. (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 4.1,5.1)				
11. Provide teachers with technology conferences that will focus on technology tools to help students to enhance their learning experience in a fun and engaging way. (Title I SW Elements: 2.5) (Strategic Priorities: 4) (ESF: 5.2)	Administration, Principal	Aug-May		
12. Assign a technology person to help the campus by assisting teachers. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1)	Administration, Principal	Aug-May	(L)General Fund	

# Progreso West Elementary

**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

# Progreso West Elementary

**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 Progreso ISD students that are determined at-risk to include discipline/behavior, attendance/truancy, economically disadvantaged, and academically challenged. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	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, Fall Festival, 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)

# Progreso West Elementary

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**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)
12. Implement celebrations and storytelling days by having families and community members come in to showcase family traditions, music, food. (Title I SW Elements: 3.1) (Strategic Priorities: 4) (ESF: 3,3.4)	Administration, Teacher(s)	Aug-May		



# Progreso West Elementary

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- 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)

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**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 through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug - 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 district-wide parental involvement sessions for parents, families, and the community. Sessions will focus on academic, enrichment, college/career, health/wellness, social services, entrepreneurial sessions, TDA Nutritional Standards, and family support services. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug- 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

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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)

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**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	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.  06/25/25 - On Track (S)

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**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, monthly newsletters, 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

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**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

# Progreso West Elementary

**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)

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- 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, within intentional accommodation and inclusive practices to ensure participation and support for students with special needs and special ed staff. (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)



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**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
5. Continue district efforts to support campuses in raising awareness and providing student support in the areas of suicide prevention, mental health, sexual abuse, and sexual harassment. Ensure all initiatives are inclusive of students with special needs by providing developmentally appropriate materials, implementing trauma-informed practices, and offering staff training specifically focused on recognizing and addressing these issues within special education populations. Additionally, Progreso Early Childhood will actively participate in the Autism Walk and Special Olympics to promote inclusion, awareness, and community engagement. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Superintendent	Aug-May	(L)General Fund	Criteria: Monitor systems to improve school climate  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)	Director of Support Services	Aug-May	(L)General Fund	Criteria: Improve safe environment conducive to learning.  06/25/25 - On Track (S)

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- 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
(ESF: 3.3)				
8. The district will implement access control policies that include management of exterior doors, visitor procedures, and key distribution. These policies will apply to all staff, including teachers, to ensure a consistent and secure approach to campus access. Additionally, the district will consider the implementation of electronic proxy key systems to provide teachers and staff with secure and efficient access to campus facilities. (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)
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	Business Manager	Aug - May		Criteria: Safety environment conducive to learning.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)				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. 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)	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 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:				06/25/25 - Significant Progress (S)

# Progreso West Elementary

- 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
1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)				

# Progreso West Elementary

**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—including plumbing, ventilation, and automatic fixtures—to promote wellness and readiness across all campuses. Ensure that all nurses' offices are equipped with the necessary medical supplies, maintain high standards of hygiene and cleanliness, and		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.

# Progreso West Elementary

- 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
adhere to HIPAA guidelines to protect student health information. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)				

## 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 Early Childhood  
Campus Parent & Family Engagement Policy  
2025-2026**

Progreso Early Childhood  
Póliza de Participación de Padres y Familias  
2025-2026





**Progreso Early Childhood  
Campus Parent & Family Engagement Policy  
2025-2026**

<b>2025-2026 PEC Parent &amp; Family Engagement (PFE) Program</b>	
What is it?	<p>Progreso Early Childhood agrees to implement the following statutory requirements:</p> <ul style="list-style-type: none"><li>• PEC 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.</li></ul>
Expectations & Objectives	<p>❖ 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:</p> <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>

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: <ul style="list-style-type: none"> <li>□ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring <ul style="list-style-type: none"> <li>(A) that parents play an integral role in assisting their child's learning;</li> <li>(B) that parents are encouraged to be actively involved in their child's education at school;</li> <li>(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;</li> <li>(D) the carrying out of other activities, such as those described in section 1116 of the ESSA.</li> </ul> </li> </ul> </li> <li>❖ Progreso Early Childhood 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) <ul style="list-style-type: none"> <li>□ <i>Campus newsletters in English and Spanish</i></li> <li>□ <i>Classroom newsletters in English and Spanish</i></li> <li>□ <i>Classroom webpages in English and Spanish</i></li> <li>□ <i>School Messenger in English and Spanish</i></li> <li>□ <i>Campus Improvement Policy (as per request in Spanish)</i></li> </ul> </li> <li>❖ PEC shall 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)</li> <li>❖ The Progreso Early Childhood Campus Parental Policy will be evaluated, developed, and distributed to parents/families annually via: <ul style="list-style-type: none"> <li>□ <i>District /Campus website</i></li> <li>□ <i>Provided at student Registration</i></li> <li>□ <i>Student handbook</i></li> <li>□ <i>At Title I meetings</i></li> <li>□ <i>District/Campus Community Engagement Events</i></li> </ul> </li> </ul>
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❖ Progreso Early Childhood 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 Early Childhood 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)

☐ *Hosting Open House*

- ☐ *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*
- ☐ *Progreso Early Childhood 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 Early Childhood 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):

- ☐ *Teachers will meet with parents on Meet the Teacher Night.*
- ☐ *Academic Night to review individual students' progress on a 3-week basis.*
- ☐ *During distance learning using different tools such as Class Dojo, Google Classroom, Remind, Facebook page*
- ☐ *Academic meetings with each of their parents to review the school parent compact.*
- ☐ *Progress Report Card nights will be conducted to discuss students' academic progress.*

❖ Progreso Early Childhood 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)

- ☐ *Reports on weekly assessments will be provided by each homeroom teacher.*
- ☐ *Progress Reports that reflect mastery of objectives for the first 3 weeks of every six weeks.*
- ☐ *Imagine Learning*
- ☐ *TELPAS*

❖ Progreso Early Childhood 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*
- ☐ *Additional school improvement meetings*
- ☐ *Progress Reports conducted every six weeks*
- ☐ *During Virtual learning Office hours will be provided daily for parent-teacher conferences as needed.*

❖ 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 PEC campus, Title 1 Parent and Family Engagement Program Administrator. Section 1118 (c)(5)

❖ Progreso Early Childhood 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 with Students Performance*
- ☐ *Fall Festival*
- ☐ *Parent Classroom Volunteers*
- ☐ *Parent & Child Thanksgiving Feast*

❖ Progreso Early Childhood 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, and
  - 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*

❖ Progreso Early Childhood 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:

- ☐ *Strategies for Reading*
- ☐ *Family Reading Night/Reading Logs*
- ☐ *Information on our Reading Language & Literacy Software*
- ☐ *Phonemic Awareness Make & Take Session/Resources for parents*

	<p>❖ Progreso Early Childhood 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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Parent Classroom Volunteers</i></li> <li><input type="checkbox"/> <i>Parent Survey</i></li> </ul> <p>❖ Progreso Early Childhood 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:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Campus newsletters in English and Spanish</i></li> <li><input type="checkbox"/> <i>Classroom newsletters in English and Spanish</i></li> <li><input type="checkbox"/> <i>Classroom webpages in English and Spanish</i></li> <li><input type="checkbox"/> <i>School Messenger in English and Spanish</i></li> <li><input type="checkbox"/> <i>Campus Improvement Policy (as per request in Spanish)</i></li> </ul> <p>❖ Progreso Early Childhood School will SHARE RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <i>Options available for Progreso ISD students PreKinder to Early College will include, in person, which allows a student to optimize the learning process and it occurs in the classroom.</i></li> <li>• <i>Face to Face, with the teacher and student conference</i></li> </ul>
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>
Progreso Early Childhood 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><input type="checkbox"/> <i>Distribute the PFE Policy, this document, to parents and the communities by:</i></li> <li><input type="checkbox"/> <i>Posting it on our district website, and keeping it up to date</i></li> <li><input type="checkbox"/> <i>Distributing printed copies to all the local churches, restaurants, and other businesses</i></li> <li><input type="checkbox"/> <i>Distributing printed copies at school events</i></li> <li><input type="checkbox"/> <i>Distributing printed copies at the school's annual meetings</i></li> </ul>

School-Family Meetings	<p>❖ Progreso Early Childhood 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><input type="checkbox"/> <i>Teachers will meet with parents on Meet the Teacher Night.</i></li> <li><input type="checkbox"/> <i>Academic Night to review individual students' progress on a 3-week basis.</i></li> </ul>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>During distance learning using different tools such as Class Dojo, Google Classroom, Remind, Facebook page</i></li> <li><input type="checkbox"/> <i>Academic meetings with each of their parents to review the school parent compact.</i></li> <li><input type="checkbox"/> <i>Progress Report Card nights will be conducted to discuss students' academic progress.</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- 1335 or the District Parent department 956-565-3002 to become a campus volunteer.</p>
Family Trainings/ Activities	<p>❖ Progreso Early Childhood 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><input type="checkbox"/> <i>Strategies for Reading</i></li> <li><input type="checkbox"/> <i>Family Reading Night/Reading Logs</i></li> <li><input type="checkbox"/> <i>Information on our Reading Language &amp; Literacy Software</i></li> <li><input type="checkbox"/> <i>Phonemic Awareness Make &amp; Take Session/Resources for parents</i></li> </ul>
Curriculum	<p>❖ Progreso Early Childhood 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><input type="checkbox"/> <i>Submitting Title, I program information in a school-wide format.</i></li> <li><input type="checkbox"/> <i>At Elementary Level, Individual meetings shall occur with parents on students' academic progress.</i></li> <li><input type="checkbox"/> <i>Copy of the school parent compact will be distributed annually to parents.</i></li> <li><input type="checkbox"/> <i>Annual Title I surveys will be distributed in a school wide format.</i></li> </ul>
Expected Achievement Levels on Academic Assessments	<p>❖ Progreso Early Childhood 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> <p>ports on weekly assessments will be provided by each homeroom teacher.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Progress Reports that reflect mastery of objectives for the first 3 weeks of every six weeks.</i></li> <li><input type="checkbox"/> <i>Imagine Learning</i></li> <li><input type="checkbox"/> <i>TELPAS</i></li> </ul>
Ways To request Regular meetings	<p>❖ Progreso Early Childhood 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><input type="checkbox"/> <i>Teacher/parent conferences</i></li> <li><input type="checkbox"/> <i>Additional school improvement meetings</i></li> <li><input type="checkbox"/> <i>Progress Reports conducted every six weeks</i></li> <li><input type="checkbox"/> <i>During Virtual learning Office hours will be provided daily for parent-teacher conferences as needed.</i></li> </ul>



Progreso Early Childhood 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 12, 2025 and will be in effect for the 2025-2026 school year.**

*Edith Zuniga*

**Reviewed: Sep. 12, 2025**

**Early Childhood Principal**





**Progreso Early Childhood**  
**Póliza de Participación de Padres y Familias**  
**2025-2026**

**Programa de participación de padres y familias (PFE) de PEC 2025-2026**

¿Qué es?	<p>Progreso Primera Infancia se compromete a implementar los siguientes requisitos legales:</p> <ul style="list-style-type: none"><li>• PEC 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>□ Comunicación bidireccional efectiva entre la escuela y el hogar que está vinculada a una mayor tasa de finalización de las tareas, una mejor atención durante las tareas de instrucción, una mayor participación de todas las partes y mejores interacciones y relaciones entre padres, maestros y estudiantes.</li><li>□ 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.</li><li>□ Aprender juntos conduce a una mejor vida escolar y familiar.</li><li>□ Ser un aprendiz permanente puede prevenir algunos problemas de salud que a menudo ocurren más adelante en la vida.</li></ul>

## Requisitos

- ❖ 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 por ciento reservado va directamente a las escuelas
- ❖ La escuela desarrollará su propia capacidad y la de los padres para una fuerte participación de los padres, con el 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 otro 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, incluido garantizar

(A) que los padres desempeñan un papel integral en ayudar al aprendizaje de sus hijos

(B) que se anime a los padres a participar activamente en la educación de sus hijos en la escuela

(DO) que los padres sean socios plenos en la educación de sus hijos y estén 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, como las descritas en el artículo 1116 de la ESSA

- ❖ La Escuela de Primera Infancia Progreso 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

- ❖ PEC 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)(1) de la ESSA.

- ❖ La Póliza para Padres del Campus de Primera Infancia de Progreso será evaluada, desarrollada y distribuida a los padres/familias anualmente a través de:

	<ul style="list-style-type: none"><li><input type="checkbox"/> Sitio web del distrito/campus</li><li><input type="checkbox"/> Proporcionado en la inscripción del estudiante.</li><li><input type="checkbox"/> Manual del estudiante</li><li><input type="checkbox"/> En la reunión del Título 1</li><li><input type="checkbox"/> Evento de participación comunitaria del distrito/campus</li></ul>
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❖ Progreso Early Childhood notificará a los padres 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 póliza 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)

❖ La Escuela de Primera Infancia Progreso llevará a cabo una reunión anual para informar a los padres 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 los programas del Título I, 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 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)

☐ *Celebración de una jornada de puertas abiertas*

☐ *Orientación para padres de Título I en otoño y primavera utilizando videos informativos y presentaciones de PowerPoint.*

❖ La Escuela de Primera Infancia Progreso 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:

☐ *Los maestros se reunirán con los padres en la Noche de Conozca al Maestro.*

☐ *Noche Académica para revisar el progreso individual de los estudiantes cada 3 semanas.*

☐ *Durante el aprendizaje a distancia utilizando diferentes herramientas como Class Dojo, Google Classroom, Remind, página de Facebook*

☐ *Reuniones académicas con cada uno de sus padres para revisar el pacto de padres de la escuela.*

☐ *Se llevarán a cabo noches de boletas de calificaciones de progreso para discutir el progreso académico de los estudiantes.*

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

• Cada maestro de salón proporcionará informes sobre las evaluaciones semanales.

• Informes de progreso que reflejen el dominio de los objetivos durante las primeras 3 semanas de cada seis semanas.

• Imagina aprender

• TELPAS

❖ La Escuela de Primera Infancia Progreso, 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 maestros y padres*

• *Reuniones adicionales de mejora escolar*

• *Informes de progreso realizados cada seis semanas.*

• *Durante el aprendizaje virtual, se proporcionarán horas de oficina diariamente para conferencias de padres y maestros, según sea necesario.*

❖ 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 PEC, Administrador del Programa de Participación de Padres y Familias Título 1. Sección 1118 (c)(5)

❖ La Escuela de Primera Infancia Progreso, 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 las 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 con actuación de estudiantes*
- *Festival de otoño*
- *Padres voluntarios en el aula*
- *Fiesta de Acción de Gracias para padres e hijos*

❖ La Escuela de Primera Infancia Progreso brindará asistencia a los padres/familias en las evaluaciones de los niños atendidos por la escuela, según corresponda, en la comprensión de 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, y
- cómo trabajar con los educadores:
- *Cada nivel de grado se dirigirá a los padres en la jornada de puertas abiertas.*
- *Se presentará a los padres una presentación de PowerPoint que incluye información del Título I en primavera y otoño.*
- *Conferencias de padres*
- *Maestro, boletines del campus*

❖ La Escuela de Primera Infancia 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:

- ☐ *Estrategias para la lectura*
- ☐ *Noche de lectura familiar/Registros de lectura*
- ☐ *Información sobre nuestro software de alfabetización y lenguaje lector*
- ☐ *Sesión de preparación y toma de conciencia fonética/Recursos para padres*

❖ La Escuela de Primera Infancia Progreso, en la medida de lo posible y apropiado, coordinará e integrará a los padres programas y actividades de participación con padres para ayudar a los maestros (voluntarios), 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:

- *Padres voluntarios en el aula*
- *Encuesta para padres*

	<p>❖ La Escuela de Primera Infancia Progreso 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 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>Páginas web del aula en inglés y español</i></li> <li>• <i>Mensajero Escolar en inglés y español</i></li> <li>• <i>Política de Mejoramiento del Campus (según solicitud en español)</i></li> </ul> <p>❖ Escuela de Primera Infancia Progreso 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 la calidad de los estudiantes. logro académico <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Las opciones disponibles para los estudiantes de Progreso ISD desde Pre Kinder hasta Early College incluirán, en persona, lo que permite al estudiante optimizar el proceso de aprendizaje y ocurre en el salón de clases.</i></li> <li><input type="checkbox"/> <i>Cara a Cara, con el profesor y el alumno en el campus y con ratio de clases reducido.</i></li> </ul> </li> </ul>
Fondos	<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 por ciento reservado va directamente a las escuelas. Se asignarán fondos del Título I para la implementación del programa de participación de padres y familias. Dichos programas, actividades y procedimientos se planificarán e implementarán con consultas significativas con los padres de los niños participantes.</p>
Revisar	<p>❖ La Agencia de Educación de Texas puede revisar todo uso de fondos y actividades previa solicitud para garantizar que cumplan con las necesidades del Programa PFE.</p>
Progreso Early Childhood will:  Progreso Primera Infancia:	<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><input type="checkbox"/> Celebrar reuniones periódicas en las que el comité de padres buscará opiniones de las familias, miembros de la comunidad y educadores.</li> <li><input type="checkbox"/> Distribuir la Póliza PFE, este documento, a los padres y las comunidades por:</li> <li><input type="checkbox"/> Publicarlo en el sitio web de nuestro distrito y mantenerlo actualizado.</li> <li><input type="checkbox"/> Distribuir copias impresas a todas las iglesias, restaurantes y otros negocios locales.</li> <li><input type="checkbox"/> Distribución de copias impresas en evento escolar.</li> <li><input type="checkbox"/> Distribuir copias impresas en la reunión anual de la escuela.</li> </ul>



<p>School-Family Meetings</p> <p>Reuniones Escuela-Familia</p>	<p>❖ Las reuniones de padres de la Escuela de Primera Infancia de Progreso ofrecen un tiempo para que la escuela y la familia comuniquen la información necesaria y tomarán las siguientes acciones para involucrar a los padres en el proceso de revisión y mejora de la escuela según la sección 1116 de la ESSA:</p> <ul style="list-style-type: none"> <li>☐ Los maestros se reunirán con los padres en la Noche Meet the Teacher</li> <li>☐ Noche Académica para revisar el progreso individual de los estudiantes cada 3 semanas</li> <li>☐ Durante el aprendizaje a distancia utilizando diferentes herramientas como Class Dojo, Google Classroom, Remind, página de Facebook. Reuniones académicas con cada uno de sus padres para revisar el pacto de padres de la escuela.</li> <li>☐ Se llevarán a cabo noches de boletas de calificaciones de progreso para discutir el progreso académico de los estudiantes.</li> </ul>
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Como ser invocada	<p>❖ Hable con el maestro de su hijo sobre cómo ayudar o ser voluntario en el aula, comuníquese con la Administración del campus al 956-565-1335 o con el Departamento de padres del distrito 956-565-3002 para convertirse en voluntario del campus.</p>
<p>Family Trainings/ Activities</p> <p>Familia Entrenamientos/Actividades</p>	<p>❖ La Escuela de Primera Infancia 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>☐ Estrategias para leer</li> <li>☐ Noche de lectura familiar/Registro de lectura</li> <li>☐ Información sobre nuestro software de alfabetización y lenguaje de lectura</li> <li>☐ Sesión de creación y toma de conciencia fonética/recursos para padres</li> </ul>
<p>Curriculum</p> <p>Plan de estudios</p>	<p>❖ La Escuela de Primera Infancia Progreso 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 académica utilizadas para medir el progreso de los niños y los niveles de competencia a los que se enfrentan los estudiantes. se espera reunirse por:</p> <ul style="list-style-type: none"> <li>☐ Envío de información del programa Título I en un formato para toda la escuela.</li> <li>☐ En el nivel elemental, se realizarán reuniones individuales con los padres sobre el progreso académico de los estudiantes.</li> <li>☐ Una copia del pacto escolar para padres se distribuirá anualmente a los padres.</li> <li>☐ Las encuestas anuales de Título I se distribuirán en un formato para toda la escuela.</li> </ul>
Niveles de rendimiento esperados en evaluaciones académicas	<p>❖ La Escuela de Primera Infancia Progreso 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>☐ Cada maestro de salón proporcionará puertos en las evaluaciones semanales. Informes de progreso que reflejan el dominio de los objetivos durante las primeras 3 semanas de cada seis semanas.</li> <li>☐ Imagine Learning</li> <li>☐ TELPAS</li> </ul>

<p>Ways to request Regular meetings</p> <p>Formas de solicitar reuniones periódicas</p>	<p>❖ La Escuela de Primera Infancia Progreso, a solicitud de los padres, brindará oportunidades de 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><input type="checkbox"/> Conferencia entre maestros y padres</li> <li><input type="checkbox"/> Reunión adicional de mejora escolar</li> <li><input type="checkbox"/> Informes de progreso realizados cada seis semanas.</li> <li><input type="checkbox"/> Durante el aprendizaje virtual, se proporcionarán horas de oficina diariamente para conferencias de padres y maestros, según sea necesario.</li> </ul>
<p>La Póliza de Participación de los Padres de la Escuela de Primera Infancia de Progreso ha sido desarrollada y acordada conjuntamente con los padres de niños que participan en los programas del Título I, Parte A, como lo demuestran las notas de las reuniones y las hojas de registro.</p> <p>This policy was reviewed and revised <b>on 12 de septiembre del 2025 and</b> will be in effect for the <b>2025-2026</b> school year.</p> <p><u><i>Edith Zuniga</i></u> <b>Reviewed: 12 de septiembre del 2025</b></p> <p><b>Early Childhood Principal</b> <b>Date 9/12/2025</b></p>	

## Our Goals

1. *Progreso Early Childhood will align all programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness.*
2. *Progreso Early Childhood will create a system with the purpose of attracting, developing, retaining and fostering highly qualified educators and students.*

## Our Goals

3. *Progreso Early Childhood will align district technology components (software and hardware) and establish comprehensive systems of updating technology to advance teaching and learning.*
4. *Progreso Early Childhood will foster and promote a positive culture that engages parents, families, and the community to enhance academic and personal development for all students.*

## Our Mission

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

**PROGRESO**

**EARLY CHILDHOOD**

**School-Parent Compact**



## Our Goals

5. *Progreso Early Childhood will provide a safe environment and positive climate conducive to innovative learning and social emotional success.*



1205 FM BUS 1015  
Progreso TX 78579

956-565-1335

<https://pwe.progresoedu.net>

Edith Zuniga, M. Ed. Principal  
Marianna Villanueva, M. Ed. Facilitator  
Norma Martinez, Counselor

## Our Vision

*Progreso Early Childhood is the steppingstone to creating future leaders through Equity, Collaboration and Commitment to student Success. Our vision is to implement an MTSS framework to address the social emotional and academics of the WHOLE child.*



**EQUITY, COLLABORATION, COMMITMENT**



## *As a Teacher I will*

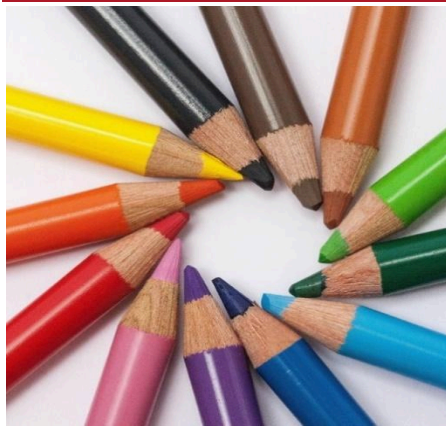
- model instruction using effective research-based strategies for children
- maintain an orderly classroom environment
- Keep parents informed of student progress
- Host parent nights and support parents by sharing strategies for both reading and math

## TEACHER CONFERENCE TIMES

- PREKINDER  
9:30-10:15
- KINDER  
10:15-11:00
- 1<sup>ST</sup>  
12:15-1:00
- 2<sup>ND</sup>  
11:30-12:15

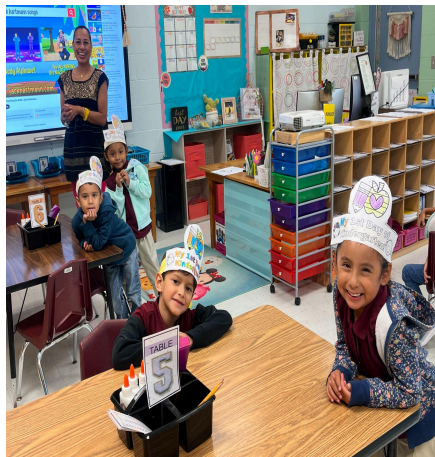
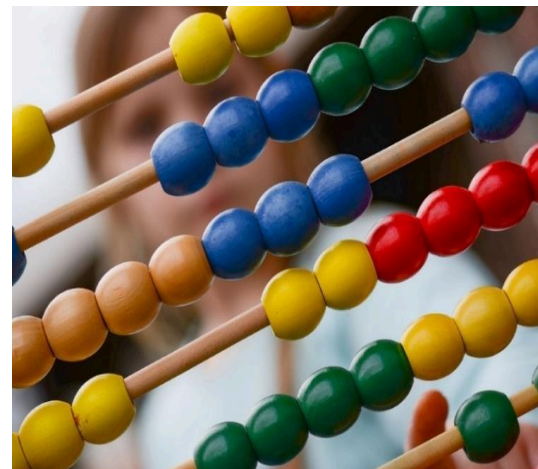
## Building Partnerships

Title I Meetings Fall & Spring  
Parent & Community Engagement  
District ESL & GED classes  
District Citizenship Classes  
Campus Literacy Nights



## *As a Parent I will*

- Ensure my child attend /be engage in school daily, unless ill
- Encourage my child to be prepared for learning and follow all established rules
- Review my child's progress every 3 weeks; attend and request conferences as needed.



## *Working Together for Student Success*

**BETTER TOGETHER**

## *As a Student I will*

- Be engage in learning every day, unless ill
- Try my absolute best and complete my schoolwork/homework
- Behave in a courteous manner
- 

**Progreso Early Childhood is a Title I schoolwide campus**  
**The purpose of a SWP is to improve academic achievement throughout a school so that all students, based on community demographics, demonstrate proficiency on the State's academic standards.**



### Nuestras metas

1. Progreso Early Childhood alineará todos los programas para aumentar el progreso académico de los estudiantes y garantizar un acceso equitativo a un plan de estudios de alta calidad para lograr la preparación postsecundaria.
2. Creará un sistema con el propósito de atraer, desarrollar, retener y fomentar educadores y estudiantes altamente calificados.

### Nuestras metas

3. Progreso Early Childhood alineará los componentes tecnológicos del distrito (software y hardware) y establecerá sistemas integrales de actualización de tecnología para avanzar en la enseñanza y el aprendizaje.
4. Progreso Early Childhood fomentará y promoverá una cultura positiva que involucre a los padres, las familias y la comunidad para mejorar el desarrollo académico y personal de todos los estudiantes.

### Nuestras metas

5. Progreso Primera Infancia proporcionará un ambiente seguro y un clima positivo propicio para el aprendizaje innovador y el éxito socioemocional.

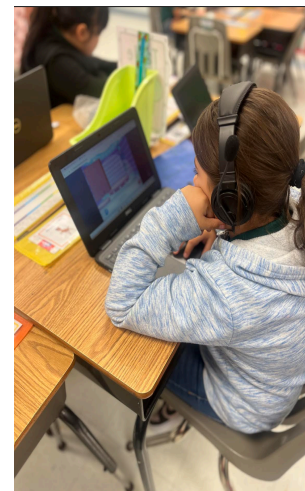
### Nuestra misión

*Los estudiantes se sentirán inspirados para buscar, descubrir, experimentar y aplicar conocimientos en un entorno creativo y seguro.*

**PROGRESO**

**EARLY CHILDHOOD**

## Acuerdo entre la Escuela y los Padres



### Nuestra visión

*Progreso Early Childhood es la plataforma para crear futuros líderes a través de la equidad, la colaboración y el compromiso con el éxito de los estudiantes. Nuestra visión es implementar un marco MTSS para abordar los aspectos socioemocionales y académicos de TODO el niño.*

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Edith Zuniga, Principal



**Equidad, Colaboración, Compromiso**

## Como maestro lo haré

- modelar la instrucción utilizando estrategias eficaces basadas en la investigación para los niños
- mantener un ambiente de clase ordenado
- Mantener a los padres informados sobre el progreso del estudiante
- Organice noches de padres y apoye a los padres compartiendo estrategias para lectura y matemáticas.

## CONFERENCIA DE PADRES Y MAESTROS HORARIOS DISPONIBLES

### • PREKINDER

9:30-10:15

### • KINDER

10:15-11:00

### • 1<sup>ST</sup>

12:15-1:00

### • 2<sup>ND</sup>

11:30-12:15

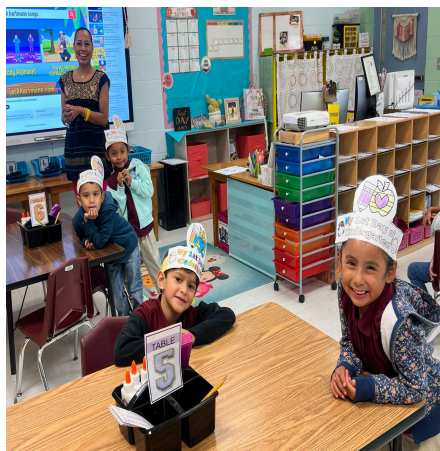
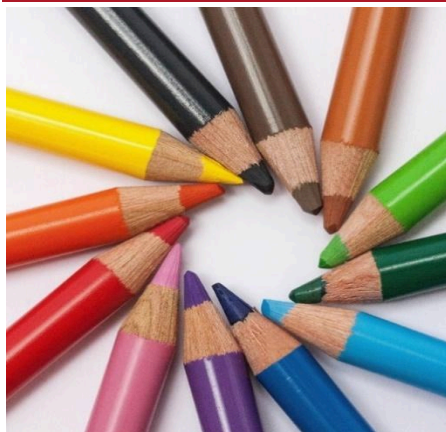
## Construyendo asociaciones

- Noches de boleta de calificaciones de progreso
- Reuniones de Título I de otoño y primavera
- Noche Literatura

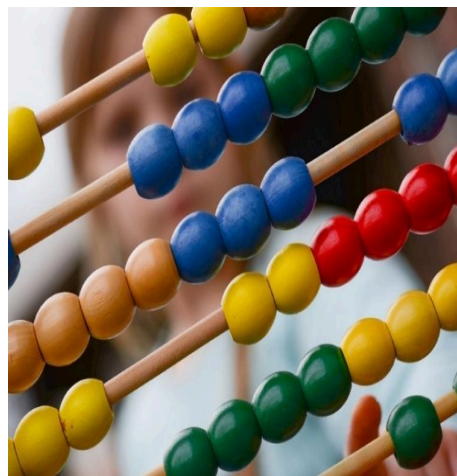


## Como padre lo haré

- Asegurar que mi hijo asista / participe en la escuela todos los días, a menos que esté enfermo
- Animar a mi hijo a estar preparado para aprender y seguir todas las reglas establecidas
- Revisar el progreso de mi hijo cada 3 semanas; asistir y solicitar conferencias según sea necesario.



**Trabajando juntos  
para el éxito  
estudiantil  
SOMOS MEJORES  
TRABAJANDO  
JUNTOS**



## Como estudiante lo haré

- Participar en el aprendizaje todos los días, a menos que esté enfermo
- Hacer mi mejor esfuerzo y completar mi tarea escolar / tarea
- Comportarse de manera cortés



**Nuestros programas son financiados tanto por el estado como por el gobierno federal El Título I, Parte A de la Ley de Educación Primaria y Secundaria, brinda asistencia financiera a las agencias educativas locales (PISD) y a las escuelas con un alto número o un alto porcentaje de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los exigentes estándares académicos estatales.**







# PROGRESO EARLY CHILDHOOD

CNA AREA	STRENGTHS	WEAKNESSES
<b>Goal 1:</b> Student academic progress and ensure equitable access to high-quality curriculum. -Student Achievement -Demographics -Attendance	--PEIMS clerk/teachers calls parents when there's excessive absences --This year our numbers are more conducive to learning with ration at 22:1	-Review scheduled exams with parents as soon as problem is noted with students ability to grasp material being taught  Hold parents accountable for tardies and absences. Don't have a school-wide tardy policy enforced by everyone.
<b>Goal 1 Recommendations:</b> Ms. Saenz and the 2nd grade team discussed what would be the possibility of an after school program such as ACE to help support academics and enrichment for students. Ms. Sifuentes 1st grade team recommend hiring a social worker for the district, Ms. Villanueva brought up looking into Community of Schools which partners with districts to provide support to low achieving and at risk students.		
<b>Goal 2:</b> Attract, develop, retain and foster highly qualified educators and students. -Staff Quality -Teacher Retention -Student Recruitment	- Attendance Incentive was added last year	-Health Insurance prices are high -Retention Stipend was not given this year
<b>Goal 2 Recommendations:</b> Continue with retention stipends for all returning employees, Provide a more clear understanding of the TIA system, develop a system where teachers working on an A rated campus get a bonus		
<b>Goal 3:</b> Utilize technology to advance teaching and learning. -Programs	- Ipads are better for younger learners (easy to manipulate and transport during centers). - We have smart boards in all classrooms. - New upgraded chromebooks	-Update technology on a regular basis - Upgrade teacher teaching laptops and student laptops. -Install anti-virus on all computers and laptops

**Goal 2 Recommendations:** - Update document cameras - Teachers need new laptops since current ones are from 2019.

Get new projectors and document cameras on a yearly basis

Purchase Computer on Wheels (COWS) to charge and put in chromebooks, IPADS.

Have a technology tech on site for campus needs

Additional instruction software needed such as Brainpop Jr.

Additional hardware needed such as wireless computer mice

More technology conferences for teachers to participate

**Goal 4:** Promote Parental and  
Community Engagement

--Literacy Night/Science Night, Math  
--Progress Report Card night  
--X-mas parade and winter festival  
– Monthly Newsletters have been incorporated

-Parent volunteer program.

**Goal 4 Recommendation:**

Incorporate career days for our students

Continue the Thanksgiving feast for parents to come and eat with child at campus

Continue doing the Picnic with Parents Day

**Goal 5:** Facilities will provide a  
safe environment.

Guardian is now assigned to campus  
Remote control gates for the outside fence and a ring for  
the gate.

Roof assessment (need a new roof cause it leaks  
alot)

**Goal 5 Recommendation:**

--Need keys for all of the classrooms (some teachers are missing theirs) Recommendation to rekey

--Yearly inspections and maintenance of the Central Air and heat system

– Campus inclusive to all students

-Speical Ed inclusive events for parents.

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

**School System:** Progreso Early Childhood Campus

**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)

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)	Marianna Villanueva, Facilitator
2)	
3)	

1)	
2)	
3)	

1)	
2)	
3)	

1)	
2)	
3)	

## Other School Leaders

- 1) 

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- 2) 

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- 3) 

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## Paraprofessionals Present in the School

- 1) 

Lydia Espinoza
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- 2) 

Martha Garcia
---------------
- 3) 

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## Parents

- 1) 

Cecilia Davila
----------------
- 2) 

Yvette Espinoza
-----------------
- 3) 

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## Principals

- 1) 

Edith Zuniga
--------------
- 2) 

--
- 3) 

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## Specialized Instructional Support Personnel

(If appropriate)

- 1) 

Norma Martinez, Counselor
---------------------------
- 2) 

Michelle Villareal , Spd Teacher
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- 3) 

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## Teachers

- 1) 

Chelsea Beltran
-----------------
- 2) 

Itzel Mejia
-------------
- 3) 

Marisol Sifuentes
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## **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

Analysis of multiple data sources revealed strengths across several areas. Demographically, student populations remain stable with equitable representation across ethnic groups and favorable teacher-to-student ratios that support differentiated instruction. In Student Achievement, data show progress toward mastery through targeted intervention blocks, purposeful grouping, and strong bilingual and dual language programs that promote biliteracy and academic growth. School Culture and Climate are positive, with campuses fostering unity, safety, and collaboration among staff and students.

Staff Quality and Retention remain a highlight, supported by strong instructional leadership, ongoing PLCs, and opportunities for professional learning through research-based development. Curriculum and Instruction are vertically aligned to the TEKS, with teachers integrating intervention strategies and using data-driven practices to close learning gaps. Family and Community Involvement is evident through regular parent workshops, literacy events, and community-based activities that build strong home-school connections. The district demonstrates strong organizational support, encouraging staff participation in decision-making and maintaining positive stakeholder relationships. Technology access is consistent across campuses, with classrooms equipped with internet connectivity, devices, and software that enhance instruction and communication.

## List of Needs

The Comprehensive Needs Assessment identified several areas for improvement. Student attendance remains below the desired rate, requiring stronger systems to address chronic absenteeism and support at-risk students. Performance in standardized assessments highlights the need to increase results and to provide more targeted support for Emergent Bilingual and Special Education students. Teachers expressed a need for continued professional learning, mentoring, and incentives to improve retention, particularly among bilingual and ESL-certified staff. Curriculum enhancements are needed to strengthen rigor, cross-curricular integration, and differentiation. The committee also identified a need to expand parent engagement beyond participation through more consistent communication and family learning opportunities. Facility upgrades, improved safety measures, and enhanced technology infrastructure—along with ongoing staff training in digital tools—remain district priorities to ensure equitable access and effective instruction across all campuses.

## Conclusions/Priorities

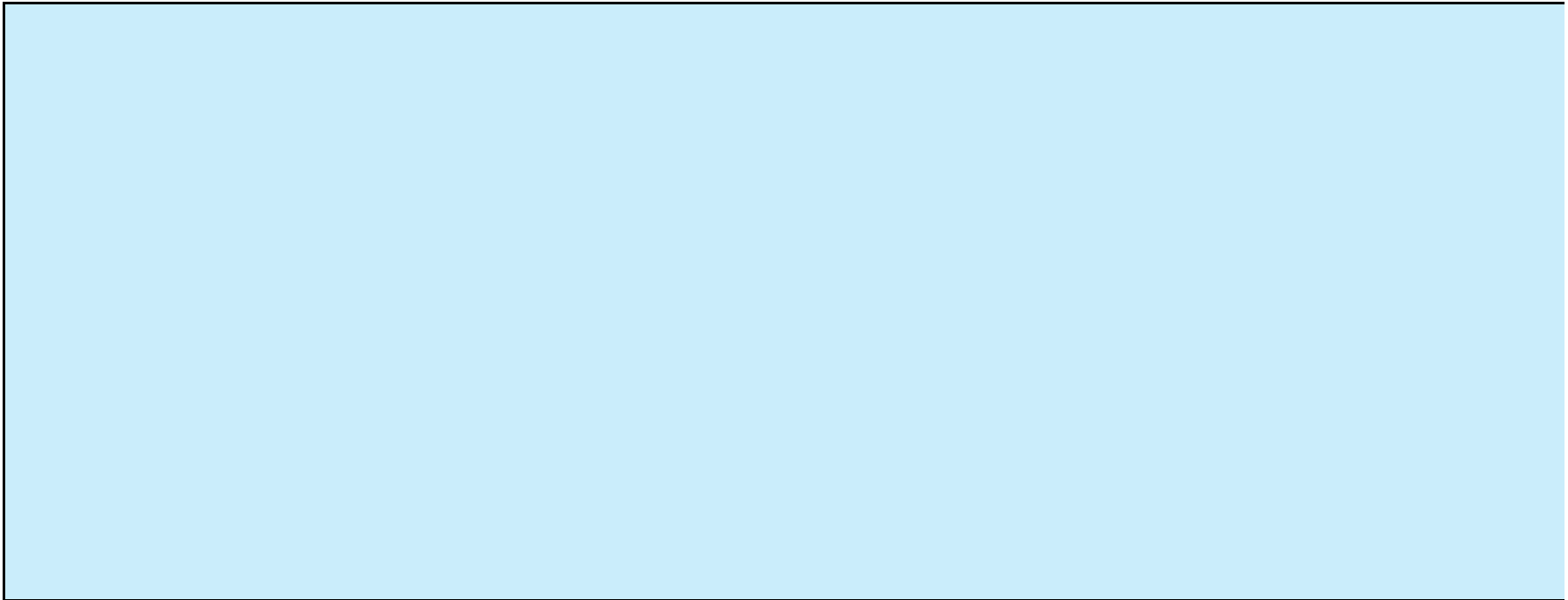
The 2025–2026 Comprehensive Needs Assessment process confirmed that the campus continues to build on strong instructional practices, teacher collaboration, and a supportive school culture that values family and community partnerships. Data show that intervention blocks, differentiated instruction, and bilingual programs contribute to steady academic progress. However, the analysis also highlighted areas requiring focused improvement, including increasing student attendance, strengthening performance on standardized assessments, and addressing staff retention through ongoing incentives and professional growth opportunities. Continued investment in updated technology, facility maintenance, and safety measures will ensure that learning environments remain engaging and secure. The findings and priorities identified through this CNA will guide the development and implementation of the Schoolwide Program Plan and Campus Improvement Plan to support continuous academic growth and equity 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)	Cecilia Davila
2)	Yvette Espinoza
3)	

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

1)	
2)	
3)	

#### Teachers

1)	Chelsea Beltran
2)	Itzel Mejia
3)	Marisol Sifuentes

#### Principals

1)	Edith Zuniga
2)	
3)	

#### Other School Leaders

1)	Norma Martinez, Counselor
2)	
3)	

#### Paraprofessionals Present in the School

1)	Lydia Espinoza
2)	Martha Garcia
3)	

## Administrators

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

- 1)
- 2)
- 3)

Marianna Villanueva, Facilitator

## Specialized Instructional Support Personnel

(If appropriate)

- 1)
- 2)
- 3)

Norma Martinez, Counselor
Michelle Villareal , Spd Teacher

## School Staff

(If appropriate)

- 1)
- 2)
- 3)


## Other Individuals

(If appropriate and determined by the school)

- 1)
- 2)
- 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.**

The campus addresses the needs of all children, particularly those at risk of not meeting state standards, through a variety of coordinated programs and strategies. Counseling and social-emotional supports are provided through staff training, family engagement activities, and ongoing efforts to strengthen behavioral interventions, including plans to expand access to a campus social worker. A schoolwide multi-tiered system of support (MTSS) and Response to Intervention (RTI) framework guides early identification and intervention for academic and behavioral needs, supported by an intervention block that provides targeted, research-based instruction. Teachers, paraprofessionals, and staff participate in continuous professional development through PLCs, instructional coaching, and specialized training focused on data-driven instruction, bilingual and ESL certification, and student engagement strategies. The campus also supports early childhood transitions through aligned Pre-K and kindergarten readiness activities, literacy nights, and family workshops that promote academic and social-emotional preparedness. Together, these coordinated efforts ensure that every student has equitable access to a supportive, well-rounded, and academically rigorous education.

# **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.