

Valere Public Schools

Promesa College Prep Brownsville

2023-2024 Campus Improvement Plan

Mission Statement

Promesa College Prep-Brownsville seeks to develop inquisitive, critical thinkers, and collaborative learners through the implementation of a safe and challenging learning environment that respects linguistic and cultural diversity. We provide college and career exploration to prepare our students to develop a pathway to their future. We are united by our commitment in achieving excellence, promoting teamwork, and inspiring leadership.

Vision

Promesa College Prep-Brownsville helps students unlock their full potential and equips them with the necessary skills and knowledge to achieve academic and lifelong success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Promesa College Prep-Brownsville is a charter school that has an enrollment of 202 students. Currently, 99% of our students enrolled are Hispanic/Latino and 87% are identified as economically disadvantaged. 45% of our students are male and 55% of our students are female. Promesa College Prep-Brownsville also holds a high number of students identified as Bilingual students. But this number did decrease from last year. We currently have 61% of our population identified as EB students, 19% of our population are identified as Special Education students, .04% are identified as Dyslexia students, and 11% of our students receive speech services. On our campus, we offer programs for our students identified as Special Education, Bilingual, 504, Speech, and economically disadvantaged students. There are 63% At-Risk students. These students are identified as At-Risk due to grade-level retention, economically disadvantaged, and/or have been unsuccessful with a local and/or state assessment. Presently our campus consists of 11% male staff members and 89% female staff members.

Demographics Strengths

Although a majority of our students at Promesa College Prep Brownsville come from a low socioeconomic background, it is evident that all students are highly motivated and ready to put forth all efforts in the classroom. The high motivation helps with behavioral issues in the classroom. Our teacher to student ration is low, thus allowing the teacher to be able to maximize classroom instruction.

100% of our teaching staff hold a bachelor's degree. 80% of teachers are certified and 20% are working toward certification.

There are two male teachers and 13 female teachers.

We had 20 EB students exit the bilingual program and are now in monitored year 1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special education students need to be monitored and supported with stronger interventions and support. **Root Cause:** Our special education teacher to special education/504 student ration is unbalanced. The use of an aid would relieve that.

Problem Statement 2: Our pre-school grades' attendance is lower when compared to the other grades. **Root Cause:** Our pre-school students tend to get sick more often and parents will keep home to monitor even after.

Student Achievement

Student Achievement Summary

An analysis of student achievement was conducted using our highly qualified instructional materials Amplify for Reading and Eureka Math. In addition, the data was disaggregated by demographics including ethnicity, gender, economically disadvantaged, special education, at-risk, and bilingual. Various tools, resources, and teacher professional development all play a role in student achievement.

Although we do not have our school rating just yet, we had great STAAR scores for the 2022-2023 school year.

3 rd grade Reading: 7 masters and 4 meets	15% did not meet	STRENGTH
3 rd grade Math: 6 masters and 4 meets	15% did not meet	STRENGTH
4 th grade Math: 3 masters and 5 meets	20% did not meet	STRENGTH
5 th grade Reading: 2 masters and 4 meets	8% did not meet	STRENGTH
5 th grade Math: 3 masters and 5 meets	8% did not meet	STRENGTH
6 th grade Reading: 3 masters and 5 meets snapshot.	100% passed as the student that failed came after PEIMS	STRENGTH
6 th grade Math: 0 masters and 5 meets snapshot.	100% passed as the student that failed came after PEIMS	STRENGTH
7 th grade Reading: 1 masters and 2 meets	100% passed	STRENGTH

The parents of our campus are provided the opportunity to give feedback through phone calls, class dojo, parent conferences, and Facebook. We received 80% of responses through phone calls and ClassDojo.

We offer tutorial and special education services on an individual basis. We also maintain open communication between teacher and parent. Our school counselor is able to meet with individual students in need to provide support and guidance.

The principal has an open door policy for students, parents, and teachers.

Individual student needs are identified through exit tickets, teacher observations, benchmark scores, classroom participation, and classroom projects. The services and interventions are determined according to the progress of the students. The services are implemented through enrichment during the day, tutorial classes after school, and if needed, through inclusion from the SPED teacher, dyslexia lab, and resources classes.

Some special education students have a lower achievement rate compared with non-special education students. These students are provided inclusion by the special education teacher, dyslexic classes if needed, and resource classes if they are required. These students are also receiving accommodations, such as check for understanding, oral administration of assessments, extra time and tutorial classes. Teachers are supported through co-planning with the special education teacher in order to discuss the progress of the students and recommended extra strategies that students may.

The EB achievement rates are comparable to all other students. They score well on their benchmark and state assessments. Some receive language accommodations on a daily basis through their listening, reading, and writing skills in their classrooms. They are also provided with practice for the TELPAS assessment and have opportunities to write and speak on a daily basis. The counselor provides support for the teachers and suggests strategies in order for these students to be successful.

Student Achievement Strengths

Various tools and resources are available to ensure that strategies being used improve student performance. Along with resources and highly qualified instructional materials, we are able to create small groups and document interventions in an effort to close educational gaps.

Teachers create data-driven lesson plans according to student needs. Teachers will look at their TEKS resource system and ensure mastery. Teachers create a benchmark analysis to target weak points.

Involved parents will ask teacher for assistance in how they can help their children at home. We also have various parental involvement activities helping parents understand the state test as well as what will be expected of their child so there is a better understanding of our end goal.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students who have academic struggles need to be on an RTI. If they do not show improvement, then they need to be referred for testing in a timely manner to ensure they receive accommodations as needed and be used routinely in the classroom. **Root Cause:** Students continue on RTI because they need the assistance but testing never happens because some improvement is seen. It is not significant improvement to see on the STAAR test.

School Culture and Climate

School Culture and Climate Summary

Campus administration has an open door policy at all times. Administration is willing to meet and listen to faculty, staff, parents, and students. Faculty, staff, parents and students feel welcomed at our Promesa College Prep-Brownsville campus. Our students feel safe on campus and students feel comfortable talking to administration about anything that may be concerning them. Students enjoy many of the extra-curricular activities that the school has to offer such as running, book club, STEM club, dance team, cheer squad, DIY club, and our brand new athletics program.

Consistent implementation of rewards/incentive program has aided in promoting of positive behavior such as student of the month for all grade levels.

Student and staff birthdays are announced daily via the morning announcements.

Frequent updates regarding academics, policies, and school information are given at least weekly via Class Dojo.

We started using our Facebook page to upload the wonderful things happening on our campus. Parents have been responding positively.

After reviewing the results of Promesa College Prep-Brownsville student survey from this past year, it was revealed that 99% of the student population believe that the school climate is a positive one. 99% of our teachers also agree that we have a safe, warm, and welcoming environment that is conducive to learning. Our teachers have positive student/teacher relationships that allows them to focus on educational needs. Teachers have a collaborative and supportive relationship with the principal that ensures student achievement. There is a focus on learning and high expectations for all students. At Promesa College Prep-Brownsville students and staff are offered a positive school environment through a variety of ways. Students are given positive behavior incentives such as opportunities to attend multiple school-wide events throughout the year and teacher-based incentives, while the staff participates in holiday celebrations and other planned gatherings. Occasional surprise breakfast appreciation is given to all staff.

Teachers are willing to work hard and learn new things every day. Teacher are using the highly qualified instructional materials with their students.

Our mission at Promesa College Prep-Brownsville is to develop inquisitive, critical thinkers, and collaborative learners through the implementation of a safe and challenging learning environment that respects linguistic and cultural diversity. We provide college and career exploration to prepare our students to develop a pathway to their future. We are united by our commitment in achieving excellence, promoting teamwork, and inspiring leadership. Our Vision at Promesa College Prep-Brownsville is to help students unlock their full potential and equip them with the necessary skills and knowledge to achieve academic and lifelong success.

We provide Equity-Opportunity and Equal Access for all students and staff.

School Culture and Climate Strengths

Overall climate and culture are positive. Parents and students have expressed joy in regard to the school. Parents are happy with the education students are receiving on campus. Campus activities such as Family Literacy Night, Fall Festival, Winter program, family night, and award ceremonies promote wide-spread unity among staff, students, and parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers feel undervalued. **Root Cause:** There were no pay raises this year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Promesa College Prep-Brownsville the process for recruiting high quality staff is targeting candidates that understand the role and responsibility that they are about to take on. The recruitment process would be knowing where the hiring needs are, conducting a handful of interviews using targeting questions that will be able to identify if the candidate would be a great fit for the position. A way we retain high quality staff is by evaluating the staff and providing them with appropriate feedback. We also provide opportunities for professional development.

Promesa College Prep-Brownsville continues to be proactive in the recruitment and retention of qualified staff. All teachers in our school are highly qualified and have a bachelor's degree. Our teachers have or are working toward their teacher certification. Teachers are offered professional development throughout the year to better assist the teacher in the classroom. New teachers have been provided a mentor and weekly teacher check ins have been helpful as well. Administration has grade level meetings weekly to discuss issues that may have come up.

We have partnered with Region One to better assist our teachers with teaching strategies and dig deep into the TEKS. Teachers and principal meet with Region One biweekly.

Decisions are not made by administration alone. Teachers and other staff members also have a say in the decision for our students and school.

Teachers are also trained on TTESS so that they have a better understanding of where they should strive to be on the rubric. Promesa College Prep-Brownsville teachers act as facilitators in their classrooms and plan for their classes to be student led.

Staff Quality, Recruitment, and Retention Strengths

All of our teachers are highly qualified. 80% of our teachers are fully certified. 20% of our teachers are working towards getting their certification.

100% of teachers have been trained on Responsive Learning which included: Bully Prevention in Schools, FERPA, Sexual Harassment in Schools, Health Emergencies, Blood-borne Pathogens in Compliance in Schools, Slips, Trips, and Falls in Schools, Guide to the Texas Educators' Code of Ethics, Disease Prevention in the classroom, Creating an Emergency Plan, and Human Trafficking and Maltreatment Prevention.

100% of our staff were CPR and AED trained.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not all of our teachers are certified. **Root Cause:** Teacher programs and university requirements have changed, making it more difficult to obtain a certificate. Candidates not have to attend tutorials and take practice tests before they can even challenge a test.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers use lesson plans, books, and materials that are TEKS aligned and use TEKS Resource System when planning lessons. Teachers will review their benchmark analysis to ensure data driven lesson plans. They are used as a way to inform curriculum, instruction and assessment decisions. Dedicated time has been established to desegregate data and align assessments after the instructional day when tutoring is not assigned. Students that are eligible under HB1416 are getting additional tutoring throughout the school day as enrichment is embedded in our master schedule.

Teachers in K-3rd grade are using the Amplify, teachers K-5th are using the Eureka Math the classroom, and teachers in 6th-8th are using Carnegie Math. All highly qualified instructional materials.

Promesa College Prep-Brownsville meets the needs of students as the reach of IDEA goes beyond public schools, it includes charter schools as well. All school districts must provide FAPE to students with disabilities. These students learn side by side with peers as much as possible in the LRE.

Emergent bilingual students are provided accommodations and useful bilingual strategies in the classroom setting. All teachers include ELPS in their lesson plans. These bilingual strategies help students improve their language proficiency standards in areas such as listening, speaking, reading, and writing.

Students with dyslexia are provided with accommodations and a dyslexia lab if included in their IEP.

Teachers meet twice a 6 weeks with the special education teacher to discuss educational goals and ensure our students are progressing.

Students are benchmarking using TTAP and are also assessing online using Tide Cambium.

Curriculum, Instruction, and Assessment Strengths

Weekly grade level meetings have been a crucial part in ensuring we address the learning gaps in student learning. Teachers and principal are able to create a plan of action for each child in need. Scheduled weekly PLCs have also been wonderful in empowering each teacher and staff on campus. There are always positive outcomes at our PLC's and there is always teacher collaboration.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are having to look on the internet for curriculum for Science and Social Studies. **Root Cause:** We have not received our shipment of books nor have we been able to gain access to online resources.

Parent and Community Engagement

Parent and Community Engagement Summary

At Promesa College Prep-Brownsville, our parents participate through open house, parent meetings, school programs held after school, parent surveys, Title I meetings, and Special Education meetings. We have positive communication with our parents via telephone calls, texts, email, and monthly parent notices in both English and Spanish for our bilingual population. Teachers each have a Class Dojo where they keep parents abreast of what is going on in the classrooms as well as sharing reminders for upcoming events. Administration has an open door policy and parents have plenty of opportunities throughout the year to meet and address issues important to them.

Parent and Community Engagement Strengths

A strength is that administration has an open door policy. Parents are welcomed to come in for meetings as requested or through phone calls or email.

Promesa College Prep-Brownsville is committed to encouraging a positive culture and climate at our school with parental involvement. We provide educational opportunities to parents about topics that will help them raise confident, well-rounded students including meetings about STAAR and TELPAS testing, dyslexia, Title I and other topics. Our students feel safe at our school and our parents agree that Promesa College Prep does a good job at educating their children. Teachers feel supported and are focused on providing an excellent education for our students. We continue to be an "A" rated campus and make decisions based on the best interest of our students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We do not have parents volunteering when we have school-wide events coming up. **Root Cause:** There is no room on campus for a parent center that would not interfere with teacher work space.

School Context and Organization

School Context and Organization Summary

This is the process, structure, decision-making, and overall leadership aspects of Promesa College Prep-Brownsville, including how these areas address quality teaching and learning. Our master schedule allows for maximum instructional time, and we have minimal classroom disruptions. Our master schedule also has an enrichment period embedded for students needing hours for HB1416. Classroom management is implemented by the classroom teacher that allows for maximum instructional time. All students have the same opportunity to participate in after school programs.

There is communication of expectations, policies, and procedures at the beginning of the year and throughout. Teachers are aware of their expectations. Not all campus wide initiatives are completed with fidelity.

School Context and Organization Strengths

Campus administration is willing to listen to faculty, staff, and parent/family input. Campus administration has an open door policy. It is evident that parents believe that our school does provide many opportunities and support for families and students. Our school provides student support and advising in both personal, social, and college/career exploration education.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers, admin, counselor, and tutors are spread thin. **Root Cause:** We lost the academic tutor position, literacy coach position, and a tutor position. There is also one substitute for the entire school.

Technology

Technology Summary

At Promesa College Prep- Brownsville, each teacher has their own laptop and classroom phone to communicate with parents. Teachers have access to various online resources. 100% of our students have chrome books for classroom use. We ensure that campus technology policies and procedures are in place to establish a culture that promotes student success. Technology compliments the instruction offered by teachers to enhance learning activities. Not all students have headphones that work properly. We have found that the jack headphones work better than the USB ones due to the ease of connecting.

Online resources have been limited due to waiting for the rollover. Other issues such as rostering have also affected being able to log into those online resources. Teachers have not been able to access STEMSCOPES and Studies Weekly.

Technology Strengths

Each student and teacher has their own laptop for school use. Our district is equipped with Barks Software to monitor students' use of their chrome book and online learning. We have an IT director for the district that is available whenever an issue comes up.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers do not have access to their online resources such as STEMSCOPES and Studies Weekly. **Root Cause:** Teachers cannot get access through clever.

Priority Problem Statements

Goals

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in all core academic state tested areas.

Performance Objective 1: 80% of students in grades 3rd-8th will receive "approaches" on the yearly state assessment, STAAR in tested areas.

Evaluation Data Sources: STAAR exam for tested areas and end of the year benchmark for non-tested areas.

Strategy 1 Details	Reviews			
Strategy 1: Campus principal will work with respective staff biweekly during independent meetings to review data and the use of this data to drive lesson plans, classroom instruction, and intervention. Strategy's Expected Result/Impact: We will update our data tracking spreadsheet that will indicate improved student performance. Through benchmark data analysis, teachers will target specific TEKS to ensure master by the end of the year. Staff Responsible for Monitoring: Principal Classroom Teacher Title I: 2.4, 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Intervention groups will be formed based on student academic needs and results from the high quality instructional materials Amplify for Reading and Eureka Math end of module assessments. Strategy's Expected Result/Impact: We will see improved student performance on benchmarks and classroom assessments. Staff Responsible for Monitoring: Principal Classroom Teacher Title I: 2.4, 2.6	Formative			Summative
	Oct	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Offer tutorial to at-risk students in need based on formal and informal assessments such as Amplify and Eureka Math mid-module and module assessments, Strategy's Expected Result/Impact: We will see student academic progress with our at-risk population. Staff Responsible for Monitoring: Principal Classroom Teacher Title I: 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 4 Details	Reviews			
Strategy 4: Professional Development will be provided from Region One to develop and expand repertoire of learning strategies to facilitate EB students meeting grade-level expectations across the foundation and enrichment curriculum. Strategy's Expected Result/Impact: Teachers will meet linguistic and educational needs of EB students by using varied learning strategies to help them be successful on the TELPAS test. Staff Responsible for Monitoring: Principal Classroom Teacher Title I: 2.5, 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 5 Details	Reviews			
Strategy 5: Principal and Region One will, through Texas Lesson Studies, will provide PDs and mentoring for staff to assist with data-driven targeted intervention for at-risk students. Strategy's Expected Result/Impact: Teachers will be able to identify issues with students or curriculum, set goals, and solve problems. Teachers will be able to create data-driven lesson plans. Staff Responsible for Monitoring: Principal Classroom Teacher Title I: 2.4, 2.6	Formative			Summative
	Oct	Feb	May	July





Strategy 6 Details	Reviews			
Strategy 6: Teachers will receive professional development through Strong Foundation Math Grant to help ensure all existing instructional priorities are aligned with research and to build a shared understanding and unified vision of success. Strategy's Expected Result/Impact: Teachers have a better understanding of the TEKS and help students close the gaps from the COVID-19 aftermath. Staff Responsible for Monitoring: Principal Classroom Teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 7 Details	Reviews			
Strategy 7: Offer Saturday tutorial during the second semester to students with identified learning gaps and underdeveloped skills. Strategy's Expected Result/Impact: Saturday tutorial can help strengthen subject comprehension, build confidence, and help improve important learning skills. Tutoring gives students individualized attention that they don't get in a crowded classroom. Staff Responsible for Monitoring: Campus principal classroom teacher Title I: 2.5, 2.6	Formative			Summative
	Oct	Feb	May	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in all core academic state tested areas.

Performance Objective 2: 80% of students in K-2nd grade will be "developed" in the TPRI Assessment.

Evaluation Data Sources: TPRI Assessment

Strategy 1 Details	Reviews			
Strategy 1: Remediation will be provided through academic tutoring based on student need. Strategy's Expected Result/Impact: Students will overcome areas identified as a weakness and develop a mastery of the material. Staff Responsible for Monitoring: Principal Classroom teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Administer the TPRI and use the data to determine reading levels and make instructional decisions and progress monitor. Strategy's Expected Result/Impact: The teacher can teach more effectively and make better decisions about the type of instruction that will work best for their students. Staff Responsible for Monitoring: Principal Classroom teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Offer tutorial to students in K-2nd grade that are "still developing" in TPRI areas: phonemic awareness, graphonemic knowledge, reading accuracy, fluency, and comprehension. Strategy's Expected Result/Impact: We will see academic progress and show areas as developed that were previously identified as still developing. Title I: 2.6	Formative			Summative
	Oct	Feb	May	July

Strategy 4 Details		Reviews			
Strategy 4: Use the high quality instructional material module assessments from Eureka and Amplify to progress monitor students' areas of weakness. Strategy's Expected Result/Impact: Teachers can use the data to drive lesson plans and make instructional decisions for students. Staff Responsible for Monitoring: Campus principal Classroom teacher		Formative			Summative
		Oct	Feb	May	July
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>					

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in all core academic areas.

Performance Objective 1: 80% of limited English proficient students in grades K-8th grade will increase a minimum of one proficiency level descriptor on each of the TELPAS assessments.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Transitional Bilingual/Early-Exit program that includes reading instruction based on students' English proficiency levels. Strategy's Expected Result/Impact: Student academic success in acquiring second language acquisition and student will use less language supports. There will be an increase of student proficiency levels. Staff Responsible for Monitoring: Campus Principal LPAC committee Title I: 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use English Language Proficiency Standards (ELPS) to develop vocabulary and concepts in listening, speaking, reading, and writing. Strategy's Expected Result/Impact: Students identified as Emergent Bilingual will have a better understanding of academic vocabulary and will have an increase a proficiency level descriptor in each of the TELPAS areas. Staff Responsible for Monitoring: Campus Principal Classroom teacher Title I: 2.6	Formative			Summative
	Oct	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Students in K-2nd grade will use Amplify Reading to assist with development of academic vocabulary. Strategy's Expected Result/Impact: Students will build their academic vocabulary and will use that knowledge for their TELPAS test. Lesson plans will include and introduce vocabulary prior to concepts/topics. Title I: 2.6	Formative			Summative
	Oct	Feb	May	July

Strategy 4 Details		Reviews			
Strategy 4: Students identified as EB will use Rosetta Stone to assist them with language development. Strategy's Expected Result/Impact: Students will have a better understanding of the English language and use their vocabulary acquired in the classroom. Staff Responsible for Monitoring: Campus Principal Classroom Teacher Title I: 2.6		Formative			Summative
		Oct	Feb	May	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Regardless of manner of instruction, 100% of Promesa College Prep-Brownsville staff and students will contribute to a safe environment and practice positive school culture.

Evaluation Data Sources: Teacher/Parent phone logs, training agendas, sign in sheets, student, teacher, and parent surveys.





Strategy 1 Details	Reviews			
Strategy 1: Implementation of student of the month to promote positive behavior on campus. Strategy's Expected Result/Impact: Students will receive their certificate, pencil, and be publicly recognized for their achievement in upholding school rules and being an upstanding student. Title I: 2.5	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Students will receive instruction on the development of character education through the use of guidance lessons. Strategy's Expected Result/Impact: We will see positive student behavior, character education, and a safe, learning environment. Staff Responsible for Monitoring: Campus Principal Counselor Classroom Teacher Title I: 2.5	Formative			Summative
	Oct	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Students and teachers will be provided with a plan and procedures for emergency situations on campus including lock-down procedures, fire drills, and discipline expectations Strategy's Expected Result/Impact: Staff and students will understand how to follow procedures for emergency situations and ensure safety for all. Staff Responsible for Monitoring: All Staff on Campus including safety committee.	Formative			Summative
	Oct	Feb	May	July

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development to all teachers and staff regarding methods for addressing suicide prevention, cyberbullying, bullying in schools. Strategy's Expected Result/Impact: Teachers and staff will have an increased awareness in identifying sexual, physical, and emotional abuse as well as neglect as well as forms of bullying. Staff Responsible for Monitoring: All school staff	Formative			Summative
	Oct	Feb	May	July
Strategy 5 Details	Reviews			
Strategy 5: Promesa College Prep-Brownsville will have school-wide events, celebrations, and programs at flexible hours for parents and students to attend such as Title I meetings, Dyslexia information, Meet the teacher, Fall Festival, Winter program, as well as awards ceremonies. Strategy's Expected Result/Impact: We will see an improvement in parental involvement where our students can present their hard work and help create and maintain a positive school culture and climate throughout the school year. Staff Responsible for Monitoring: All staff on campus Title I: 4.1, 4.2	Formative			Summative
	Oct	Feb	May	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Student attendance rate will meet or exceed 90% on a daily basis.





Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
Strategy 1: Students will be awarded for perfect attendance. Strategy's Expected Result/Impact: We will see an increase in student attendance rate. Staff Responsible for Monitoring: Campus Principal Campus PEIMS Clerk Classroom Teacher	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will make parent contact when students are absent on the third day. Strategy's Expected Result/Impact: We will see an increase in student attendance rate while creating a positive parent/teacher relationship. Staff Responsible for Monitoring: Campus Principal Classroom Teacher PEIMS Clerk	Formative			Summative
	Oct	Feb	May	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Parents will be actively involved in the instruction of their child.

Evaluation Data Sources: Parent meeting agendas, sign-in sheets, parent phone logs and surveys.





Strategy 1 Details	Reviews			
Strategy 1: Parents will participate in the Title I activities such as the school compact development, parent involvement policy development, school improvement plan development, and comprehensive needs assessment. Strategy's Expected Result/Impact: We will see an increase in parent participation and they will become equal partners in education of their child/ren. Staff Responsible for Monitoring: Campus Principal Classroom Teacher Title I: 4.1, 4.2	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Communication to parents will be done through various means such as class dojo, letters home to parents by principal, Facebook communication in both English and Spanish. Strategy's Expected Result/Impact: We will see an increase in parent participation and they will be kept informed on all activities on campus. Staff Responsible for Monitoring: Campus Principal Classroom Teacher	Formative			Summative
	Oct	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Meet the teacher will be held prior to the first day of school to encourage parental support and understanding of the instructional program. Strategy's Expected Result/Impact: We will see an increase in parental involvement. Staff Responsible for Monitoring: Campus Principal Counselor Classroom Teacher	Formative			Summative
	Oct	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: All students will be college ready.

Performance Objective 1: 100% of Promesa College Prep students will participate in college exploration program.

Evaluation Data Sources: Teacher created rubric for college exploration project.

Strategy 1 Details	Reviews			
Strategy 1: Students will hear presentations from their local community members of the benefits of seeking higher education. Strategy's Expected Result/Impact: Students will gain awareness in higher education benefits inspiring them to pursue a higher education. Staff Responsible for Monitoring: Campus Principal Counselor Classroom Teacher Title I: 2.5	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: We will provide academic support, enrichment, and college and career readiness through regular classes. Strategy's Expected Result/Impact: Student will gain awareness of different universities located throughout the country. Staff Responsible for Monitoring: Campus Principal Counselor Classroom Teacher Title I: 2.5	Formative			Summative
	Oct	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Campus visits for all students in 3rd-8th grade will be made as a culmination of unit of study on that university and its offerings to our students. Strategy's Expected Result/Impact: Students' college knowledge, postsecondary intentions, college preparatory behaviors, and academic engagement will increase. Student will exhibit higher levels of college knowledge, efficacy, and grit as well as higher likelihood of conversing with school personnel about college. Staff Responsible for Monitoring: Campus Principal Counselor Classroom Teacher Title I: 2.5	Formative			Summative
	Oct	Feb	May	July
Strategy 4 Details	Reviews			
Strategy 4: A career fair for all students in grades 3rd-8th will take place in the spring semester. Strategy's Expected Result/Impact: Students will gain awareness about how much college is involved for each profession visiting our students. Staff Responsible for Monitoring: Campus Principal Counselor Title I: 2.5	Formative			Summative
	Oct	Feb	May	July
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				