

# PROGRESO H S

## 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)*



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[daguilar@progresoedu.net](mailto:daguilar@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 H S Site Base

Name	Position
Aguilar, Diana	PHS Principal
Aguilar, Leticia	EC Director
Garza, Michelle	High School Teacher
Banda, Humberto	High School Teacher
Cabrera, Adan	High School Teacher
Garza, Marlana	High School Sped
Garcia, Martin	CTE
Jalomo, Ariadna	Progreso High School Instructional Aide
Gonzalez, Angelita	Progreso High School Instructional Aide
Villarreal, Abigail	Parent
Garcia, Jessica	Parent
Villarreal, Martin	Student
Ledezma, Ashley	Student
Corpus, Maria	PHS Counselor

# PROGRESO H S

## **Mission**

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

## **Vision**

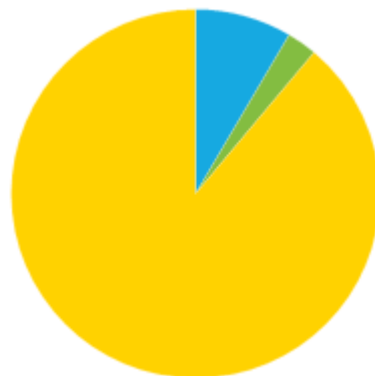
*Every student in Progreso ISD will graduate with an Associate's Degree, or a career license or certification, workforce ready, or enlistment in the US Armed Forces.*

### Nondiscrimination Notice

PROGRESO H S 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.

# Resources

## Currency



Total	\$17,272,556
Federal	\$1,462,699
State	\$454,470
Local	\$15,355,387
Other	\$0

Resource	Source	Amount
Title I Part A	Federal	\$1,083,593
Title I Part C Migrant	Federal	\$125,927
Title IIA Principal and Teacher Improvement	Federal	\$103,283
Title III Bilingual / ESL	Federal	\$71,231
Title IV Safe and Drug Free	Federal	\$78,665
General Fund	Local	\$15,355,387
Gifted and Talented	State	\$24,214
State Bilingual	State	\$325,241
State Compensatory	State	\$105,015

**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

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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

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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
<b>4-Year Graduation Rate (Gr 9-12): Class of 2024</b>																		
% 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
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2023</b>																		
% 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
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2022</b>																		
% 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
<b>Annual Dropout Rate (Gr 9-12): SY 2023-24</b>																		
% 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 \*

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	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

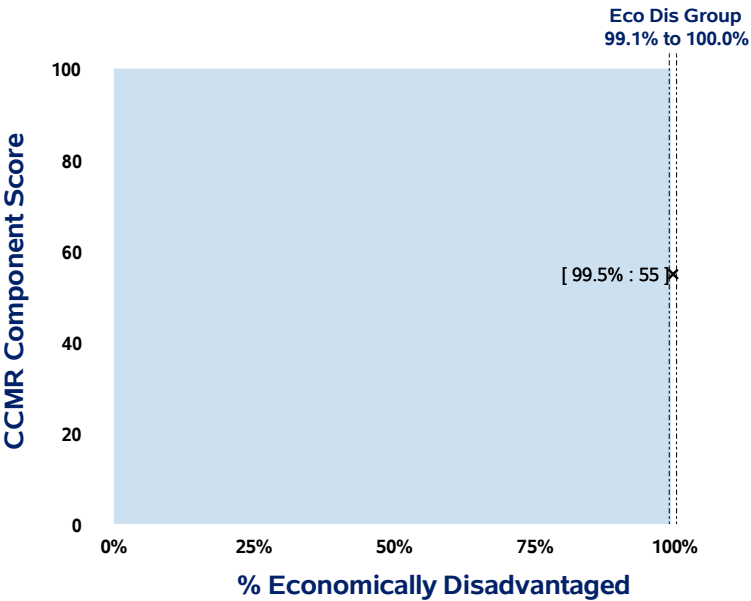
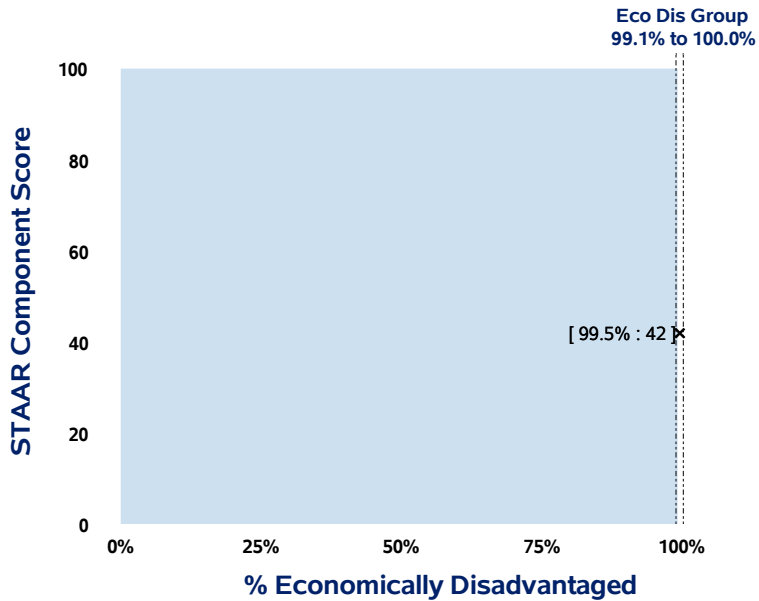
**\* Confidential \***

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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

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

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



Increase **transparency**, **fairness** and **rigor** in district and campus  
academic and financial performance



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

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

# Comprehensive Needs Assessment

# PROGRESO H S

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 1.** (Sustain growth in student achievement) At least 75% of all students will score at the approaches level of minimum expectations or higher and at least 40% will achieve meets and 10% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a C rating.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a needs assessment to analyze district and campus student data to determine curriculum needs and strategies. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Administration, CIP Action Team, Department Heads, Director of C&I, Director of Special Education Services, Principal	July-May	(F)Title I Part A - \$500, (L)General Fund, (S)State Compensatory	Criteria: Curriculum alignment across all areas.  06/24/25 - Significant Progress (S)
2. Bi-weekly assessment data will be done to determine learning and instructional gaps and to establish intervention groups and strategies. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.4.1,5.5.3)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	Aug - June	(F)Title I Part A - \$1,000, (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 - \$30,000, (F)Title III Bilingual / ESL - \$15,000, (S)State Compensatory - \$10,000	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 9th-12th who are performing below grade level by strategically increasing instructional time in core area classes. (Title I SW Elements: 2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4.4.1,5.2,5.3)	Administration, Principal, Superintendent	Aug - June	(F)Title I Part A - \$25,000, (S)State Bilingual - \$5,000, (S)State Compensatory - \$25,000	Criteria: Improved academic performance in state assessment.  06/24/25 - Significant Progress (S)
5. Incorporate a PLC period for all EOC STAAR tested area teachers to analyze data, plan lessons and adjust curriculum. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.4.1,5.1,5.2,5.3)	Director of C&I, Instructional Facilitator, Lead Teacher, Principal	Aug - Jne	(F)Title I Part A - \$1,200	Criteria: Improved academic performance in state assessment.  06/24/25 - Some Progress (S)
6. Implement an accelerated instructional period for students needing additional support during the regular school day. Differentiated	Instructional Facilitator, Lead Teacher, Principal	Aug-May	(F)Title I Part A - \$2,000, (L)General Fund - \$2,000, (S)State Compensatory - \$3,000	Criteria: Improved identification and monitoring of students in need of academic support will

# PROGRESO HS

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 1.** (Sustain growth in student achievement) At least 75% of all students will score at the approaches level of minimum expectations or higher and at least 40% will achieve meets and 10% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a C rating.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
support for students will be provided for students that have been identified. (Title I SW Elements: 2.2,2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 4,4.1,5.1,5.3)				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 - \$5,000	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. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.2,5.3)	Administration, Director of C&I, Instructional Facilitator, Lead Teacher, Principal	Aug-May	(F)Title I Part A - \$10,000, (F)Title III Bilingual / ESL - \$5,000, (S)State Bilingual, (S)State Compensatory - \$15,000	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; f) Optional Flexible Scheduling g) Computer Assisted Instruction (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5.3,5.4)	Core Subject Teachers, Department Heads, Instructional Facilitator, Lead Teacher, Principal	Aug-May	(F)Title I Part A - \$15,000, (S)State Compensatory - \$25,000	Criteria: Increased academic performance of all students in standardized assessments.  06/24/25 - Significant Progress (S)
10. Establish an accelerated learning committee to develop an individual educational	Instructional Facilitator, Lead Teacher, Principal	Aug-May	(F)Title I Part A - \$1,200, (S)State Compensatory - \$500	Criteria: Increase academic performance of students in



# PROGRESO H S

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**Objective 1.** (Sustain growth in student achievement) At least 75% of all students will score at the approaches level of minimum expectations or higher and at least 40% will achieve meets and 10% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a C rating.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				standardized test.  06/24/25 - Significant Progress (S)
11. For any student who does not pass the 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: 2,2.1,5.1,5.2,5.3)	Counselor(s), Instructional Facilitator, Principal	Aug-May	(F)Title I Part C Migrant - \$1,500, (S)State Compensatory - \$500	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)	Instructional Facilitator, Librarian, Principal	Aug-May	(F)Title I Part A - \$10,000	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: 2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1,5.2,5.3)	Instructional Facilitator, Principal	Aug-May	(F)Title I Part A - \$10,000, (S)State Compensatory - \$15,000	Criteria: Improve academic performance of at risk students.  06/24/25 - On Track (S)
14. At risk coordinator will monitor at-risk students 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	Counselor(s), Instructional Facilitator, Principal	Aug-May	(O)Local Districts, (S)State Compensatory	Criteria: Decrease drop out rate and increase graduation rates for at risk students.  06/24/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
dropout rates (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1,5.3)				
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: 4.1,5,5.3)	Instructional Facilitator, Lead Teacher, Principal	Aug - May	(F)Title I Part A - \$15,000, (S)State Compensatory - \$25,000	Criteria: Increased academic performance of at risk students.  06/24/25 - Significant Progress (S)
16. Ensure that the campus library is 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)	Instructional Facilitator, Librarian, Principal	Aug-May	(F)Title I Part A - \$10,000	Criteria: Progress in standardized assessment.  06/24/25 - Some Progress (S)
17. Improve student outcomes through the implementation of a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and social-emotional interventions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)	Counselor(s), Director of Special Education Services, Instructional Facilitator, Principal	August- July	(F)IDEA Special Education - \$5,000	Criteria: Improved academic performance and academic growth.  06/24/25 - Significant Progress (S)
18. Implement a campus 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)	Administration, Director of C&I, Instructional Facilitator, Principal	Aug-July	(F)Title I Part A - \$5,000, (S)State Compensatory - \$5,000	Criteria: Analyze improvements in student performance data and teacher fidelity to the instructional model across the district.  06/24/25 - On Track (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)				
19. Hire supplemental teachers in the areas of English and Math to provide additional support in targeted areas. 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)	Human Resources, Instructional Facilitator, Principal	Aug-May	(F)Title I Part A - \$45,000, (S)State Compensatory - \$45,000	Criteria: Measure the impact on student achievement in the targeted areas through standardized test scores, grades, or other academic benchmarks  06/24/25 - On Track (S)
20. Conduct campus-wide progress monitoring data review sessions to track student progress and guide decision-making for continuous improvement. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Instructional Facilitator, Lead Teacher, Principal, Teacher(s)	Aug-May	(F)Title I Part A - \$5,000, (S)State Bilingual, (S)State Compensatory - \$5,000	Criteria: Effective identification and intervention for at-risk students.  06/24/25 - On Track (S)
21. Instructional Aides will 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)	Instructional Facilitator, Principal	Aug-May	(S)State Compensatory	Criteria: Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records  06/24/25 - Significant Progress (S)
22. Increase the time students spend reading student selected books of different genres by initiating an AR reward system and course grade measured by the increased percentage in the total number of books circulated. (Title I SW Elements: 1.1) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Instructional Facilitator, Librarian, Principal, Teacher(s)	Aug-May	(F)Title I Part A - \$10,000	Criteria: Improved performance in standardized test
23. Utilize flyers, social media, and open house events to highlight program benefits (certifications, college credit, career readiness).  Industry partnerships: Involve local businesses	Club Sponsors, Counselor(s), Instructional Facilitator, Principal	August - June	(F)Perkins Grant - \$10,000, (L)General Fund - \$5,000, (S)State Compensatory - \$5,000	Criteria: Improved awareness of program goals, expectations and outcomes.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
in outreach, making the program feel like a “direct pipeline” to real jobs including a Summer CTE Program.  Student ambassadors: Have current CTE students present at middle schools or feeder programs to share their experiences for Career Fairs, Career Day, etc. (Title I SW Elements: 1.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)				
24. Involve local businesses in outreach programs, making the program feel like a “direct pipeline” to real jobs including a Summer CTE programs and work experiences. (Title I SW Elements: 2.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.4)	Club Sponsors, Counselor(s), Instructional Facilitator, Principal	August - July	(F)Perkins Grant - \$20,000, (S)State Compensatory - \$10,000	Criteria: Increased number of students who participate and complete CTE Programs of Study.  09/15/25 - Pending
25. Create a CTE Ambassador Program where current CTE students present at middle school and elementary schools to share their experiences in Career Fairs, Career Day, etc. (Title I SW Elements: 2.3,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.4)	Instructional Facilitator, Principal	October - May	(F)Perkins Grant - \$10,000	Criteria: Increased participation and completion in CTE programs of study
26. Provide students with a well-rounded education through enriched Fine Arts programs. Purchase art supplies and instructional materials to support creative expression, hands-on learning, and student achievement in the Fine Arts program.  Improved student participation, project completion, and integration of art in student showcases/competitions. (Target Group: All,AtRisk)			(F)Title I Part A	

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
27. Implement Bluebonnet Algebra 1 curriculum in all Algebra 1 classes. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5.1,5.3)	Director of C&I, Instructional Facilitator, Principal	August - June	(F)Title I Part A - \$15,000	Criteria: EOC Alg. I scores will increase.

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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, Instructional Facilitator, Principal	August - June	(F)Title III Bilingual / ESL - \$15,000, (S)State Bilingual - \$10,000	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, Instructional Facilitator, Principal	Aug-May	(F)Title III Bilingual / ESL - \$10,000, (S)State Bilingual - \$5,000	Criteria: Improved overall scores and individual academic growth on all campus, district and state assessments  06/24/25 - Some Progress (S)
3. Teachers will provide intensive, systematic, research-based reading, writing and content-area instruction to identified bilingual education and ESL students. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug-May	(F)Title III Bilingual / ESL - \$10,000, (S)State Bilingual - \$10,000	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 ESL students, that is individualized to meet the unique needs of the students and student groups. (Title I SW Elements: 1.1,2.4) (Target Group: ESL,EB)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL - \$8,000, (S)State Bilingual - \$8,000	Criteria: Increased scores in TELPAS and EOC assessments.  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
(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, Instructional Facilitator, Principal	Aug - May	(F)Title III Bilingual / ESL - \$2,000	Criteria: Increases scores in TELPAS and EOC assessments.  06/24/25 - Some Progress (S)
7. Plan and incorporate and EB pull out program that targets EB students who have not improved in language proficiency areas. (Title I SW Elements: 1.1,2.6) (Target Group: ESL,EB) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Instructional Facilitator, Principal	August - June	(F)Title III Bilingual / ESL - \$5,000, (S)State Bilingual - \$15,000	Criteria: Improved TELPAS and EOC scores.
8. Use formative assessments, progress reports, and benchmark exams to track both academic and language development.  Collaborate with ESL specialists to provide language accommodations within CTE coursework.  Instructional Strategies  Scaffold lessons with visuals, bilingual glossaries, and simplified technical texts.  Incorporate hands-on activities, demonstrations, and project-based learning that support comprehension.  Use sentence stems, word banks, and guided practice to build technical vocabulary. (Target Group: All)				

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- Objective 3.** (Language Proficiency Progress) Progreso High School 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, Instructional Facilitator, Principal	Aug-May	(F)Title III Bilingual / ESL - \$5,000	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 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 - \$10,000	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, Instructional Facilitator, Principal	Aug - June	(S)State Bilingual - \$15,000	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, Instructional Facilitator, Principal, Teacher(s)	August-May	(S)State Bilingual - \$5,000	Criteria: LPAC progress monitoring  06/24/25 - Significant Progress (S)
5. Teachers will use 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, Instructional Facilitator, Principal, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL - \$5,000, (S)State Bilingual - \$5,000	Criteria: Language proficiency progress of one level or above on composite score.  06/24/25 - On Track (S)



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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Students will engage in language development camps to focus on cognitive and linguistic strategies to develop second language acquisition. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3,5.4)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug-May	(F)Title III Bilingual / ESL - \$10,000	Criteria: Students demonstrating language proficiency growth  06/24/25 - Significant Progress (S)
7. Develop a cross-curricular curriculum that integrates English Language Acquisition (ELA) and English Language Development (ELD) across content areas to enhance language learning for English Learners (ELs). This strategy involves embedding language acquisition goals into core subjects such as math, science, social studies, and CTE courses allowing students to develop their English language skills while engaging in subject-specific content (Title I SW Elements: 2.5,2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Lead Teacher, Principal	Aug-May	(S)State Bilingual - \$10,000	Criteria: Measure improvement in English proficiency using standardized English Language Proficiency Assessments  06/24/25 - Significant Progress (S)
8. Provide Emergent Bilingual students with access to adaptive language development software that individualizes instruction based on each student's English proficiency level. The program will target listening, speaking, reading, and writing domains to accelerate growth on TELPAS and support academic language acquisition across content areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug-May	(F)Title III Bilingual / ESL - \$15,000	Criteria: TELPAS composite scores increase for at least 10% of participating students  07/05/25 - Some Progress (S)
9. Implement a structured pull-out program for recent immigrant students and secondary students transitioning from Spanish instruction to English as a Second Language (ESL). The intervention will provide targeted, small-group instruction focused on foundational English	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug-May	(F)Title III Bilingual / ESL - \$15,000	Criteria: 80% of participating students demonstrate at least one proficiency level gain on TELPAS  07/05/25 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
language skills, academic vocabulary, and cultural orientation to support language acquisition, comprehension of core content, and successful integration into an all-English instructional setting. (Title I SW Elements: 1.1,2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.1)				
10. 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, Instructional Facilitator, Lead Teacher, Principal	Aug-May	(F)Title III Bilingual / ESL - \$5,000	Criteria: Effectiveness will be measured through lesson plan reviews, classroom walkthroughs, and increased student progress on language development and classroom language assessments.
<p>11. Integration of Language Objectives</p> <p>Pair every CTE content objective with a language objective (e.g., "Students will explain the steps of a welding process using sequence words").</p> <p>Provide opportunities for students to practice speaking, listening, reading, and writing in authentic industry contexts.</p> <p>CTE Collaboration and Alignment</p> <p>Ensure alignment between CTE teachers, ESL teachers, and core content teachers for consistent supports.</p> <p>Participate in Professional Learning Communities (PLCs) focused on strategies for</p>				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Emergent Bilinguals. (Target Group: All)				

# PROGRESO H S

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

**Objective 4.** (Special Education) Improve post-secondary readiness outcomes for students receiving Sp. Ed, services by improving skills needed for post-secondary education, employment & independent living skills through increased participation in the general education setting/curriculum, participation in CTE, 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
1. Review LRE/IA of all students and ensure first consideration is general education setting when developing IEP. (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)	Counselor(s), Director of C&I, Director of Special Education Services, Principal, Special Ed Teachers, Teacher(s)	August to May	(F)IDEA Special Education	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%.  Decrease amount of students participating in STAAR alternate 2 by 1 % if meet criteria only.  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%.  06/24/25 - Some Progress (S)
2. Provide work life 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)	Counselor(s), Director of Special Education Services, Principal, Special Ed Teachers	August to May	(F)IDEA Special Education - \$5,000	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%.  06/24/25 - Some Progress (S)
3. Provide workforce readiness skills-building	Administration, Director of	August-July	(F)IDEA Special Education -	Criteria: Increased college and

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**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
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)	Special Education Services, Special Ed Teachers		\$5,000	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: 2,4) (ESF: 4,4.1,5.3)	Administration, Director of C&I, Director of Special Education Services, Instructional Facilitator, Principal	Aug - May	(F)Title I Part A - \$10,000, (S)State Compensatory - \$3,000	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 - \$10,000	Criteria: Student performance  06/24/25 - Some Progress (S)
6. Provide extracurricular activities for students receiving special education services	Director of Special Education Services, Principal, Teacher(s)	Aug - May	(F)IDEA Special Education - \$10,000	Criteria: Measure the percentage of students participating in the

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- 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
to promote students' overall well being, engagement and optimal performance such as the Special Olympics Event. (Title I SW Elements: 2.6) (Target Group: SPED) (ESF: 3.2)				event.  06/24/25 - Significant Progress (S)
7. Ensure only students eligible for STAAR alternate 2 assessments are receiving alternate TEKS curriculum. (Title I SW Elements: 1.1,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 5.4)	Counselor(s), Director of C&I, Director of Special Education Services, Instructional Facilitator, Principal	August - June	(F)IDEA Special Education	
8. Student Academic Progress with Special Education in CTE with Access & Inclusion  Ensure students with IEPs are enrolled in CTE programs that align with their strengths, interests, and post secondary goals and that career tools are provided. (Title I SW Elements: 1.1,2.6) (Target Group: All,SPED) (Strategic Priorities: 3,4) (ESF: 4,4.1,5.3)	Counselor(s), Director of Special Education Services, Instructional Facilitator, Principal	August - June	(F)IDEA Special Education - \$5,000, (F)Perkins Grant - \$5,000	Criteria: Increase number of sp. ed students graduating with a complete CTE program of study.
9. 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: 1.1,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 3,4) (ESF: 4,4.1,5.1,5.4)	Director of Special Education Services, Instructional Facilitator, Principal, Teacher(s)	August - June	(F)IDEA Special Education - \$2,000	Criteria: Improved assessment scores and participation in regular ed instruction and programs.

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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, Instructional Facilitator, Principal	Aug-May	(F)Title I Part C Migrant - \$10,000	Criteria: Increase migrant students academic achievement on reading and math.  06/24/25 - Some Progress (S)
2. 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)	Counselor(s), Director of C&I, Superintendent	Aug-May	(F)Title I Part C Migrant - \$5,000	Criteria: Reduce failure rate of migrant students.  06/24/25 - Significant Progress (S)
3. 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 SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 3.3,5.2)	Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Title I Part C Migrant - \$10,000	Criteria: Increase migrant students graduation rates.  06/24/25 - Significant Progress (S)
4. Conduct a Migrant leadership organization	Counselor(s), Director of C&I	Aug-May	(F)Title I Part C Migrant - \$5,000	Criteria: Increase migrant students

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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
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)				graduation rate.  06/24/25 - Some Progress (S)
5. 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)	Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Title I Part C Migrant - \$5,000	Criteria: Ensure effective identification of migrant students.  06/24/25 - Significant Progress (S)
6. 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)	Counselor(s), Director of C&I	Aug-May	(F)Title I Part C Migrant - \$10,000	Criteria: Increase migrant student performance.  06/24/25 - Significant Progress (S)
7. Conduct Migrant Parent meetings to provide information on academic success such as college and career readiness and graduation requirements as well as community resources available. (Title I SW Elements: 2.6,3.1) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Counselor(s), Director of C&I	Aug-May	(F)Title I Part C Migrant - \$5,000	Criteria: Increase the effectiveness of the parental communication.  06/24/25 - Some Progress (S)
8. The district's Title 1, Part C migrant staff will provide Migrant & OSY students resources	Business Manager, Counselor(s), Director of C&I	August - May	(F)Title I Part C Migrant - \$10,000	Criteria: Increased performance of migrant students.



# PROGRESO HS

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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
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)				06/24/25 - Some Progress (S)
<p>9. THE COLLEGE 1ST PROGRAM: EMPOWERING STUDENTS FOR COLLEGE, CAREER, &amp; LIFE SUCCESS</p> <p>1. Improve academic achievement</p> <p>2. Increase student attendance</p> <p>3. Ignite Early College and Career Readiness</p> <p>CAREER EXPLORATION CAMPS</p> <p>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.</p> <p>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)</p>	Administration, Counselor(s), Director of C&I	August-May	(F)Title I Part C Migrant - \$10,000	<p>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.</p> <p>06/24/25 - Significant Progress (S)</p>
10. 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	Administration, Bilingual/ ESL/ Title I Director, Principal		(F)Title I Part C Migrant - \$10,000	07/03/25 - Some Progress (S)

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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
<p>communication initiatives, with the goal of improving parental and community growth, as measured by annual parent surveys.</p> <p>The Title 1 Part C – Migrant Department /Staff and Parents will attend staff development and trainings within the district, within the Region One ESC area, and Title I Part C -Statewide Conferences and Sessions. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for staff. Also, state conferences that cover Migrant Education staff, Parental/Attendance, and Dropout Prevention may also be included as possible staff development. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: Migrant) (ESF: 1.2,3.4)</p>				

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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
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)	Director of C&I, Instructional Facilitator, Principal	August - May	(S)Gifted and Talented - \$5,000	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, Counselor(s), Instructional Facilitator, Principal	August	(S)Gifted and Talented - \$5,000	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, Director of C&I, Instructional Facilitator, Principal	Aug-May	(S)Gifted and Talented - \$10,000	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, Director of C&I, Instructional Facilitator, Principal	Aug-May	(S)Gifted and Talented - \$3,000	Criteria: Student progress will be evaluated based on the completion and quality of TPSP projects, rubric scores, and evidence of advanced analytical and research skills.
5. Host a district-wide GT Fair to provide students the opportunity to present their completed Texas Performance Standards Project (TPSP) work, showcasing their advanced research, creativity, and problem-solving skills to peers, families, and the	Administration, Counselor(s), Director of C&I, Instructional Facilitator, Principal	May	(S)Gifted and Talented - \$5,000	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
community. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1,5.2,5.3)				

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**Objective 7.** (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 80%. Graduation rates will be above 93%.

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, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$5,000	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, Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Title IV Safe and Drug Free - \$5,000	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, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$10,000	Criteria: Increase the percentage of students earning dual credits, associate degrees and/or AP credits.  06/24/25 - Some Progress (S)
4. At least 30% 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, Instructional Facilitator, Lead Teacher, Principal, Superintendent, Teacher(s)	Aug-May	(L)General Fund - \$3,000	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	Administration, Counselor(s), Instructional Facilitator, Lead	Aug - May	(L)General Fund - \$5,000	Criteria: Increase graduation percentages.

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**Objective 7.** (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 80%. Graduation rates will be above 93%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
semester. Campus information related to graduation rates, dropout rates, high school 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)	Teacher, Principal			06/24/25 - Significant Progress (S)
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, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug - Sept	(F)Title IV Safe and Drug Free - \$8,000	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, Director of C&I, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$5,000	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, Director of C&I, Principal	Aug-May	(F)Perkins Grant - \$10,000	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)

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**Objective 7.** (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 80%. Graduation rates will be above 93%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 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)	Administration, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$10,000	Criteria: Track the number of students enrolling in dual credit, AP, and IB courses each academic year.  06/24/25 - Some Progress (S)
10. All students will 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, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$10,000	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 will help with course selection, academic planning, and addressing any academic challenges using the following methods: (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	CTE Director	Aug-May	(F)Perkins Grant - \$2,000	Criteria: Increase enrollment in CTE courses.  06/24/25 - Some Progress (S)
12. Align CTE programs with academic standards by integrating core subjects into technical courses for a coherent, engaging education. Develop study programs combining	CTE Director, Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Perkins Grant - \$2,000	Criteria: Increase CTE and dual credit enrollment.  06/24/25 - Some Progress (S)

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**Objective 7.** (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 80%. Graduation rates will be above 93%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)				
13. Provide ongoing professional development for campus counselors and 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)	Counselor(s), CTE Director, Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Perkins Grant - \$5,000, (L)General Fund - \$5,000	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 and RLA into CTE courses and fostering collaboration between math and CTE teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.2)	CTE Director, Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Perkins Grant - \$3,000, (S)State Compensatory - \$5,000	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)
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	Administration, Counselor(s), Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$8,000	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



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
education and complete their degrees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)				counselors.  06/24/25 - Some Progress (S)
16. Provide CTE Programs of Study that 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: 2.5,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.4,5,5.4)	Director of C&I, Instructional Facilitator, Principal	Aug. - June	(F)Perkins Grant - \$5,000, (L)General Fund - \$8,000	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: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,5.1)	Administration, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug - Dec.	(F)Perkins Grant - \$2,000, (L)General Fund - \$2,000	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, Director of C&I, Instructional Facilitator, Principal	Aug-May		Criteria: Monitor and document the number of students who successfully complete AP exams, TSIA2 readiness, and earn industry-based certifications.
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: 3.3)	Administration, Counselor(s), Instructional Facilitator, Principal	Aug-June	(F)Perkins Grant - \$2,000	Criteria: Use the Edspire dashboard to monitor individual student progress toward CCMR indicators in real time.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. Enroll every senior who has not met CCMR readiness benchmarks in a College Prep course for English and Math during their 12th-grade year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,4,4.1,5.1)	Administration, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$10,000, (S)State Compensatory - \$2,000	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)	Counselor(s), Instructional Facilitator, Principal, Teacher(s)	Aug-May	(F)Perkins Grant - \$3,000	Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.
22. Implement familiarization tours for students in grades 9–12 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)	Counselor(s), Instructional Facilitator	Aug-May	(L)General Fund - \$5,000	Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.
23. Invest and upgrade labs, simulators, and modern equipment. In order to compete with the high labor market demand. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3,4,4.1,5.1)	Counselor(s), Director of C&I, Director of Finance, Director of Technology, Instructional Facilitator, Principal	Aug- June	(F)Perkins Grant - \$5,000, (L)General Fund - \$5,000	
24. Provide guidance on FAFSA, college applications, and scholarship opportunities by	Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug - June	(F)Perkins Grant - \$2,000, (L)General Fund - \$3,000	Criteria: Increased number of students who enroll in post

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
hosting college nights, campus visits, and career fairs with CTE pathways highlighted. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3,4.1)				secondary opportunities.
25. Measure progress and intergrade certification prep work by the number of students attempting and earning industry-recognized certifications in all CTE programs of study. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1.2,3.1)	Counselor(s), Instructional Facilitator, Principal	Aug. - June		Criteria: Increase in the number of students who graduate CCMR ready.
26. Establish a mentorship program for students in non-traditional fields, engage them early with workshops and career days, and ensure an inclusive curriculum. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3)	Counselor(s), Instructional Facilitator, Principal	Oct. - July	(F)Perkins Grant - \$2,000, (L)General Fund - \$3,000	
27. Provide hands-on learning by investing in labs, simulators, and modern equipment. In order to compete with the high labor market demand. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 4.4.1,5.1)	Director of Finance, Director of Technology, Instructional Facilitator, Principal	August- June	(F)Perkins Grant - \$10,000, (L)General Fund - \$5,000	
28. Utilize the Region One High School, College, and Career Guidebook with all students to plan and develop high school and post secondary goals. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3.1,3.2,3.3)	Counselor(s), Instructional Facilitator, Principal	Sept. - May	(F)Title I Part A - \$3,000	Criteria: CCMR completion rate will increase.
29. Implement the RPEP program with Santa Maria ISD with the guidance and support from Region One ESC to enhance our CTE programs of study and provide more IBCs for	Director of C&I, Instructional Facilitator, Principal, Superintendent	August - June	(F)Perkins Grant - \$5,000	

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**Objective 7.** (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 80%. Graduation rates will be above 93%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
our students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3)				

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**Objective 8.** (Attendance) Progreso High School will maintain an overall attendance rate of 92% 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)	Counselor(s), Instructional Facilitator, Principal, Registrar, SBDM Committee, Teacher(s)	Aug-May	(L)General Fund - \$10,000	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)	Counselor(s), Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$1,000	Criteria: Increase district attendance.  06/24/25 - Some Progress (S)
3. Utilize district and campus personnel to improve attendance to ensure at least 92% 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)	Counselor(s), Instructional Facilitator, Principal, Registrar	Aug-May	(L)General Fund - \$2,000	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: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3,5.3)	Counselor(s), Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$5,000	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.

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**Objective 8.** (Attendance) Progreso High School will maintain an overall attendance rate of 92% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Use real-time attendance tracking dashboards to identify students trending toward chronic absenteeism and trigger timely campus-level interventions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration, Counselor(s), Instructional Facilitator, Principal, Registrar	Aug-May		Criteria: Success will be measured by the timely identification of at-risk students, increased intervention response rates, and improved attendance trends as reflected in dashboard data.
6. Establish two-way communication systems with families of at-risk students using phone calls, home visits, or digital platforms to co-create attendance improvement plans. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Counselor(s), Instructional Facilitator, Principal, Registrar	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 at least 92% 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, Counselor(s), Instructional Facilitator, Principal, Registrar	Aug-May	(L)General Fund - \$3,000	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	Counselor(s), Instructional Facilitator, Lead Teacher, Principal, Registrar	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.

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**Objective 8.** (Attendance) Progreso High School will maintain an overall attendance rate of 92% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
support and transportation assistance. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				
9. Send automated attendance alerts to inform parents of daily absences and reinforce the importance of regular attendance. Follow up with parent workshops, coffee chats, and bilingual sessions that highlight the academic impact of missed days. Engage families through an attendance pledge to formalize their commitment, and provide ongoing updates comparing their child's attendance to district and state benchmarks to promote awareness and accountability. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Effectiveness will be measured by parent participation in workshops, signed attendance pledges, response rates to alerts, and improved student attendance aligned with district and state goals.
10. Address non-academic barriers to attendance by coordinating transportation support, expanding access to on-campus health services, and providing referrals to mental health and counseling resources. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3,5.4)	Administration, Counselor(s), Instructional Facilitator, Lead Teacher, Principal, Registrar	Aug-May	(L)General Fund - \$2,000	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 - \$3,000, (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 - \$2,000, (F)Title III Bilingual / ESL - \$3,000, (S)State Bilingual - \$5,000, (S)State Compensatory - \$5,000	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, Director of C&I, Instructional Facilitator, Principal	Aug-Sept	(F)Title I Part A - \$3,000, (F)Title IIA Principal and Teacher Improvement - \$3,000, (F)Title III Bilingual / ESL - \$2,000, (F)Title IV Safe and Drug Free - \$3,000, (S)State Bilingual - \$2,000	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.	Bilingual/ ESL/ Title I Director, Director of C&I, Instructional Facilitator, Principal	Aug-Sept	(L)General Fund - \$3,000, (S)State Compensatory - \$5,000	Criteria: Assess the effectiveness, engagement, and relevance of the professional development,



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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
Investigate and develop strategies and practices to manage and address challenges, such as student behavior concerns, academic concerns, mental health issues, and attendance concerns (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)				focusing on whether staff are successfully integrating and consistently applying strategies to improve safety, social-emotional well-being, and address student challenges such as behavior, academic, mental health, and attendance concerns.  06/24/25 - Some Progress (S)
6. Provide ongoing and targeted professional development of the knowledge, skills, and competencies needed to serve the needs of Emergent Bilinguals. This includes content based coaching, Reading Strategies for Emergent Bilingual, and Biliteracy development. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug - Sep	(S)State Bilingual - \$5,000	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)	Director of C&I, Instructional Facilitator, Principal	August-July	(F)Title I Part A - \$5,000	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)	Director of C&I, Instructional Facilitator, Principal	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)	Director of C&I, Instructional Facilitator, Principal	Aug-May	(F)Title I Part A - \$15,000	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	Administration	Aug-July	(F)Title I Part A	Criteria: PNP communication strategy and participation

# PROGRESO H S

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

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

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

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

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**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure extracurricular activities promote students' overall well-being, engagement, and optimal performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Club Sponsors, Coaching Staff, Counselor(s), Instructional Facilitator, Principal	Aug - May	(L)General Fund - \$3,000	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)	Club Sponsors, Coaching Staff, Counselor(s), Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$50,000	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, Club Sponsors, Coaching Staff, Instructional Facilitator, Principal	Aug- May	(L)General Fund - \$10,000	Criteria: Evaluate the effectiveness of professional development opportunities for extracurricular programs by tracking teacher participation, satisfaction, and the impact on student engagement and program quality.  06/24/25 - Some Progress (S)
4. Enhancing extracurricular programs by standardizing access to equipment and uniforms through equitable funding and resource distribution. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3.2)	Business Manager, Club Sponsors, Coaching Staff, Principal	Aug-May	(L)General Fund - \$50,000	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)

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**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Increase parental involvement in extracurricular activities by fostering open communication, hosting family engagement events, and creating volunteer opportunities that connect parents with school programs. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Club Sponsors, Coaching Staff, Principal	Aug-May	(L)General Fund - \$5,000	Criteria: Measuring parent participation rates, volunteer engagement, attendance at extracurricular events, and feedback from parents, students, and staff.  06/24/25 - Some Progress (S)
6. Boosting student engagement and school pride by visibly recognizing student achievements across various activities. This increased acknowledgment aims to create a supportive environment that encourages broader student participation in extracurriculars. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3.2)	Club Sponsors, Coaching Staff, Counselor(s), Principal	Aug-May	(L)General Fund - \$10,000	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 athletic offerings. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2)	Coaching Staff, Director of Finance, Principal	Aug-May	(L)General Fund - \$15,000	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	Club Sponsors, Coaching Staff, Counselor(s), Principal	August - June	(L)General Fund - \$15,000	07/05/25 - Some Progress (S)

# PROGRESO H S

**Goal 1.** (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
teamwork, and foster a positive and inclusive campus climate. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)				



# PROGRESO H S

**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) 100% of teachers will be highly qualified and all of paraprofessionals with instructional duties will meet ESSA requirements. Progreso High School 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)	Director of Human Resources, Principal	Aug - May	(L)General Fund - \$500	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. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Bilingual/ ESL/ Title I Director, Human Resources, Principal	Aug-May	(S)State Bilingual - \$2,000	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)	Human Resources, Principal	May-Aug	(L)General Fund - \$2,000	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)	Human Resources, Principal	Aug-Sep	(L)General Fund - \$5,000	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	Human Resources	Aug-May	(L)General Fund - \$3,000	Criteria: Evaluate the effectiveness of professional

# PROGRESO H S

**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) 100% of teachers will be highly qualified and all of paraprofessionals with instructional duties will meet ESSA requirements. Progreso High School will recruit and retain high quality and highly effective staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
of the year to support their transition, enhance instructional practices, and foster professional growth. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)				development sessions by tracking 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.
8. Provide stipends for mentor teachers to encourage experienced educators to guide and support new teachers, creating a stronger, collaborative learning environment within the district. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1)	Director of Finance, Human Resources, Principal	August - June	(L)General Fund - \$10,000	Criteria: Retain highly qualified staff

# PROGRESO H S

**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 High School 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)	Human Resources, Principal, Superintendent	Aug-May	(L)General Fund - \$5,000	Criteria: Utilize a survey to measure morale, effective communication, and environment.  06/25/25 - Significant Progress (S)
2. Provide stipends to support key roles and initiatives that enhance student outcomes and teacher retention. These stipends would be allocated to Grade Level Chairs, Class Sponsors (PHS), Mentor Teachers, Bilingual/ESL and GT teachers, Attendance Officers, Club Sponsors, teachers who hold a master's degree and Department Chairs, recognizing their contributions to school leadership and student engagement. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Finance, Human Resources, Principal, Superintendent	Aug-May	(L)General Fund - \$10,000	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)	Human Resources, Principal, Superintendent	May-Aug	(L)General Fund - \$1,000	Criteria: Completion of exit survey.  06/25/25 - Some Progress (S)
4. To improve staff retention and attract high-quality educators and support personnel, the district will provide competitive pay for all staff members, ensuring that salaries are aligned with industry standards and reflect the critical role each individual plays in fostering student success and maintaining a positive school environment. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 2.1)	Director of Finance, Human Resources, Principal, Superintendent	Aug - Sept	(L)General Fund	Criteria: Decrease turnover rate.  06/25/25 - Some Progress (S)

# PROGRESO HS

**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 High School will reduce teacher turnover rate by 4%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Enhance student outcomes by attracting, retaining, and supporting high-quality teachers through the effective implementation of the Teacher Incentive Allotment (TIA) program. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Human Resources, Principal, Superintendent	Aug-July	(L)General Fund - \$5,000	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)	Director of Finance, Human Resources, Principal, Superintendent	August		Criteria: Evaluate by tracking the percentage of highly effective teachers earning additional certifications and retained through stackable compensation.
8. Offer competitive incentives: Provide stipends for industry certifications, providing CTE services. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1)	Director of Finance, Human Resources, Superintendent	August -June	(L)General Fund - \$5,000	
9. Promote career pathways: Highlight the opportunity for industry professionals to transition into teaching while maintaining ties with their field while having a District of Innovation. (Title I SW Elements: 1.1,2.6)	Human Resources, Principal	August - May	(L)General Fund - \$2,000	

# PROGRESO H S

**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 High School will reduce teacher turnover rate by 4%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)				
10. Strong marketing: Showcase success stories of current teachers and the impact they've made. Weekly highlight in our Red Ant Reporter, and also highlight programs in our CTE Tiktok! (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Climate Committee, Instructional Facilitator, Principal	August - May	(L)General Fund - \$1,000	

# PROGRESO H S

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**Objective 3.** (Capacity Building) Progreso High School will build teacher/staff capacity by engaging in professional development that focuses on scientifically based instructional strategies to close the achievement gap and and elevate 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)	Human Resources, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$1,200	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)	Human Resources, Instructional Facilitator, Lead Teacher, Principal	Aug-May	(L)General Fund - \$1,500	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 C&I, Instructional Facilitator, Principal	August - June	(L)General Fund - \$5,000	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)	Director of C&I, Human Resources, Instructional Facilitator, Principal	Aug-June	(L)General Fund - \$5,000	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, Department Heads, Director of C&I, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$5,000	Criteria: 100% of coached teachers implement at least one language-rich strategy in lesson plans or instruction

# PROGRESO H S

**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 High School will build teacher/staff capacity by engaging in professional development that focuses on scientifically based instructional strategies to close the achievement gap and and elevate 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) 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)	Director of C&I, Instructional Facilitator, Lead Teacher, Principal	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)	Director of C&I, Human Resources, Instructional Facilitator, Principal	Aug-June	(L)General Fund - \$5,000	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)	Director of C&I, Human Resources, Instructional Facilitator, Principal	Aug-June	(L)General Fund - \$5,000	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."
9. Ongoing professional development: Offer training in both pedagogy and industry updates. Send our CTE to their specialized CTE Conference throughout the year. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 2.1)	Director of C&I, Human Resources, Instructional Facilitator, Principal	Sept. - June	(F)Perkins Grant - \$3,000, (L)General Fund - \$5,000	
10. Identify and select lead teachers to mentor in the areas of data analysis, program implementation, and instructional coaching to	Instructional Facilitator, Lead Teacher, Principal	August - June	(F)Title I Part A - \$5,000	Criteria: Increase percentage in teacher retention.

# PROGRESO H S

- 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 High School will build teacher/staff capacity by engaging in professional development that focuses on scientifically based instructional strategies to close the achievement gap and and elevate quality of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assist campus administrator. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,2,2.1,3,3.1,5.2)				



# PROGRESO H S

**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 Finance, Director of Technology, Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$50,000, (S)State Compensatory - \$5,000	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, Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$15,000	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 skills and learning. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.2)	Director of Technology, Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$5,000	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: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2)	Director of Technology	Aug-June	(F)Erate - \$10,000, (L)General Fund - \$10,000	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: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1,5.2)	Director of Technology	Aug-June	(L)General Fund - \$5,000	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 Finance, Director of Technology, Instructional Facilitator, Principal	Aug - June	(F)Erate - \$30,000, (L)General Fund - \$10,000	Criteria: Ensure all students have a laptop/device (1:1).

# PROGRESO H S

**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)	Director of Technology, Instructional Facilitator, Librarian, Principal	Aug-June	(F)Title I Part A - \$50,000	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)	Director of Finance, Director of Technology, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$10,000	Criteria: Evaluate by measuring teacher access to functioning printers/copiers, reduced downtime for repairs, and improved campus entry/security systems.

# PROGRESO H S

**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 campus 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. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2)	Director of C&I, Director of Technology, Instructional Facilitator, Principal	Aug - June	(F)Erate - \$10,000, (L)General Fund - \$10,000	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) (Strategic Priorities: 2,3) (ESF: 3.3,5.2)	Director of C&I, Director of Finance, Director of Technology, Librarian, Principal	Aug-June	(F)Title IID Technology - \$5,000, (L)General Fund - \$5,000	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) (Strategic Priorities: 4) (ESF: 4.1)	Director of C&I, Director of Finance, Director of Technology, Principal	Aug - June	(F)Title I Part A - \$10,000, (L)General Fund - \$5,000	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) (Strategic Priorities: 2,4) (ESF: 4.1)	Director of Technology	Aug-May	(F)Erate - \$10,000, (L)General Fund - \$5,000	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 with TEKS integration. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of C&I, Director of Technology, Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$5,000	Criteria: Utilize technology to advance teaching and learning  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)	Director of C&I, Director of Technology, Instructional Facilitator, Principal	Aug - June	(F)Title I Part A - \$15,000	Criteria: Improved Curricula.  06/25/25 - On Track (S)

# PROGRESO H S

**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
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)	Director of C&I, Director of Finance, Director of Technology, Instructional Facilitator, Principal	Aug - June	(F)Title I Part A - \$100,000	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 C&I, Director of Finance, Director of Technology, Principal	August-June	(F)Title I Part A - \$50,000, (S)State Compensatory - \$10,000	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)	Director of C&I, Director of Finance, Director of Technology, Librarian, Principal	Aug-June	(L)General Fund - \$10,000	Criteria: Evaluate increased performance on state assessment
10. 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: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 4,4.1)	Director of C&I, Director of Technology, Instructional Facilitator, Principal	Aug. - June	(L)General Fund - \$5,000	

# PROGRESO H S

**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, Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$5,000, (F)Title III Bilingual / ESL - \$3,000	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: 2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Bilingual/ ESL/ Title I Director, Counselor(s), Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$5,000	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)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug- June	(L)General Fund - \$500	Criteria: Submission of surveys.  06/25/25 - Some Progress (S)
4. Offer educational classes for parents at the campus 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, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-June	(F)Title I Part A - \$1,200	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)	Bilingual/ ESL/ Title I Director, Counselor(s), Principal	August - September	(F)Title I Part A - \$1,200	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.

# PROGRESO H S

**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
				Review methods used to distribute policies.  06/25/25 - Completed (S)
6. Participate in the district wide Title 1 parent/community meetings in the fall and spring. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Bilingual/ ESL/ Title I Director, Counselor(s), Principal	Aug - May	(F)Title I Part A - \$3,000	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. Provide student, parent, and family support services to 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)	Bilingual/ ESL/ Title I Director, Counselor(s), Director of Special Education Services, Instructional Facilitator, Principal	Aug - Sept	(L)General Fund - \$5,000	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 in events to include Trunk or Treat, Feast of Sharing, Winter Festival and Parade. (Title I SW Elements: 3.1) (Target Group: All,EB) (ESF: 3,3.1)	Club Sponsors, Counselor(s), Instructional Facilitator, Principal	Aug - May	(F)Title I Part A - \$5,000	Criteria: Increase parental involvement by planning content based activities for parents and students.  06/25/25 - On Track (S)

# PROGRESO H S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. 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)	Bilingual/ ESL/ Title I Director, Climate Committee, Club Sponsors, Coaching Staff, Counselor(s), Instructional Facilitator, Principal	Aug- June	(F)Title I Part A - \$5,000	Criteria: Increase in overall extracurricular involvement by 10% compared to prior year  07/05/25 - Some Progress (S)
10. Implement a 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, Counselor(s), Instructional Facilitator, Principal	Jan-June	(F)Title III Bilingual / ESL - \$3,000	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)

# PROGRESO H S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a partnership with the City of Progreso to maximize community resources. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Counselor(s), Instructional Facilitator, Principal, Superintendent	Aug-June	(F)Title I Part A - \$5,000	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)	Bilingual/ ESL/ Title I Director, Counselor(s), Principal	Aug- June	(F)Title I Part A - \$3,000	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)	Bilingual/ ESL/ Title I Director, Director of Finance, Principal	Sept - Aug	(F)Title I Part A - \$8,000	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)



# PROGRESO H S

**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. Provide aligned parent trainings and resources to maximize education and career opportunities (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Bilingual/ ESL/ Title I Director, Counselor(s), Principal	Aug-May	(F)Title I Part A - \$3,000	Criteria: Increase the number of parents who participate in the classes being offered.  06/25/25 - On Track (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 students enrolled in PHS/EC (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Counselor(s), Instructional Facilitator, Principal	Aug - June	(F)Title I Part A - \$3,000	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)
3. Provide 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)	Counselor(s), Principal	Aug- June	(L)General Fund - \$2,000	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)
4. Promote campus parent sessions on STAAR EOC requirements, LPAC, TELPAS, PSAT and SAT/ACT testing information. These sessions will 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)	Bilingual/ ESL/ Title I Director, Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug - June	(F)Title I Part A - \$5,000	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 outreach information.

# PROGRESO H S

**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
				06/25/25 - On Track (S)
5. 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)	Instructional Facilitator, Principal	August-May	(F)Title I Part A - \$1,000	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)
6. Increase resources for families identified under the McKinney-Vento program to provide essential support for students experiencing homelessness. The trainings will also provide 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)	Counselor(s), Principal	Aug-May	(F)Title I Part A - \$2,000	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)

# PROGRESO H S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase communication through different methods such as: Campus websites, Facebook, Campus Marquees, twitter, school messenger, phone calls, home visit and (virtual) ZOOM parent meeting) to keep parents informed about district initiatives, highlights (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Counselor(s), Director of Technology, Instructional Facilitator, Principal	Aug-May	(L)General Fund - \$2,000	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)	Counselor(s), Principal	Aug-June	(F)Title I Part A - \$2,000	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 and migrant children. (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, Counselor(s), Director of C&I, Director of Special Education Services	Aug-May	(F)Title I Part A - \$2,000, (F)Title III Bilingual / ESL - \$2,000	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 parents, families, and the community. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Counselor(s), Instructional Facilitator, Principal	Aug- June	(F)Title I Part A - \$2,000	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes.

# PROGRESO H S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				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)	Counselor(s), Director of Technology, Instructional Facilitator, Principal	Aug- June	(L)General Fund - \$3,000	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)	Counselor(s), Director of Technology, Instructional Facilitator, Principal	Aug-June	(L)General Fund - \$500	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 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)	Director of Technology, Principal	Aug-June	(L)General Fund - \$1,000	Criteria: Evaluate by tracking website analytics

# PROGRESO H S

**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)	Bilingual/ ESL/ Title I Director, Director of C&I, Director of Finance, Principal	Aug-June	(L)General Fund - \$1,500	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, Principal, Superintendent	May-Aug	(L)General Fund - \$1,200	Criteria: District financial stability. 06/25/25 - Some Progress (S)
3. Monitor monthly financial reports to find evidence that 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)	Bilingual/ ESL/ Title I Director, Director of Finance, Principal	Aug-June	(L)General Fund - \$500	Criteria: District financial stability. 06/25/25 - Some Progress (S)

# PROGRESO H S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop an Educational Sustainability Plan to replace all chalkboards with whiteboards, replace carpet with tile and modernize facilities that will be managed by the Facilities and Safety Committee. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Principal	Aug-June	(L)General Fund - \$10,000	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, Director of Technology, Principal, Superintendent	Aug-June	(F)Title IV Safe and Drug Free - \$200, (L)General Fund - \$50,000	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)	Director of Support Services, Instructional Facilitator, Principal, Superintendent	Aug-June	(F)Title IV Safe and Drug Free - \$5,000, (L)General Fund - \$1,200	Criteria: Effective implementation of emergency operations plan.  06/25/25 - Some Progress (S)
4. Create and maintain an environment which supports positive physical, emotional, health, Nutritional, Professional growth and social well-being for students and staff by sponsoring social events such as dances, field days, recognition assemblies, etc. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Climate Committee, Counselor(s), Instructional Facilitator, Principal	Aug-June	(F)Title IV Safe and Drug Free - \$3,000, (L)General Fund - \$3,000	Criteria: Ensure a positive climate conducive to learning and professional growth.  06/25/25 - Significant Progress (S)
5. Continue efforts to support awareness and student support in the areas of: Suicide	Counselor(s), Instructional Facilitator, Principal	Aug-June	(F)Title IV Safe and Drug Free - \$5,000, (L)General Fund -	Criteria: Monitor systems to improve school climate

# PROGRESO HS

**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
Prevention, Mental Health, Sexual Abuse, Sexual Harassment. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)			\$2,000	06/25/25 - Significant Progress (S)
6. 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. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Bilingual/ ESL/ Title I Director, Instructional Facilitator, Principal	Aug-June	(F)Title IV Safe and Drug Free - \$8,000	Criteria: Improve safe environment conducive to learning.  06/25/25 - Significant Progress (S)
7. Conduct an Exterior Door Safety Audit and reinforce all exterior door lock, ensuring that all doors are functioning properly by conducting weekly door audits. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Finance, Principal	Aug-June	(L)General Fund - \$25,000	Criteria: Improve safe environment conducive to learning.  06/25/25 - On Track (S)
8. Implement access control policies to include: exterior doors, visitors and procedures and management of keys. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Custodial Staff, Principal	Aug - June	(L)General Fund - \$2,500	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)	Instructional Facilitator, Principal, Teacher(s)	Aug-June	(L)General Fund - \$1,500	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)	Counselor(s), Director of C&I, Instructional Facilitator, Principal	Aug-June	(L)General Fund - \$1,500	Criteria: Improve safe environment conducive to learning.  06/25/25 - Some Progress (S)

# PROGRESO HS

**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
(Strategic Priorities: 4) (ESF: 3.1)				
11. A School-based Law Enforcement officer will be accessible and visible during regular school hours. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Principal, Superintendent	Aug-June	(F)Title IV Safe and Drug Free - \$20,000, (L)General Fund - \$20,000	Criteria: Improve safe environment conducive to learning.  06/25/25 - On Track (S)
12. Incorporate a system of communication to report needs assessments, completion of projects, and facilities needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3.1)	Director of Finance, Principal	Aug - June	(L)General Fund - \$500	Criteria: Safety environment conducive to learning.  06/25/25 - On Track (S)
13. Provide and upgrade classroom furniture to enhance the physical learning environment by improving organization, promoting student comfort, and ensuring safety. Updated furnishings will support flexible seating, structured learning spaces, and accessible layouts that accommodate diverse student needs, contributing to a more effective and inclusive classroom experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Director of Finance, Principal	August-June	(F)Title I Part A - \$75,000	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. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	Director of Finance, Principal, Superintendent	Augus-June	(L)General Fund - \$30,000	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 efforts to provide support to all students, staff, parents, community and outside entities to ensure all business operations are	Counselor(s), Instructional Facilitator, Principal	Aug. -June	(L)General Fund - \$5,000	06/25/25 - Significant Progress (S)



# PROGRESO HS

**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
supportive of the instructional goals and objectives of the district in the attainment of the campus district performance objectives. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)				
16. Establish a yearly maintenance schedule 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 infrastructure. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Director of Finance, Principal	Aug. - June	(L)General Fund - \$10,000	
17. Implement and train all students and staff on the Standard Response Protocol procedures that will be used throughout the year. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Counselor(s), Instructional Facilitator, Principal, Teacher(s)	August - June	(F)Title IV Safe and Drug Free - \$3,000	Criteria: Increase understanding on how and when to use Standard Response Protocol systems.

# PROGRESO H S

**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)	Counselor(s), Instructional Facilitator, Principal	August-Jne	(F)Title IV Safe and Drug Free - \$2,000	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)	Counselor(s), Instructional Facilitator, Principal	Aug-May	(F)Title IV Safe and Drug Free - \$2,000	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)	Director of Finance, Principal, Superintendent	August-June	(F)Title IV Safe and Drug Free - \$2,000, (L)General Fund - \$20,000	Criteria: Evaluate by tracking the completion of security upgrades (fencing, lighting, cameras, key card systems, bus safety technology) and monitoring incident reports for reductions in safety concerns.
4. Provide essential health and safety resources such as EpiPens, CPR/First Aid training for staff, and updated sanitation systems (plumbing, ventilation, automatic fixtures) to promote wellness and readiness across all campuses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Nurse, Principal	Aug-June	(L)General Fund - \$5,000	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 H S

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide essential nurse supplies to ensure timely response to student health needs, support daily attendance, and promote a safe campus environment. (Target Group: All,AtRisk)	Principal, School Nurse		(F)Title I Part A - \$2,500, (L)General Fund - \$3,000	
6. Continue partnerships with UTPA to provide T-CHAT social emotional counseling sessions for referred students. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Counselor(s), Nurse, Principal	August - June	(F)Title IV Safe and Drug Free - \$5,000	

## 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.

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

**School System:** Progreso High School

**School Year:** 2025-2026



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

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

## **Description of the CNA Process**

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

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

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

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

## **CNA Dates**

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

CNA Review: September 24, 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)	Leticia Aguilar, EC Director
2)	
3)	

1)	
2)	
3)	

1)	Ashley Ledezma, student
2)	Martin Villarreal, student
3)	

1)	
2)	
3)	



## Other School Leaders

1)	
2)	
3)	

## Paraprofessionals Present in the School

1)	Ariadna Jalomo
2)	Angelita Gonzalez
3)	

## Parents

1)	Jessica Garcia
2)	Abigail Villarreal
3)	

## Principals

1)	Diana Aguilar
2)	
3)	

## Specialized Instructional Support Personnel

(If appropriate)

1)	Maria Corpus, Counselor
2)	
3)	

## Teachers

1)	Michelle Garza
2)	Humberto Cabrera
3)	Adan Cabrera

## **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
- College and Career Readiness

## List of Strenghts

The CNA process identified several strengths across all examined areas. Demographically, the campus maintains stable enrollment and a strong connection with the local community. Student Achievement shows steady progress supported by intervention blocks, tutoring, and data-driven instructional adjustments. School Culture and Climate are reinforced through positive behavior supports, counseling, and student engagement activities. Staff Quality, Recruitment, and Retention are supported through ongoing PLCs, instructional coaching, and professional development. Curriculum and Instruction are aligned to TEKS and supported by progress monitoring and differentiated instructional strategies. Family and Community Involvement is strengthened through consistent communication and participation in school events and SBDM. School Context and Organization effectively utilize coordinated scheduling to support student needs. Technology access supports blended learning and instructional delivery across classrooms.

## List of Needs

The CNA process also identified areas for growth across the examined categories. Demographically, the campus must address rising chronic absenteeism and provide additional support for at-risk students. Student Achievement needs include increasing performance at the Meets and Masters levels and strengthening supports for Emergent Bilingual and Special Education students. School Culture and Climate would benefit from expanded social-emotional learning and more consistent behavior intervention systems. Staff Quality, Recruitment, and Retention continue to be impacted by shortages in certified bilingual and content-area teachers and the need for sustained mentoring. Curriculum and Instruction require increased rigor, deeper cross-curricular alignment, and continued use of data to guide differentiation. Family and Community Involvement needs to move beyond participation to active collaboration and two-way communication. School Context and Organization should further strengthen systems for monitoring intervention effectiveness. Technology needs include device updates, stronger connectivity, and ongoing staff training for effective classroom integration.

## Conclusions/Priorities

Based on the CNA, the campus will prioritize improving student attendance and increasing performance at the Meets and Masters levels through strengthened Tier I instruction, targeted intervention, and progress monitoring. Support for Emergent Bilingual and Special Education students will be enhanced through differentiated instructional practices and consistent implementation of interventions. Teacher capacity and retention will be supported through ongoing coaching, PLCs, and mentoring. The campus will also work to deepen family engagement through purposeful communication and shared decision-making. Finally, updates to technology and continued staff training will be used to support high-quality instruction and equitable learning access.

## **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)
- 2)
- 3)

Jessica Garcia
Abigail Villarreal

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

- 1)
- 2)
- 3)


#### Teachers

- 1)
- 2)
- 3)

Michelle Garza
Humberto Cabrera
Adan Cabrera

#### Principals

- 1)
- 2)
- 3)

Diana Aguilar

#### Other School Leaders

- 1)
- 2)
- 3)


#### Paraprofessionals Present in the School

- 1)
- 2)
- 3)

Diana Cantu
Leonardo Ochoa

## Administrators

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

1)	Leticia Aguilar, EC Director
2)	
3)	

## Specialized Instructional Support Personnel

(If appropriate)

1)	Maria Castaneda, Counselor
2)	
3)	

## School Staff

(If appropriate)

1)	
2)	
3)	

## Other Individuals

(If appropriate and determined by the school)

1)	Ashley Ledezma, student
2)	Martin Villarreal, student
3)	

## **Evidence of Multiple Meetings Held**

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

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

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

## **Plan Availability**

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

(Consider the location and accessibility of the plan)

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

## **Understandable and Uniform Format**

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

## **Language Parents Can Understand**

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

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

## Plan Coordination 1114(b)(5)

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

### Programs such as;

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

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

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

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

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

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

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

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

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

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

Progreso High School provides counseling, mentoring, and social-emotional supports to assist students who may be at risk academically or behaviorally. The campus also ensures preparation for postsecondary education and workforce readiness through strong Career and Technical Education (CTE) programs, college and career advising, and access to dual credit courses that allow students to earn college credit while still in high school. A schoolwide MTSS/RTI model is used to provide academic and behavioral interventions, coordinated with Special Education services to ensure students receive targeted support. Additionally, teachers and paraprofessionals participate in ongoing professional development focused on data-driven instruction, differentiation, and supporting high-need student groups. The campus also provides transition supports for students entering high school, such as orientation activities and academic planning to ensure a smooth adjustment and promote success. These coordinated strategies ensure that all students, especially those at risk, have the support needed to meet challenging state academic standards.



# **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.