Pharr – San Juan – Alamo Independent School District



AUGUSTO GUERRA ELEMENTARY

Campus Improvement Plan 2023-2024 Draft

Augusto Guerra EL Leadership Team



The Campus Lead Team / Campus SBDM Committee

Lilian Villareal, *Principal* Berlinda Cabrera, Assistant Principal Natalia Rodriguez, *Counselor* Elda Valdez, *Counselor* Daleth Juarez, *Collaborative Learning Leader* Angelica Cruz, *Reading Interventionist* Rene Hernandez, *Coach & Safety Committee Member Leader* Brittany Sanchez, *Science Lab Teacher / Public Relations* Cynthia Perales, *Music Teacher & Safety Committee Member* Elia Pena-Arteaga, *Librarian*

PSJA ISD BOARD MEMBERS & SUPERINTENDENT'S CABINET:

PSJA ISD School Board of Trustees

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Augusto Guerra Elementary VISION & MISSION STATEMENT



Vision

Augusto "Gus" Guerra elementary students are actively involved and prepared to collaborate,

compete and become multi-cultural life-long learners.

Mission

Our mission at Augusto "Gus" Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today's multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success.

Campus Overview / Executive Summary



Augusto Guerra is located in Alamo, Texas on 807 FM 495 and is part of feeder pattern that continues to Memorial Early College High School. The following data is reported as of September 2023- our campus currently serves about 690 students in Pre-K – 5th grade and has increased its enrollment by about 15% in the last year in a half. Our mission at Augusto "Gus" Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today's multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success. Our Vision is that Augusto Guerra students are actively involved and prepared to collaborate, compete and become multi-cultural lifelong learners. Specifically, Guerra's student population is made up of approximately 99% Hispanic and 1% White. Our student population is by vast majority, economically disadvantaged, 96.5 to be exact and 2% of them identified as migrant students. Furthermore, 9.3% (63 students) of our student population accounts for approximately 1.6% (11 students) of our student population. Additionally, we serve a large population of English learners; they account for 50% of our population (314 students to be exact). The attendance rate for our campus on average is about school year, the attendance rate for the campus has been maintained on an average ranges from 92% to 94%. Most of our students live in the surrounding areas of the school community, which consist of low-income housing and suburb areas that stretch into Donna, TX. They also account for about 25% of our students who are zoned in other areas and are currently attending Guerra Elementary under special permission.

One of the greatest things about Guerra El is the transformational culture it has exhibited through its consistent school climate – implementing college-ready initiatives: to continue to grow, compete, and provide students opportunities to be a part of extracurricular activities that support our social emotional goals and to keep them involved in positive energy! Furthermore, our student-centered excellence approach defines Guerra. Our teachers are motivated to guide students through fun, engaging learning in all core subjects along with social emotional skills needed to exceed in our multi-cultural society. Our GUERRA EAGLE culture is so rich in spirit, one of our top priorities, is focused on providing the best communication and family partnerships to ensure all students are provided a transformational elementary experience!

Campus Initiatives



- Student & Leadership team led conferences for Student Progress using STAAR 2022-2023 data in 3rd-5th and TPRI, TXKea and Fluency data in PK-2nd.
- Sustainable Development Goals & 21st Century Proficiencies- Implementation year 2; Guerra El campus community
 is currently working towards implementing a plan that ensures all students are exposed to the 17 sustainable goals
 across all content areas and GL curriculum alignment to the 21st century proficiencies.
- All GLs are exposed to a university to help promote higher academic success and engage students in social emotional awareness activities to promote college readiness.
- Academic content vertical alignment team experts in each GL lead effective planning discussions in each content; reading & writing, math, science, and social studies.
- All teachers are responsible for implementing campus literacy initiatives; integrating literacy across all content areas through effective reading and writing skills every day.
- Effective CLCs are led using the most current data and using literature from campus book studies, "Fundamental 5 2022, and Learning in the Fast Lane, 2021, and 2023-2024 Common Instructional Framework- JFF).
- Every GL will be provided with professional development on our Holdsworth journey implementing PDSA cycles to understand change ideas to consistently monitor what is and isn't working in the classroom .

PK3 EOY Fluency Data



		ache			<u> </u>			
	Students		BOY %		Students		EOY	
Margarita Lopez	24	94%	3%	3%	21	0%	14%	86%
Maria Gloria	20	100%	0%	0%	22	9%	23%	68%
Mayra Carrizales	19	100%	0%	0%	22	23%	4%	73%
РКЗ	72	96%	2 %	2%	65	11%	14%	75%
Teacher D	ata Tra	-ker B	eadin	σ (Rav	v # of			
	Students		BOY	<u>s mav</u>	Students		EOY	
	Stadonto				Stadente			
Margarita Lopez	24	22	1	1	21	0	3	18
		20	-		22		5	15
Maria Gloria	20	20	0	0	22	2	5	10
Maria Gloria Mayra Carrizales	20 19	19	0	0	22	2	1	16
			-	-				
Mayra Carrizales	19	19	0	0	22		1	16
Mayra Carrizales	19	19	0	0	22		1	16
Mayra Carrizales	19	19	0	0	22		1	16
Mayra Carrizales	19	19	0	0	22 65		1	16
Mayra Carrizales	19	19	0	0 1 BOY	22 65 EOY 2-20 to Spring		1	16
Mayra Carrizales	19	19	0	0 1 BOY 8-22 to	22 65 EOY 2-20 to Spring (5th & 6th		1	16
Mayra Carrizales	19 72	19 70	0	0 1 BOY 8-22 to Fall	22 65 EOY 2-20 to Spring		1	16
Mayra Carrizales	19 72 Pre-K 3	19 70	0	0 1 BOY 8-22 to Fall (1st & 2nd	22 65 EOY 2-20 to Spring (5th & 6th		1	16

PK4 EOY Fluency Data



Teacher Data Tracker

	Students		BOY		Students		EOY	
Norma Rodriguez	27	59%	29%	12%	24			
Racel Flores	25	60%	28%	12%	18			
Brittny Zamora	27	48%	30%	22%	17			
Monica Pimentel					16			
Mayra Carrizales	10	90%	0%	10%	14			
PK4	89	58%	27%	15%	89	13%	17%	
Teacher I	Data T	rackei	r Read	ling				
	Students		BOY		Students		EOY	
Norma Rodriguez	27	16	8	3	24	0	3	21
Racel Flores	25	15	7	3	18	5	1	12
Brittny Zamora	27	13	8	6	17	1	3	13
Monica Pimentel					16	3	0	13
Mayra Carrizales	10	9	0	1	14	3	8	3
РК4	89	52	24	13	89	12	15	62
11:37:58 AM								
				BOY	EOY			
				8-22 to	2-20 to			
				Fall	Spring			
	Pre-K 4			(1st & 2nd	-			
	Green	Mas	sters	20+	20+			
	Yellow	Appro	aches	5-19	5-19			
	Red	Sup	port	04	04			

Kinder EOY Fluency Data



	Teac	her D	ata Tr	acker					
	Students		BOY%		Students		EOY		
San Bocanegra	18	17%	39%	44%	19	26%	0%	74%	
Maritza Bugarin	17	29%	18%	53%	20	0%	0%	100%	
Adriana Rivera	23	39%	17%	44%	23	4%	17%	78%	
Crystal Olvera	21	33%	14%	52%	23	9%	13%	78%	
Kinder	79	30%	22%		85	10%	<mark>8</mark> %	<mark>82</mark> %	
Teacher		racke		ding	e . 1 . 1		EOV		
	Students		BOY		Students		EOY		
San Bocanegra	18	3	7	8	19	5	0	14	
Maritza Bugarin	17	5	3	9	20	0	0	20	
Adriana Rivera	23	9	4	10	23	1	4	18	
Crystal Olvera	21	7	3	11	23	2	3	18	
Kinder	79	24	17	38	85	8	7	70	

1st Grade EOY Fluency Data



Fluency Data Tracker Reading (Percents)

	Students Tested		Students BOY % - SEPTEMBER 2022 Tested					EOY - M				
B. Ramirez	22	23%	9%	0%	0%	68%	21	29%	19%	19%	29%	5%
S. Martinez	24	8%	21%	4%	17%	50%	22	14%	5%	36%	5%	41%
D. Silva	24	13%	21%	21%	13%	33%	22	41%	9%	19%	14%	18%
N. Lopez	25	8%	4%	8%	24%	56%	21	19%	19%	14%	19%	29%
1st Grade	95	13%	14%	8 %	14%	52%	86	26%	13%	22%	16%	23%

Fluency Data Tracker Reading (Raw # of

	Students Tested		BOY - SEPTEMBER 2022						EOY - M	AY 2023		
B. Ramirez	22	5	2	0	0	15	21	6	4	4	6	1
S. Martinez	24	2	5	1	4	12	22	3	1	8	1	9
D. Silva	24	3	5	5	3	8	22	9	2	4	3	4
N. Lopez	25	2	1	2	6	14	21	4	4	3	4	6
1st Grade	95	12	13	8	13	49	86	22	11	19	14	20

	BOY KEY	EOY KEY	
Superior	46+	92-116	
Masters	31-45	61-91	
Meets	16-30	35-60	
Approaches	7-15	19-34	
DNM	0-6	0-18	

2nd Grade EOY Fluency Data



Fluency Data Tracker Reading (Percents)

					0 (* -		/				
23	4%	13%	13%	22%	48%	19	26%	47%	0%	0%	26%
19	26%	5%	11%	16 %	42%	19	37%	32%	11%	0%	21%
22	23%	33%	22%	4%	18%	22	9%	14%	36%	23%	18%
23	13%	35%	8%	4%	35%	21	0%	57%	24%	10%	10%
12	8%	25%	8%	8%	50%	17	59%	18%	0%	6%	18%
98	15%	22%	13%	12%	38%	98	24%	34%	15%	8%	18%
Data	Tracke	er Rea	ding (P	Raw #	of						
Dutu		i neu			01						
Students						Students					
Tested		BOY -	SEPTEMBE	R 2022		Tested		EOY - M	AY 2023		
23	1	3	3	5	11	19	5	9	0	0	5
19	5	1	2	3	8	19	7	6	2	0	4
22	5	7	5	1	4	22	2	3	8	5	4
23	3	8	2	1	8	21	0	12	5	2	2
12	1	3	1	1	6	17	10	3	0	1	3
98	15	22	13	11	37	98	24	33	15	8	18
			BOX KEX						EOY KEY		
								125-148			
								101-124			
								73-100			
		24-36									
		0-23						0-43			
	23 19 22 23 12 98 98 Data Data Students Tested 23 19 22 23 12	23 4% 19 26% 22 23% 23 13% 23 13% 12 8% 98 15% Data Tracke Students Tested 23 1 19 5 22 5 23 3 12 1	23 4% 13% 19 26% 5% 22 23% 33% 23 13% 35% 23 13% 35% 12 8% 25% 98 15% 22% Data Tracker Read BOY - Students Tested 23 1 3 19 5 1 22 5 7 23 3 8 12 1 3 98 15 22 6 85-111 51-84 37-50 24-36 36	23 4% 13% 13% 19 26% 5% 11% 22 23% 33% 22% 23 13% 35% 8% 12 8% 25% 8% 98 15% 22% 13% Data Tracker Reading (F Students Tested BOY - SEPTEMBE 22 23 1 3 19 5 1 2 22 5 7 5 23 3 8 2 19 5 1 2 23 3 8 2 12 1 3 1 98 15 22 13 98 15 22 13 98 15 22 13 98 15 22 13 98 15 22 13 98 15 22 13 98 15 <td>23 4% 13% 13% 22% 19 26% 5% 11% 16% 22 23% 33% 22% 4% 23 13% 35% 8% 4% 12 8% 25% 8% 8% 98 15% 22% 13% 12% Data Tracker Reading (Raw # Students Tested BOY - SEPTEMBER 2022 Monte and and and and and and and and and and</td> <td>23 4% 13% 13% 22% 48% 19 26% 5% 11% 16% 42% 22 23% 33% 22% 4% 18% 23 13% 35% 8% 4% 35% 12 8% 25% 8% 8% 50% 98 15% 22% 13% 12% 38% Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Output 23 1 3 3 5 11 19 5 1 2 3 8 2 1 4 23 3 8 2 1 8 12 1 3 1 1 6 98 15 22 13 11 37 9 1 37 BOY KEY BOY KEY BOY KEY BOY KEY BOY KEY BOY KEY<</td> <td>23 4% 13% 13% 22% 48% 19 19 26% 5% 11% 16% 42% 19 22 23% 33% 22% 4% 18% 22 23 13% 35% 8% 4% 35% 21 12 8% 25% 8% 8% 50% 17 98 15% 22% 13% 12% 38% 98 Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Tested 23 1 3 3 5 11 19 19 5 1 2 3 8 19 22 5 7 5 1 4 22 23 3 8 2 1 8 21 12 1 3 1 1 6 17 98 15 22 13 11 37 98 0 0 0</td> <td>19 26% 5% 11% 16 % 42% 19 37% 22 23% 33% 22% 4% 18% 22 9% 23 13% 35% 8% 4% 35% 21 0% 12 8% 25% 8% 8% 50% 17 59% 98 15% 22% 13% 12% 38% 98 24% 98 15% 22% 13% 12% 38% 98 24% Data Tracker Reading (Raw # of Students Tested 90Y - SEPTEMBER 2022 Students Students 19 5 1 2 3 8 19 7 22 5 7 5 1 4 22 2 23 3 8 2 1 8 21 0 12 1 3 1 1 6 17 10 98 15 22 13 11</td> <td>23 4% 13% 13% 22% 48% 19 26% 47% 19 26% 5% 11% 16% 42% 19 37% 32% 22 23% 33% 22% 4% 18% 22 9% 14% 23 13% 35% 8% 4% 35% 21 0% 57% 12 8% 25% 8% 8% 50% 17 59% 18% 98 15% 22% 13% 12% 38% 98 24% 34% Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Students Tested EOY - M 23 1 3 3 5 11 19 5 9 19 5 1 2 3 8 19 7 6 22 5 7 5 1 4 22 2 3 23 3 8 2 1 8</td> <td>23 4% 13% 13% 22% 48% 19 26% 47% 0% 19 26% 5% 11% 16% 42% 19 37% 32% 11% 22 23% 33% 22% 4% 18% 22 9% 14% 36% 23 13% 35% 8% 4% 35% 21 0% 57% 24% 12 8% 25% 8% 8% 50% 17 59% 18% 0% 98 15% 22% 13% 12% 38% 98 24% 34% 15% Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Students 23 1 3 5 11 19 5 9 0 19 5 1 2 3 8 19 7 6 2 23 1 3 1 1 6 17 10 3 0</td> <td>23 4% 13% 13% 22% 48% 19 26% 47% 0% 0% 19 26% 5% 11% 16% 42% 19 37% 32% 11% 0% 22 23% 33% 22% 4% 18% 22 9% 14% 36% 23% 23 13% 35% 8% 4% 35% 21 0% 57% 24% 10% 12 8% 25% 8% 8% 50% 17 59% 18% 0% 6% 98 15% 22% 13% 12% 38% 98 24% 34% 15% 8% Data Tracker Reading (Raw # of Eoy - MAY 2023 Students Tested BOY - SEPTEMBER 2022 Students EOY - MAY 2023 23 1 3 5 11 19 5 9 0 0 22 5 7 5 1 4 22 2 3 8<!--</td--></td>	23 4% 13% 13% 22% 19 26% 5% 11% 16% 22 23% 33% 22% 4% 23 13% 35% 8% 4% 12 8% 25% 8% 8% 98 15% 22% 13% 12% Data Tracker Reading (Raw # Students Tested BOY - SEPTEMBER 2022 Monte and	23 4% 13% 13% 22% 48% 19 26% 5% 11% 16% 42% 22 23% 33% 22% 4% 18% 23 13% 35% 8% 4% 35% 12 8% 25% 8% 8% 50% 98 15% 22% 13% 12% 38% Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Output 23 1 3 3 5 11 19 5 1 2 3 8 2 1 4 23 3 8 2 1 8 12 1 3 1 1 6 98 15 22 13 11 37 9 1 37 BOY KEY BOY KEY BOY KEY BOY KEY BOY KEY BOY KEY<	23 4% 13% 13% 22% 48% 19 19 26% 5% 11% 16% 42% 19 22 23% 33% 22% 4% 18% 22 23 13% 35% 8% 4% 35% 21 12 8% 25% 8% 8% 50% 17 98 15% 22% 13% 12% 38% 98 Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Tested 23 1 3 3 5 11 19 19 5 1 2 3 8 19 22 5 7 5 1 4 22 23 3 8 2 1 8 21 12 1 3 1 1 6 17 98 15 22 13 11 37 98 0 0 0	19 26% 5% 11% 16 % 42% 19 37% 22 23% 33% 22% 4% 18% 22 9% 23 13% 35% 8% 4% 35% 21 0% 12 8% 25% 8% 8% 50% 17 59% 98 15% 22% 13% 12% 38% 98 24% 98 15% 22% 13% 12% 38% 98 24% Data Tracker Reading (Raw # of Students Tested 90Y - SEPTEMBER 2022 Students Students 19 5 1 2 3 8 19 7 22 5 7 5 1 4 22 2 23 3 8 2 1 8 21 0 12 1 3 1 1 6 17 10 98 15 22 13 11	23 4% 13% 13% 22% 48% 19 26% 47% 19 26% 5% 11% 16% 42% 19 37% 32% 22 23% 33% 22% 4% 18% 22 9% 14% 23 13% 35% 8% 4% 35% 21 0% 57% 12 8% 25% 8% 8% 50% 17 59% 18% 98 15% 22% 13% 12% 38% 98 24% 34% Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Students Tested EOY - M 23 1 3 3 5 11 19 5 9 19 5 1 2 3 8 19 7 6 22 5 7 5 1 4 22 2 3 23 3 8 2 1 8	23 4% 13% 13% 22% 48% 19 26% 47% 0% 19 26% 5% 11% 16% 42% 19 37% 32% 11% 22 23% 33% 22% 4% 18% 22 9% 14% 36% 23 13% 35% 8% 4% 35% 21 0% 57% 24% 12 8% 25% 8% 8% 50% 17 59% 18% 0% 98 15% 22% 13% 12% 38% 98 24% 34% 15% Data Tracker Reading (Raw # of Students Tested BOY - SEPTEMBER 2022 Students 23 1 3 5 11 19 5 9 0 19 5 1 2 3 8 19 7 6 2 23 1 3 1 1 6 17 10 3 0	23 4% 13% 13% 22% 48% 19 26% 47% 0% 0% 19 26% 5% 11% 16% 42% 19 37% 32% 11% 0% 22 23% 33% 22% 4% 18% 22 9% 14% 36% 23% 23 13% 35% 8% 4% 35% 21 0% 57% 24% 10% 12 8% 25% 8% 8% 50% 17 59% 18% 0% 6% 98 15% 22% 13% 12% 38% 98 24% 34% 15% 8% Data Tracker Reading (Raw # of Eoy - MAY 2023 Students Tested BOY - SEPTEMBER 2022 Students EOY - MAY 2023 23 1 3 5 11 19 5 9 0 0 22 5 7 5 1 4 22 2 3 8 </td

Demographics (May 2023)



	ALL	Male	Female	SPED	504	ELs	M2	MIGRANT	ECD	GT	AT RISK	Hispanic	White
Number	689	334	355	93	12	314	0	13	665	11	502	678	3
Percent	100%	48%	52%	9%	2%	47%		2%	97%	2%	73%	99%	0.5%



2023 Accountability Summary

	Augusto Guerra El All-Domains (August 2023)												
Campus	Eco D	Approach	Meets	Masters	Domain I Raw Score	Domain I Scaled Score	Domain II- Part A Raw Score	Domain II- Part A Scaled Score	Domain II- Part B Scaled Score	Domain III Raw Score	Domain III- Scaled Score	Campus Overall Rating	STAAR Rating Label
Guerra	96.4	77	47	17	47	75	73	76	84	71	92	86	В

2022-2023 Student Achievement: Domain 1 Aug. 2023 Data



STAAR 2023

Subject	Approaches	Meets	Masters	Domain 1
3rd Reading	54/73 = 74%	32/73 = 44%	18/73 = 25%	143/3 = 48%
4th Reading	64/86 = 74%	34/86 = 40%	11/86 = 13%	127/3 = 42%
5th Reading	64/73 = 88%	44/73 = 60%	14/73 = 19%	167/3 = 56%
Totals	182/238 = 76%	112/238 = 47%	43/238 =18%	141/3=47%

3rd Math	53/73 = 73%	31/73 = 42%	8/73 = 10%	125/3 = 42%
4th Math	63/86 = 73%	46/86 = 53%	18/86 = 21%	147/3 = 49%
5th Math	64/73 = 86%	33/73 = 45%	9/73 = 12%	143/3 = 48%
Totals	186/238 = 78%	116/238 = 49%	38/238 = 16%	143/3 =48%

5th Science	55/75 = 73%	30/75 = 40%	10/75 = 13%	123/3 = 41%
Totals	425/551 = 77%	259/551 = 47%	94/551 = 17%	141/3 = 47%

2022-2023 Student Achievement: Domain 1 Aug. 2023 Data



	S	TAAR 2023		
Subject	Approaches	Meets	Masters	Domain 1
3rd Reading	54/73 = 74%	32/73 = 44%	18/73 = 25%	143/3 = 48%
3rd Math	53/73 = 73%	31/73 = 42%	8/73 = 10%	125/3 = 42%
4th Reading	64/86 = 74%	34/86 = 40%	11/86 = 13%	127/3 = 42%
4th Math	63/86 = 73%	46/86 = 53%	18/86 = 21%	147/3 = 49%
5th Reading	64/73 = 88%	44/73 = 60%	14/73 = 19%	167/3 = 56%
5th Math	64/73 = 86%	33/73 = 45%	9/73 = 12%	143/3 = 48%
5th Science	55/75 = 73%	30/75 = 40%	10/75 = 13%	123/3 = 41%
Totals	425/551 = 77%	259/551 = 47%	94/551 = 17%	141/3 = 47%

2023 Domain 1 Student Achievement by Subject



										KEADT.CONNECT
Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	238	238	0	0	0	0	0	0	34	141
Did Not Meet Approaches	56	56	0	0	0	0	0	0	18	41
Met Approaches Grade Level	182	182	0	0	0	0	0	0	16	100
Met Meets Grade Level	112	112	0	0	0	0	0	0	8	57
Met Masters Grade Level	43	43	0	0	0	0	0	0	1	21
Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	238	238	0	0	0	0	0	0	34	141
Did Not Meet Approaches	52	52	0	0	0	0	0	0	14	39
Met Approaches Grade Level	186	186	0	0	0	0	0	0	20	102
Met Meets Grade Level	116	116	0	0	0	0	0	0	10	66
Met Masters Grade Level	38	38	0	0	0	0	0	0	3	20
Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	75	75	0	0	0	0	0	0	8	47
Did Not Meet Approaches	20	20	0	0	0	0	0	0	4	12
Met Approaches Grade Level	55	55	0	0	0	0	0	0	4	35
Met Meets Grade Level	30	30	0	0	0	0	0	0	2	19
Met Masters Grade Level	10	10	0	0	0	0	0	0	0	6
Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Social Studies data is available for this	report.									
Writing Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL

No Writing data is available for this report.

2023 Domain 1 Student Achievement by Subject

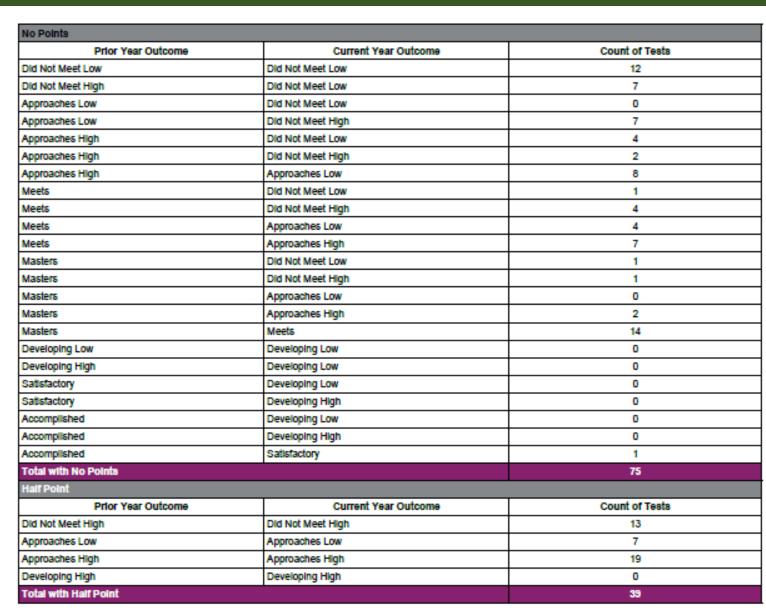
STAAR

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All % Met	Max Points
Number of Tests	551	551	0	0	0	0	0	0	76	329		
% Met Approaches	77	77							53	72		
% Met Meets	47	47							26	43		
% Met Masters	17	17							5	14		
Sum of Met %	141	141							84	129	141	300
Average of Met %					14	41 divided by 3	00				•	47
Component					Component	Score			Eler	mentary Scaled	l Score	

47

75

School Progress Domain II: Part A – Academic Growth





School Progress Domain II: Part A – Academic Growth

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One Point		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet Low	Did Not Meet High	13
Did Not Meet Low	Approaches Low	1
Did Not Meet Low	Approaches High	6
Did Not Meet Low	Meets	1
Did Not Meet Low	Masters	0
Did Not Meet High	Approaches Low	16
Did Not Meet High	Approaches High	5
Did Not Meet High	Meets	10
Did Not Meet High	Masters	1
Approaches Low	Approaches High	20
Approaches Low	Meets	6
Approaches Low	Masters	3
Approaches High	Meets	31
Approaches High	Masters	5
Meets	Meets	38
Meets	Masters	21
Masters	Masters	22
Developing Low	Developing High	0
Developing Low	Satisfactory	0
Developing Low	Accomplished	0
Developing High	Satisfactory	1
Developing High	Accomplished	0
Satisfactory	Satisfactory	2
Satisfactory	Accomplished	0
Accomplished	Accomplished	0
Total with One Point		202
Total		316

Accelerated Learning - No Points		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet Low	Did Not Meet Low	12
Did Not Meet Low	Did Not Meet High	13
Did Not Meet High	Did Not Meet Low	7
Did Not Meet High	Did Not Meet High	13
Developing Low	Developing Low	0
Developing Low	Developing High	0
Developing High	Developing Low	0
Developing High	Developing Low	0
Total with No Points		45



School Progress Domain II: Part A – Academic Growth



Accelerated Learning - One Point		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet Low	Approaches Low	1
Did Not Meet Low	Approaches High	6
Did Not Meet High	Approaches Low	16
Did Not Meet High	Approaches High	5
Did Not Meet Low	Meets	1
Did Not Meet High	Meets	10
Did Not Meet Low	Masters	0
Did not Meet High	Masters	1
Developing Low	Satisfactory	0
Developing High	Satisfactory	1
Developing Low	Accomplished	0
Developing High	Accomplished	0
Total with One Point		41

((Total with Haif Point x	0.5) + (1	fotal with One Point x 1) + (Total Accelerated L	earning	x 0.25)) divided by Total
((39 x 0.5) + (202 x 1) + (41 x 0.25)) + / 316	=	231.75 / 316	=	73

Component	Component Score	Elementary Scaled Score
STAAR	73	76

School Progress Domain II: Part B – Relative Performance

.



Aggregate (Subjects Combined)	All Students	Sum of All % Met	Max Points
Number of Tests	551		
% Met Approaches	77		
% Met Meets	47		
% Met Masters	17		
Sum of Met %	141	141	300
Average of Met %	141 divid	ed by 300	47

Component	Elementary Raw Score	Elementary ECD Percentage	Elementary Scaled Score
STAAR	47	96.4	84

School Progress Domain III: Closing the Gap



Academic Achieveme									
STAAR Performance	Status (Percentage at I	Meets Grade Level o	r Above)						
					Reading				
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	238	Y	47	46	55	73	228	43	3
High Focus	233	Y	47	37	48	69	222	42	3
Lowest Performing									
Hispanic	238	Y	47	39	49	70	228	43	3
					Math				
All Students	238	Y	49	49	58	75	228	39	3
High Focus	233	Y	49	42	52	71	222	39	3
Lowest Performing			·		•				
			40		53	72	228	39	3
Hispanic	238	Y	49	44	03	12	228	38	-
Hispanic	238	-			Earned / Points Possible		228	38	
	238	-					228	38	3
Academic Growth		A					225	38	3
Academic Growth	238 Is (Elementary and Mide	A			Earned / Points Possible		225	38	3
Academic Growth	rs (Elementary and Mide	A dle Schools)	cademic Achi	ievement Total = Points	Earned / Points Possible Reading	= 18/24 = 75.0			
Academic Growth STAAR Growth Statu	rs (Elementary and Mide Test Count	dle Schools) Met Min Size	cademic Ach Actual	ievement Total = Points Interim Target	Earned / Points Possible Reading Next Interim Target	= 18/24 = 75.0 Long Term Target	PY Test Count	PY Actual	Points
Academic Growth STAAR Growth Statu All Students	rs (Elementary and Mide Test Count 158	A dle Schools)	Actual	ievement Total = Points Interim Target 72	Reading Next Interim Target 80	= 18/24 = 75.0 Long Term Target 95	PY Test Count 90	PY Actual 90	Points 0
Academic Growth STAAR Growth Statu All Students High Focus	rs (Elementary and Mide Test Count	A dle Schools) Met Min Size Y	cademic Ach Actual	ievement Total = Points Interim Target	Earned / Points Possible Reading Next Interim Target	= 18/24 = 75.0 Long Term Target	PY Test Count	PY Actual	Points
Academic Growth STAAR Growth Statu All Students High Focus Lowest Performing	rs (Elementary and Mide Test Count 158 155	A die Schools) Met Min Size Y Y	Actual 71 70	ievement Total = Points Interim Target 72 69	Reading Next Interim Target 80 78	= 18/24 = 75.0 Long Term Target 95 95	PY Test Count 90 88	PY Actual 90 90	Points 0 3
Academic Growth STAAR Growth Statu All Students High Focus	rs (Elementary and Mide Test Count 158	A dle Schools) Met Min Size Y	Actual	ievement Total = Points Interim Target 72	Reading Next Interim Target 80 78 79	= 18/24 = 75.0 Long Term Target 95	PY Test Count 90	PY Actual 90	Points 0
Academic Growth STAAR Growth Statu All Students High Focus Lowest Performing Hispanic	rs (Elementary and Mide Test Count 158 155 158	A die Schools) Met Min Size Y Y Y	Actual 71 70 71	ievement Total = Points Interim Target 72 69 71	Earned / Points Possible Reading Next Interim Target 80 78 79 Math	= 18/24 = 75.0 Long Term Target 95 95 95	PY Test Count 90 88 90	PY Actual 90 90 90	Points 0 3
Academic Growth STAAR Growth Statu All Students High Focus Lowest Performing Hispanic	rs (Elementary and Mide Test Count 158 155 158 158	A Idle Schools) Met Min Size Y Y Y	Actual 71 70 71 75	ievement Total = Points Interim Target 72 69 71 72	Reading Next Interim Target 80 78 79 Math 80	= 18/24 = 75.0 Long Term Target 95 95 95 95	PY Test Count 90 88 90 104	PY Actual 90 90 90 90	Points 0 3 3
Academic Growth STAAR Growth Statu All Students High Focus Lowest Performing Hispanic All Students High Focus	rs (Elementary and Mide Test Count 158 155 158	A die Schools) Met Min Size Y Y Y	Actual 71 70 71	ievement Total = Points Interim Target 72 69 71	Earned / Points Possible Reading Next Interim Target 80 78 79 Math	= 18/24 = 75.0 Long Term Target 95 95 95	PY Test Count 90 88 90	PY Actual 90 90 90	Points 0 3
Academic Growth STAAR Growth Statu All Students High Focus Lowest Performing Hispanic	rs (Elementary and Mide Test Count 158 155 158 158	A Idle Schools) Met Min Size Y Y Y	Actual 71 70 71 75	ievement Total = Points Interim Target 72 69 71 72	Reading Next Interim Target 80 78 79 Math 80	= 18/24 = 75.0 Long Term Target 95 95 95 95	PY Test Count 90 88 90 104	PY Actual 90 90 90 90	Points 0 3 3

School Progress Domain III: Closing the Gap



Student Success									
Student Achievement	Domain Score: STAA	R Component Only							
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	551	Y	47	47	57	77	536	44	3
High Focus	540	Y	47	40	50	70	523	44	3
Lowest Performing	•	•			•		•		
Hispanic	551	Y	47	41	51	71	536	44	3
			Student Su	uccess Total = Points	Earned / Points Possible =	9/12 = 75.0			
English Learner Profi	cionev								
English Language Pro		roce>=1 ovol or Ad	ranced High)						
English Languager in	Test Count	Met Min Size			Next Interior Transf	Long Torry Torry	DV Test Count	PY Actual	Deinte
			Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count		Points
EL Proficiency	232	Y	61	49	51	55	244	39	4
			EL Profic	iency Total = Points I	Earned / Points Possible = 4	/4 = 100.0			
Closing the Gaps Sun	nmary								
Component					Component Points	Weigt	nt 🛛	Total Points	
Academic Achieveme	nt				75	30%		22.5	
Academic Growth					62.5	50%		31.3	
Student Success					75	10%		7.5	
English Language Pro	oficiency				100	10%		10	
					Closing the Gaps R	aw Score (STAAR Com	oonent Only)	71	
						led Score (STAAR Comp		92	



		Dom	ain GOALS		
	STAAR 2	2022	STAAR 2023	STAAR 20	23 Goals
Domain 1	72	(+)3	75	80	(+5)
Domain 2	95		84	90	(+10)
Part A	95	(-19)	76	86	(+10)
Part B	81	(+3)	84	90	(+6)
Domain 3	78	(+14)	92	95	(+5)
Overall	90	(-3)	87	90	(+3)



TELPAS 2023 Progress Data

	Listening 2023			
	Prog	gress	%	
1 st	24	38	63%	
2 nd	48	58	83%	
3 rd	39	49	80%	
4 th	13	48	27%	
5 th	37	49	76%	
Totals	161	242	67%	

	Speaking 2023			
	Prog	%		
1 st	17	38	45%	
2 nd	36	57	63%	
3 rd	6	49	12%	
4 th	21	• 48	44%	
5 th	23	49	47%	
Totals	103	241	43%	

	Reading 2023				
	Prog	gress	%		
1 st	11	38	29%		
2 nd	30	56	54%		
3 rd	25	48	52%		
4 th	27	48	56%		
5 th	37	49	76%		
Totals	130	239	54%		

	Writing 2023				
	Prog	gress	%		
1 st	7	38	18%		
2 nd	27	56	48%		
3 rd	14	48	29%		
4 th	14	48	29%		
5 th	15	49	31%		
Totals	77	239	32%		

	Composite Rating '23 to '22				
		gress	%		
1 st	18	38	47%		
2 nd	42	56	75%		
3 rd	17	48	35%		
4 th	16	48	33%		
5 th	32	49	65%		
Totals	125	239	52%		

TELPAS 2023 Data / 2024 Goal



	2023 Preliminary Scores			
	Prog	gress	%	
1 st	17	37	46%	
2 nd	40	55	73%	
3 rd	26	45	58%	
4 th	19	47	40%	
5 th	34	47	72%	
Totals	136	231	59%	
			Target 49%	

TELPAS GOALS					
	TELPAS 2022 TELPAS 2023 TE		TELPAS 20	S 2024 Goals	
Listening	52	(+15)	67	70	(+3)
Speaking	37	(+6)	43	50	(+7)
Reading	43	(+11)	54	60	(+6)
Writing	35	(-2)	32	50	(+18)
Overall Progress	39	(+20)	59	65	(+6)

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2023-2024 Campus Goals



- **Goal 1:** The percent of student tests in all grades will increase by 10-15% in reading , math, writing and science at approaches, meets and masters performance levels, so that Domain 1 is a letter A, all tests all subjects must equal to a 60% . (85 / 55 /25).
- **Goal 2:** 95% of all students in 4th and 5th grade will show expected and accelerated growth in both reading and math in student academic growth.
- **Goal 3:** The percent of all students who perform at meets levels in reading will increase 47% to a 60%. The percent of all students who perform at meets levels in math will increase from 49% to 60%.
- **Goal 4:** 50 % of our students in each grades will increase one proficiency level on TELPAS in at least 3 of the 4 domains.
- **Goal 5:** The percent of SPED students who perform at meets levels in reading and math will increase by 10 percent points .

Title 1 School Wide Components:

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a Staterun preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2023-2024 ROOT CAUSE ANALYSIS



Problem & Root Cause	Annual Goal(s)	Strategy
Problem: Special Education Students STAAR passing rates at meets level for Reading is 7% There is a 40% gap	2023-2024 Goal among Special Education students is to increase the	 Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum.
compared to the All Student Group (47%). <u>Root Cause:</u> Failure to differentiate instruction designed	STAAR/EOC passing rate in English Language Arts/Reading to 30%	 Special education teachers will collaborate with regular ELA/Reading teachers during learning communities.
for students with disabilities.		 Implement supplemental aids for content and learning support to best meet the individual student needs.
Problem: Special Education Students STAAR Passing rates for Mathematics is 4% There is a 40 % gap compared to	2023-2024 Goal among Special Education Students is to increase the	 Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum.
the All Student Group (49%). <u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.	STAAR/EOC passing rate in Mathematics to 30%	 Special education teachers will collaborate with regular mathematics teachers during collaborative learning communities.
		 Implement supplemental aids for content and learning support to best meet individual student needs.
Problem: Current English Learners STAAR passing rate for ELA/Reading is 24% There is 20% gap compared to the All Student Group (47%).	2023-2024 Goal among EL Students is to increase the STAAR/EOC passing rate in ELA/Reading to a 50%.	 Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards.
<u>Root Cause:</u> Lack of alignment between the Bilingual curriculum and Reading curriculum to help support teachers with planning with resources and instructional strategies for differentiated support to ELs.		 Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<u>Problem:</u> Current English Learners STAAR passing rate for Math is 28% There is 20% gap compared to the All Student Group (49%).	2023-2024 Goal among EL Students is to increase the STAAR/EOC passing rate in ELA/Reading to a 50% in	 Provide professional development for teachers and campus leaders on best practices that will help teachers support bilingual students through deconstructing of Math Standards,
Root Cause: Lack of instructional support in bilingual classrooms to help students understand MATH academic vocabulary associated with TEKS standards: to help support teachers with planning with resources and instructional strategies for differentiated support to ELs.	Math.	 understanding the verbs. Provide training through data analysis that will ensure a deep understanding of the Math TEKS standards.

District Focus Areas



- Focus Area 1: Student Achievement
- **Focus Area 2:** Student Progress, Academic Growth, Relative Performance
- **Focus Area 3:** Closing the Achievement Gaps
- Focus Area 4: Family and Community Involvement
- Focus Area 5: Technology
- Focus Area 6: Increasing Learning Time
- **Focus Area 7:** School Culture and Climate
- Focus Area 8: Staff Quality, Recruitment, and Retention

District Instructional Focus Roadmap





Pharr – San Juan – Alamo ISD

2023-2024 District Instructional Focus Roadmap



District CLC PD Goals					
Improve writing, reading	Pursue rigor by balancing	Inspire global thinkers using			
fluency and comprehension	conceptual understanding,	common instructional			
by offering teachers support and professional	procedural skills and fluency in mathematics by offering	frameworks and connections to the Sustainability			
development in literacy.	teachers support and	Development Goals			
	professional development				

	Principal CLC PD Goals	
Promote ongoing collaboration to learn and share best practices that improve writing, reading fluency, and comprehension in classrooms across the district.	Promote ongoing collaboration to learn and share best practices to increase rigor by balancing conceptual understanding, procedural skills and fluency in mathematics classrooms across all grade levels.	Develop global thinkers by consistently incorporating the Common Instructional Framework and relevance in the classroom through the Sustainable Development Goals.



PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2023-2024 Comprehensive Needs Assessment



Focus Area F	Reviewed	Summary of Strengths	Challenges		
1 Studen Achieve CCMR a Gradua	ement,	 Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition: Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. Assessments that are aligned to state standards and the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculum and scope and sequence. Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Professional development is provided throughout the year in response to classroom observations and formative assessments. 	 Early literacy : Student reading on level by third grade is an area that we as a campus will continue to work on and monitor by integrating a strong plan for Fluency from PK – 5th grade. Effective close reading best practices and implementation of effective literacy skills that align to all contents in all grades Opportunities for OPEN ENDED responses in response to meaningful connections with author's purpose. Instructional time in Reading and Math needs to be monitored to ensure effective cycle of lessons are being delivered. Reading, Mathematics and Science Curriculum Committees to address TEK Specific vertical alignment norms and non-negotiables Curriculum effectiveness with a focus on the instructional core: student task / TEK alignment Classroom observation lack quality feedback with two-day maximum turnaround time with next steps and reflection questions must be implemented. Reading Learning Walks with focus on TEK specificity and alignment to students tasks with use of activities and manipulatives Math Learning Walks with focus on TEK specificity and alignment to students tasks with use of activities and manipulatives Science – lack of authenticity and relevancy, using labs to effectively to enhance weekly units and science vocabulary 		

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2023-2024 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
Pocus 2	Area Reviewed School Progress Academic Growth Relative Performance	 Summary of Strengths A strong curriculum in mathematics and ELA/Reading has resulted in student academic growth on a yearly basis in approaches level for both reading and mathematics in the last 3 years The number of students performing at the Meets and Masters performance level has increased each year in Math Campus data session reviews provide teachers the opportunity for effective reflection time on specific student growth Campuses are receiving hands-on professional development on how to strategically improve the Growth Progress Measure and Relative Performance Domains of the State Accountability System. This allows focused planning for student growth. Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to benchmark data through-out the year. Student academic progress and relative performance is measured after each benchmark is administered and appropriate intervention measures are prescribed Student progress is monitored after each Benchmark for each student based on his performance form 2019. 	 Challenges Campuses are expected to improve their overall state accountability rating by one letter grade or maintain its "A" rating as applicable. Instruction must be differentiated for all sub-population groups across disciplines and at all grade levels. Implement time in teachers instructional schedules to address personalized instructional plans Campus leaders and teachers should understand that student progress is a critical component of the state accountability system and that all students must show progress each year. Campus administrators and department leads must become very skilled working with data at their campuses to identify specific students who will be targeted to ensure they advance at least one level from the previous year Intervention groups, targeted tutorial and academies must be implemented with fidelity to meet the individual needs of students. (differentiated for each group of students) A strong tutorial program must be developed to include all performance levels Allocating resources to meet the needs of specific student needs and have the resources readily available during tutorials/academies. Data- rich environments to embrace a culture that embraces academic growth : interactive data walls, student created data walls, CLC data walls,

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT

2023-2024 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
3	Closing the Achievement Gap	 In 3rd grade, All students and economically disadvantage group met target in Reading. In 5th grade, All students, economically disadvantage and emergent bilingual (EB) group met target in Reading. In 4th grade, All students, economically disadvantaged, migrant, and emergent bilingual group met their target in Math. In 5th grade, economically disadvantaged and emergent bilingual group met the Math target. Sustain our target of 59%, this year our English Language proficiency status increased by 20 points, our goal for 23-24 is a target of 60%. 	 As per the TAPR data, READY.CONNECTED.COMPLET The Special education group did not meet the READING and MATH target in 3rd-5th grade. Our emergent bilingual groups in 3rd and 4th grade did not meet target in READING. Our 3rd grade, had three special populations not meet target: economically disadvantage, emergent bilinguals, and special education in MATH. Our 4th grade, had 5 groups not meet target: All students, economically disadvantage, emergent bilinguals, and special education, and migrant in READING.
4	Family and Community Engagement	 Parents have a high rate of participation at campus meetings and community events, both virtually and historically on campus. Parent resources, materials and communications are provided in both English and Spanish through our social media and direct messaging systems The campus website informs parents of all events though a monthly calendar and specific flyers sent out to address weekly events. Parent educators' professional development is based on local, state and national standards for parental involvement. Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents. Literacy nights and Curriculum nights are accessible and convenient for parents throughout the school district. Campus PR and Media committee work hand in hand with district events and Districts' PR dept. 	 Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress (Fluency, Math, Reading, Writing, Science) Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships Staff needs training on how to effectively share assessment strategies with parents about their children's progress. Provide parents webinar training and phone links to help them better understand their students' current academic levels and progress using state assessment and local benchmarks. Provide opportunities for parents to be involved in students' academic and social emotional instructional plans

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2023-2024 Summary of Findings



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Focus	Area Reviewed	Summary of Strengths	Challenges
5	Technology	 District Technology Integration Specialists work closely with Campus Instructional Technologist (CITs) to promote technology trainings at the campuses. 	Allocating sufficient time for computer-based learning is a challenge at all levels.
		 Technology is integrated into the core curriculum via programs such as: Peardeck, Google Classroom, ScreenCastify, Canvas, Nearpod, MyOn, AR, 360, Brainpop, Learning.com, Imagine Learning, Read and Write, Criterion, Systems 44, etc. Online Professional Development in the area of Technology is available via Mobile Mind - provides availability to just-in-time training without having to pull teachers or staff out for training and do it at their own pace. Our CAMPUS CIT will be working diligently with teacher to help support instructional technology needs- specifically in the areas of Reading and Math through Nearpod and other instructional technology. Teachers have been provided technology resources to enhance instructional plans 	 Technology infrastructure needs to be improved to meet the need for computer- based learning. Making technology platforms available to practice and enhance Curriculum in all subjects. Using technology to practice local formal and informal assessments, for instance using summit K12 to identify challenges early. Creating webinars to facilitate the different levels of
			 how Educational Technology can be implemented . A system must be put in places to monitor usage of many of our technology programs as well as resources.
6	Increased Learning Time	 Tutorials are provided for students who through weekly formative assessments and benchmarks are identified in need of extended learning. Intervention time is non-negotiable, every GL has been provided the time and resources needed to implement 45 minutes to 50 minutes of intervention time, designating two days a week to math and two days to reading. Extended Learning District Enrichment Camps ensure students are given opportunity to get a head-start in building relationships with Campus teachers at all levels as they develop project-based lessons aligned to the standards. Campus Academies in the areas of mathematics, reading, writing, science are planned so that 2-3 hours of extended learning is provided for all students at all performance levels. 	 Meeting the academic needs of sub-groups: ELL, Special Education, ECD, Migrant, At Risk, GT, and RTI Finding a balanced instructional schedule that provides each discipline its required time to ensure district curriculum and pacing guides could be implemented with fidelity Closing the achievement gaps of sub-groups: ELL, Special Education, RTI Student participation in district enrichment camps to increase learning time
		 The common planning period provided for teachers throughout the district allows for more effective lessons planning. 	

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2023-2024 Summary of Findings



Foc us	Area Reviewed	Summary of Strengths	Challenges
7	School Culture and Climate	 Crisis Teams at the district and school levels to address student mental and physical needs 	 Ensure campuses receive information that is clear , transparent.complete and consistent with districts' vision and goals.
		 Case Management software to view the students' behavior to intervene and assist the student 	 Revisit Safety Procedures in regards to fire drills and lock downs, and ensure we practice two in the fall and two in the spring.
		 Administrators and Leadership team create calendar of events and promote college readiness activities to motivate students with school pride 	 Health Dept. Covid19: Clear and precise information is disseminated in a timely manner, so all protocols and guidelines
		 Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. 	 are consistent Integrate the police and security departments into all emergency situations , specifically lock down procedures.
		 School nurses are providing a school environment that promotes wellness for all students. 	 Accuracy, compliance, and consistency of student attendance (eg., Enrollment/Withdrawals)
		 All staff is trained on creating a safe school culture and climate. 	Non-healthcare professionals need to be trained and assist with
		 Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner 	 meeting healthcare needs of students. Survey school staff and students to measure the school culture and climate - 3rd - 5th grade
8	Staff Quality, Recruitment, and Retention	All teachers are certified in the teaching assignment by practicing quality interviews	TEA's new rules require all English Language Arts teachers to
		 97% of all teachers are bilingual certified to meet the needs of all our Els and sub- groups (2 teachers still lack assessment). 	be bilingually or ESL certified.Time to help support teachers who required a directed growth plan .
		 TIA grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. 	 Continued professional development on TTESS, and its alignment to everyday teacher observations.
		 Investing time in personal reflection time on career goals: empowering teachers to invest time on their passion and future goals Teachers are provided continuous ongoing coaching support from our CLL to address strengths and weaknesses. Collaborative learning walks are implemented to provide opportunities for on-campus professional development on best practices 	• Campus committees, clubs and organizations, UIL, require teachers to perform extra duties to help create a well-balanced academic program
			for all students.
			Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.
			 Providing teachers quality time for self-reflection based on concrete student data.
		 Contingent rewards are implemented every six weeks to celebrate accomplishments of teacher and student success. 	36



- By June 2024, All Students will increase by 15% in Reading in the "APPROACHES" performance level, from 76% to 91%, by 14% in Reading in the "MEETS" performance level, from 47% to 61% and by 15% in Reading in the "Masters" performance level, from 18% to 33% in Domain 1(47% to 64%).
- By June 2024, All Students will increase by 15% in Math in the "APPROACHES" performance level, from 78% to 93%, by 22% in Math in the "MEETS" performance level, from 49% to 71% and by 20% in Math in the "Masters" performance level, from 16% to 36% in Domain 1(48% to 67%).
- By June 2024, All Students will increase by 23% in Science in the "APPROACHES" performance level, from 73% to 96%, by 20% in Science in the "MEETS" performance level, from 40% to 60% and by 25% in Science in the "Masters" performance level, from 13% to 38% in Domain 1(41% to 65%).



- By June 2024, All students will meet Academic Achievement component in Reading the Closing the Gaps, from 47 (actual target) to 55(Interim target) and in Academic Achievement Closing component in Math Closing the Gap, from 49 (actual target) to 58 (interim target).
- By June 2024, All students will increase 5-9 points in the Academic Growth component in Reading in Closing the Gaps, from 71 (actual target) to 80 (Interim target) and in Math from a 75 (actual target) to 80(Interim target).
- By June 2024, 50% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math to meet the 4 points meeting interim targets.



- By June 2024, our High Focus performance of 47% in Reading will sustain or increase by 5% points to 52 surpassing the Interim target of 37 by 15 points.
- By June 2024, our High Focus performance of 49% in Math will sustain or increase by 5% points to 54 surpassing the Interim target of 42 by 12 points.
- ➢ By June 2024, 50% of Emergent Bilingual students will advance by at least one level of the composite rating from June 2023 to June 2024.
- By June 2024, Emergent Bilingual students will increase scores by advancing at least from one or two of the TELPAS domains from 2023 to 2024.
- > By June 2024, we will sustain the TELPAS rating of 59% or increase our target score of 69%.
- By June 2024, 50% of our Special education students will meet the target standard of approaches or meets in reading and Math at meets level.
- By June 2024, our special education students will increase by 10% in all subjects in each performance standard, approaches meets & masters in Domain 1.

Goal Area 3: Improve Campus Culture and Climate



- ➢ By June 2024, Guerra Students' and Staffs' will have a better understanding of sustainability integration in the classroom by an increase of 90%
- By June 2024, 90% of staff, parent and students will engage and interact with child's literacy journey and campus community events.
- By June 2024, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.



- By June 2024, 84% of all teachers will show growth in TTESS Performance Evaluation Report by one level in the effectiveness rubric rating.
- By June 2024, Guerra Elementary will build capacity, promote collaboration, inspire action, and develop leaders.
- ➢ By June 2024, 90% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.



Goal Area 1:	Student Achievement						
Annual Goal 1: Objective 1:				g in the "APPROACHES" perform i in the "Masters" performance is ections; in Heading 5 I AAR perfor			
Strategy 1	Persons Responsible/Title	Resources		Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
EADING BOY assessments, TAAR 2023, and BM 2 lata will be utilized to personalize instructional needs for all students on a weekly basis.	Campus Leadership Team	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1& 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service Programs, and Funds
() The leadership team will cond () All teachers will integreate tec Strategy 2				the following Reading platforms: SAVV	AS, NewsELA, Nearpod Evidence of Impact	Formative/ Summative	Title-I School- vide Component
Campus review sessions will be administered with campus leadership team and GL chairs within 48 hours following district level ocal assessments to dentify and address areas of concern.	Campus Leadership Team	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department Special population Dept.	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1& 2 Teacher retention Results Driven Accountability Report	Assessment Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Service Programs, and Funds
Action Steps						Objectives	
	will provide feedback to teach ekly instructional data to then	ers on effective and rigorou create a plan with detailed	is instructional r scheduled anal		from previous year to curre	ent year STAAR.	



Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
monitor best practices used to supplement teacher's Reading	Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population		Lesson plans CLL Agendas	Results Driven Accountability Report	Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
	urrent data to develop instructional strategies ar		ig needs.				
	LAR/ SLAR curriculum in order to enhance the l						
3) Teachers will increase academic performan	ce by participating in effective planning dialogue	that focuses on instructional strategies that v	vork.				
4) Effective Activities for 17 sustainable goals	will be integrated through reading curriculum to	promote author's purpose and real-world conne	ections.				
4) CLL will Roll out effective strategies for Rea	ading such as PLORE and Tic-Tac-Toe during C	LCs and model through learning walks; use wal	kthroughs for consitency in implementation				

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will plan for intentional daily practice of SCR and ECR.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department ECR & SCR Graphic Organizers Google Classroom		Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	receiving better scores in BMs Students understand the differences between SCR & ECR Online journals for ECR & SCR for instant	CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks Student Learning Objectives STAAR /	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) CLL will model in CLC and learning walks t	he process of SCR & ECR						

2) Leadership team will use walkthroughs to ensure consistency of the use of the graphic organizers

3) Resources such as writing folder and anchor charts will be made available.

4) Ongoing support from disitrcit reading coordinator on effective lesson planning and pacing.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Grammar conventions will be intentionally targeted to support improvement Reading STAAR scores.	Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department ECR & SCR Graphic Organizers Google Classroom		Lesson plans CLL Agendas	conventions from 2nd-5th Grammar Journals Forde-Ferrier Strategies Revise and Edit Block	Benchmarks (BMs) Weekly Progressing Fluency Checks Student Learning Objectives STAAR /	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps	effective time on Grammar Conventions is being	implemented					
	ensure consistency of the use of the graphic org.	•					
Resources such as writing folder and ancl	hor charts will be made available.						



Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2024, All Students will increase by 15% in Reading in	the "APPROACHES" performance level, from 76% t	o 91% , by 14% in	Reading in the "MEETS" performance lev	el, from 47% to 61% and by 1	15% in Reading in the "Masters" performance	: level, from 18% to 33% in Domain 1(47% to 64%).
Objective 2:	80% of all students in lower grades will read on	level or above grade level by implementing	g differentiate	d data driven instruction by June	2024.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Implement a detailed plan that supports teachers as they integrate Fluency and Comprehension in their instruuctional plan as part of their rotations, and interventions and and at every grade level.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers Librarian	TEKS resources Curriculum lessen plans Curriculum assenia quide State and lacalstudent data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special papulatian Dept.	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Coach Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR / TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers & Campus Leadership Team will monitor the implementation	of Fluency in PK - 2nd grade.						
1) Teachers & Campus Leadership Team will monitor student reader AR o							
2) The campus leadership team will closely monitor and intervene when s							
3) All teachers will Integrate techonology into the curriculum to provide		orms: Istation, MyOn, Accelerated Reader					
4) Teachers will implement CIF strategies such as Think, Pair & Share dur							
5) Teachers will use data to modify intervention rotations/centers to diff							
enviornment that is rich in literacy, language , teacher-made anchor charts, visuals, and interactive world walls.	Persons Responsible/Title Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	Resources TEKS resources Curriculum learen plans Curriculum pacinq quide State and lear latudent data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special papulation Dept. Capatane	Timeline Sept. 2023 - June 2024	Eridence of Implementation Curriculum documents Lesson plansCLL Coach Agendas Walkthrough documents Progress monitoring data Program data	Eridence of Impact Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative/Stmmative Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR / TELPAS	Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Classroom teachers will create fluency libraries that will provide level	ed reading for each students' prescribed reading plan.						
2) Pre-K guidelines & KG-2nd TEKS will guide teachers to create engage		using anchor charts in the beginning , collaborate to	ounderstand skill	s , and reinforcement at the end of the wee	k.		
3) Teachers will provide engaging hands on Reading lessons with a focu	is on prescribed questioning, intentional academic vocabulary	, purposeful student talk opportunities that promote	thinking				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
implement a Fluency plan that includes : Letter name letter sound, high frequency words, and fluency cold reads.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lessen plans Curriculum ascina quide State and lecalstudent data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special papulation Dept.	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Coach Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR / TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps 1) Teachers will monitor student achivement with student profiles (progr 2) Teachers will provide students with one to one and group intervention 3) Students will practice orally rereading text, including student-adult re	ns that will help students progress to their next reading level.	r.					



Annual Goal I: performa Dbjective 3: 70% of all s Objective 3: 70% of all s Strategy 1 Person An Instructional framework will be created to maximize learning time for all Pre-K-2nd grade soucusing on Closed Reading activities during small group intervention, specific rotaitons and whole group instruction extensions. Principal Assistant p Action Steps 1 1) The reading progress monitoring team will provide vertically at 1) Teachers will be provided the opportunity to participate in friet 2) Students will practice orally rereading text, including student-a 3) Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Person Teachers will be provided with targeted support and intervention strategies for all Assistant p Principal Assistant p	mance level, from 18% to 3 all students in lower grades KG-2 sons Responsible/Title al ant principal Campus ship Team All teachers lly algined close reading training friendly learning walks with a focu nt-adult reading, choral (or uniso	13% in Domain 1(47% to 62%). Ind grade will increase their reading performance the Resources TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone for all teachers by using TEKS specificity that build: is on : Close Reading best practices. n) reading, tape-assisted reading, partner reading, and	rough the use of small group instruction Timeline Sept. 2023 – June 2024 s on each other from PK - 2nd grade.	om 76% to 91%, by 14% in Reading in the for and rotations by June 2024. Evidence of Implementation Curriculum documents Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data Intervention modify schedules/groups	MEETS* performance level, fro Evidence of Impact Student Achievement gains Progress monitoring scores increase	Dim 47% to 61% and by 15% in Real Formative & Summative Assessment Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly assessments	ading in the "Masters" Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Strategy 1 Person An Instructional framework will be created to maximize learning time for all Pre-K-2nd grade oucusing on Closed Reading activities during small group intervention, specific rotations and whole group instruction extensions. Principal Assistant p Leadership Action Steps Image: Closed Steps 1) The reading progress monitoring team will provide vertically at 1) The reading progress monitoring team will provide vertically at 2) Students will practice orally rereading text, including student-at 3) Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Person Person Teachers will be provided with targeted support and intervention strategies for all Assistant p Principal Assistant p	sons Responsible/Title al ant principal Campus ship Team All teachers lly algined close reading training friendly learning walks with a focu nt-adult reading, choral (or uniso SPED staff and intervention spec	Resources TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone for all teachers by using TEKS specificity that build: is on : Close Reading best practices. n) reading, tape-assisted reading, partner reading, and	Timeline Sept. 2023 – June 2024 s on each other from PK - 2nd grade. nd readers' theatre.	Evidence of Implementation Curriculum documents Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data	Student Achievement gains Progress monitoring scores	Assessment Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services,
An Instructional framework will be created to maximize learning time for all Pre-K-2nd grade oucusing on Closed Reading activities during small group intervention, specific rotations and whole group instruction extensions. Action Steps Principal 1) The reading progress monitoring team will provide vertically at 1) Teachers will be provided the opportunity to participate in frieiz 2) Students will practice orally rereading text, including student-a 3) Provide training and support for KG-2nd grade teachers, SPE Persor Strategy 2 Persor Teachers will be provided with targeted support and intervention strategies for all Principal	al ant principal Campus ship Team All teachers lly algined close reading training friendly learning walks with a focu nt-adult reading, choral (or uniso SPED staff and intervention spec	TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone for all teachers by using TEKS specificity that build is on : Close Reading best practices. n) reading, tape-assisted reading, partner reading, a	Sept. 2023 – June 2024 s on each other from PK - 2nd grade. nd readers' theatre.	Curriculum documents Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data	Student Achievement gains Progress monitoring scores	Assessment Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services,
maximize learning time for all Pre-K-2nd grade oucusing on Closed Reading activities during small group intervention, specific rotations and whole group instruction extensions. Action Steps 1) The reading progress monitoring team will provide vertically a 1) Teachers will be provided the opportunity to participate in friel 2) Students will practice orally rereading text, including student-a 3) Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Person Teachers will be provided with targeted principal Assistant (Assistant (Assi	ant principal Campus ship Team All teachers lly algined close reading training friendly learning walks with a focu nt-adult reading, choral (or uniso SPED staff and intervention spec	PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone for all teachers by using TEKS specificity that build: is on : Close Reading best practices. n) reading, tape-assisted reading, partner reading, an	s on each other from PK - 2nd grade. nd readers' theatre.	Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data	Progress monitoring scores	assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly	#1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services,
I) The reading progress monitoring team will provide vertically at I) Teachers will be provided the opportunity to participate in fried 2) Students will practice orally rereading text, including student- 3) Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Persor Teachers will be provided with targeted principal assistant (friendly learning walks with a focu nt-adult reading, choral (or uniso SPED staff and intervention spe	is on : Close Reading best practices. n) reading, tape-assisted reading, partner reading, ar	nd readers' theatre.				
)) Teachers will be provided the opportunity to participate in frie 2) Students will practice orally rereading text, including student 3) Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Person Teachers will be provided with targeted principal Assistant (friendly learning walks with a focu nt-adult reading, choral (or uniso SPED staff and intervention spe	is on : Close Reading best practices. n) reading, tape-assisted reading, partner reading, ar	nd readers' theatre.				
2) Students will practice orally rereading text, including student- 3) Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Person Teachers will be provided with targeted proport and intervention strategies for all Assistant (nt-adult reading, choral (or uniso SPED staff and intervention spe	n) reading, tape-assisted reading, partner reading, a					
Provide training and support for KG-2nd grade teachers, SPE Strategy 2 Persor Teachers will be provided with targeted Assistant grade teachers all	SPED staff and intervention spec						· · · · · · · · · · · · · · · · · · ·
Strategy 2 Person		cialists on the purpose and use of formative and su	immative assessments.				/
Teachers will be provided with targeted Principal	sons Responsible/T <u>itle</u>						
Assistant provided with targeted Assistant p		Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
students across the curriculum.	ant principal Campus ship Team All teachers	TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data Intervention modify schedules/groups	Student Achievement gains Progress monitoring scores increase	Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly assessments	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
) Observe and provide feedback to teachers on effective and ri	nd rigorous instructional reading	strategies.					
 Teachers will identify low performing standards (TEKS) and fr Teachers will be provided with ongoing professional develop 				5.			
Strategy 3 Person	sons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish a Reading Progress Monitoring and Principal vertical alignment team for professional development on sheltered instructional strategies tha teachers will be able to utilize duirng ntervention, whole group and specific rotations.	ant principal Campus ship Team All teachers	TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data Intervention modify schedules/groups Vertical Alignment team meetings	Student Achievement gains Progress monitoring scores increase	Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly assessments	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps		· ·					
) A Reading Progress Monitoring and Vertical Alignment team			s and assess the alignment of the TEKS	3.			
) Support technology integration within the ELAR/ SLAR curric) Teachers will increase academic performance by implementii							



	Student Achievement						
nnual Goal 2:	the "Masters" performance le	evel, from 16% to 36% in Doma	in 1(48% to 67%).	nce level, from 78% to 93% , by		•	
bjective 1:	100% of all students will impr	ove by 5 points (according to	projections) in Math STAAF	performance by implementing	g differentiated data driven in:	struction to meet the needs of	all students.
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- w ide Component
evelop and implement a IOY math assessment, se STAAR 2022, and BM b assess and identify areas f concern.	Coach Campus Math Team	Instructional timelines Sharon Vells curriculum TEKS resources DMAC Curriculum lesson plans Curriculum pacing guide State and local student data Campus individualized Resources	Sept. 2023 – June 2024	Agendas and sign-in sheets Data Analysis documents (DMAC) CLC's Agenda Walkthrough documents Progress monitoring data Lesson Plans Student samples	Student achievement gains on: progress moitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks [BMs] STAAR Summative assessments Dist. Weekly exams Campus based exams	Title 1: #I Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Services Programs, and Funds
Action Steps							
	ic performance by implementing planni						
				o prescribe appropriate resources for ir	ntervention.		
	G to create spiral reviews based on are aterials to integrate anchor charts and						
Teachers will use supplemental ma	atenais to integrate anchor charts and	i math strategies into their weekig less	son plans.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
campus review session	Principal	DMAC data reports	Sept. 2023 – June 2024	Agendas	Increase student progre Progress	Formative & Summative	Title 1:
will be administered bi- weekly and at the end of the ix weeks with campus eadership team and GL hairs to identify and iddress areas of concern in he areas of : Problem	Coach Campus Math Team All teachers	Action Plans and timelines Intervention Acdemies Personalize lesson plan for specific groups		DMAC campus & class reports Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet	monitor data Student achievement gains on: CBAs & Benchmarks [BMs]	assessments CBA1 BM1&2 Campus created exams Progress monitoring	#1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services
vill be administered bi- veekly and at the end of the ix weeks with campus adership team and GL hairs to identify and ddress areas of concern in he areas of : Problem	Coach Campus Math Team All teachers	Intervention Acdemies Personalize lesson plan for specific		Campus Performance Reviews Lesson plans Walkthtoughs Sign in sheet	achievement gains on: CBAs &	BM1&2 Campus created	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration
vill be administered bi- veekly and at the end of the ix weeks with campus eadership team and GL hairs to identify and ddress areas of concern in he areas of : Problem Action Steps	Coach Campus Math Team All teachers	Intervention Acdemies Personalize lesson plan for specific groups		Campus Performance Reviews Lesson plans Walkthtoughs Sign	achievement gains on: CBAs &	BM1&2 Campus created	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration
ill be administered bi- eekly and at the end of the x weeks with campus adership team and GL hairs to identify and ddress areas of concern in te areas of : Problem Action Steps The campus leadership team will m	Coach Campus Math Team All teachers neet with curriculum coordinators to he	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need.	action plans, including academies, th	Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet Walkthrough	achievement gains on: CBAs & Benchmarks [BMs]	BM1&2 Campus created	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration
ill be administered bi- eekly and at the end of the adership team and GL hairs to identify and ddress areas of concern in he areas of : Problem <u>Action Steps</u> The campus leadership team will m Following each CBA or Benchman	Coach Campus Math Team All teachers neet with curriculum coordinators to heark, the campus leadership team will an	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop		Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet walkthrough	achievement gains on: CBAs & Benchmarks [BMs]	BM1&2 Campus created	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration
ill be administered bi- eekly and at the end of the x weeks with campus adership team and GL hairs to identify and dress areas of concern in the areas of : Problem Action Steps The campus leadership team will m Following each CBA or Benchmar	Coach Campus Math Team All teachers neet with curriculum coordinators to he	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop		Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet walkthrough	achievement gains on: CBAs & Benchmarks [BMs]	BM1&2 Campus created	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration
ill be administered bi- eekly and at the end of the x weeks with campus adership team and GL hairs to identify and dress areas of concern in te areas of : Problem Action Steps The campus leadership team will m Following each CBA or Benchmar Schedule academic meetings with Strategy 3	Coach Campus Math Team All teachers neet with curriculum coordinators to he ark, the campus leadership team will an a parents following district benchmarks	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop s to inform them of students' results,	progress and available interventions	Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet walkthrough at target areas of concern for all stude	achievement gains on: CBAs & Benchmarks [BMs] nt groups and sub-groups.	BM1&2 Campus created exams Progress monitoring Formative/ Summative	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service: Title-I School- wide
ill be administered bi- eekly and at the end of the x weeks with campus adership team and GL hairs to identify and ddress areas of concern in the areas of : Problem Action Steps The campus leadership team will m Following each CBA or Benchmar Schedule academic meetings with Strategy 3 evelop a plan to implement	Coach Campus Math Team All teachers neet with curriculum coordinators to he ark, the campus leadership team will an parents following district benchmarks Persons Responsible/Title Principal	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop a to inform them of students' results, Resources	progress and available interventions Timeline	Campus Performance Reviews Lesson plans Valkthtoughs Sign- in sheet walkthrough at target areas of concern for all stude Evidence of Implementation Curriculum documents Lesson plans	achievement gains on: CBAs & Benchmarks [BMs] nt groups and sub-groups. Evidence of Impact	BM1&2 Campus created exams Progress monitoring Formative/ Summative Assessment	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service: Title-I School- wide Component
ill be administered bi- eekly and at the end of the x weeks with campus adership team and GL hairs to identify and ddress areas of concern in the areas of : Problem Action Steps The campus leadership team will m Following each CBA or Benchman Schedule academic meetings with Strategg 3 evelop a plan to implement ad monitor best practices	Coach Campus Math Team All teachers neet with curriculum coordinators to heark, the campus leadership team will an a parents following district benchmarks Persons Responsible/Title Principal Assistant principal CLL	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop s to inform them of students' results, Resources Campus and district Benchmark	progress and available interventions Timeline	Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet walkthrough at target areas of concern for all stude Evidence of Implementation Curriculum documents Lesson plans LIFE Coach	achievement gains on: CBAs & Benchmarks [BMs] nt groups and sub-groups. Evidence of Impact CBAs BM1 and BM2 scores Student achievement gains	BM1&2 Campus created exams Progress monitoring Formative/ Summative Assessment Formative & Summative assessments Weekly exams District/Campus	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessment,
III be administered bi- eekly and at the end of the x weeks with campus adership team and GL adership team and GL ddress areas of concern in e areas of : Problem Action Steps The campus leadership team will m Following each CBA or Benchmar Schedule academic meetings with Strategs 3 evelop a plan to implement ad monitor best practices sed to supplement teacher's	Coach Campus Math Team All teachers neet with curriculum coordinators to hurr, the campus leadership team will an oparents following district benchmarks Persons Responsible/Title Principal Assistant principal Coach Coach	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop ato inform them of students' results, Resources Campus and district Benchmark Data Reports Personalize Academies TEKS resources	progress and available interventions Timeline	Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet walkthrough at target areas of concern for all stude Evidence of Implementation Curriculum documents Lesson plans LIFE Coach Agendas	achievement gains on: CBAs & Benchmarks [BMs] Int groups and sub-groups. Evidence of Impact CBAs BM1 and BM2 scores Student achievement gains Student growth	BM1&2 Campus created exams Progress monitoring Formative/ Summative Assessment Formative & Summative assessments Weekly exams District/Campus assessments Progress	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies,
veekly and at the end of the ix weeks with campus badership team and GL hairs to identify and ddress areas of concern in the areas of : Problem Action Steps The campus leadership team will m Following each CBA or Benchmar Schedule academic meetings with Strategg 3 evelop a plan to implement and monitor best practices sed to supplement teacher's lath-weekly lesson plans.	Coach Campus Math Team All teachers neet with curriculum coordinators to hear rk, the campus leadership team will an parents following district benchmarks Persons Responsible/Title Principal Assistant principal CLL Coach Campus Math Team All teachers	Intervention Acdemies Personalize lesson plan for specific groups elp teachers address areas of need. alyze campus level data and develop ato inform them of students' results, Resources Campus and district Benchmark Data Reports Personalize Academies TEKS	progress and available interventions Timeline	Campus Performance Reviews Lesson plans Walkthtoughs Sign- in sheet walkthrough at target areas of concern for all stude Evidence of Implementation Curriculum documents Lesson plans LIFE Coach	achievement gains on: CBAs & Benchmarks [BMs] nt groups and sub-groups. Evidence of Impact CBAs BM1 and BM2 scores Student achievement gains	BM1&2 Campus created exams Progress monitoring Formative/ Summative Assessment Formative & Summative assessments Weekly exams District/Campus assessments Progress	Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessment,

The campus CLL will provide professional development during teacher CLCs to help support campus academic needs.
 After BM teachers will submit an action plan with intervention activities (Countdown to next BM / STAAR) to meet the needs of their students.



Annual Goal 2:	By June 2024, All Students will incr 36% in Domain 1(48% to 67%).	ease by 15% in Math in the #APPRO/	ACHES [®] performance level, from	n 78% to 93% , by 22% in Math in the "MEE	TS [*] performance level, from 49% to 7	1% and by 20% in Math in the "Master	s" performance level, from 16% to
Objective 2:	75% of KG-2nd grade students will incease t	heir math performance by implementing planr	ing and instruction protocols with fideli	ty by the end of June 2024.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation aught in Math.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 – June 2024	Agendas and sign-in sheets Data Analysis documents (DMAC) CLC's Agenda Walkthrough documents Progress monitoring data Lesson Plans Student samples	Student achievement gains on: progress moitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks (BMs) STAAR Summative assessments Dist. Weekly exams Campus based exams	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teacher #10 Coordination and integration of Fede State, and Local Services, Programs, and Funds
Action Steps							
) Teachers will provide interventions and di	fferentiate instruction using technology, probl	em- solving skills, etc. to reach all learning stu	les.				
	serve each other to build instructional capacit						
3) EL and Special Education teachers will be	provided with math workshops that will train t	hem on differentiaitng instruction using writing	g best practices for specific subgroups.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
The campus will implement curriculum math opportunities effective learning based on need's assessment; using data and trends.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Progress monitoring data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teache #10 Coordination and integration of Fede State, and Local Services, Programs, and Funds
Action Steps							
	ve math Centers and monitor its effectivenes	S.					
2) Teachers will analyze UPSE strategy to m							
Strategg 3 Every Six Veeks math training / opportunity to reflect will be provided for teachers throughout the school year on the assesse surriculum.	Assistant principal CLL Coach	Resources Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Timeline Sept. 2023 – June 2024	Evidence of Implementation Curiculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Evidence of Impact Inceased weekly Progressing monitoring scores Student performance growth	Formative/ Summative Formative Assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title-I School- vide Component Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teacher #10 Coordination and integration of Fede State, and Local Services, Programs, and Funds
Acrion Steps	and also as a sulta in CLCs.						
Teachers will disaggregate, analyze data, a) All grades will input math progress monit							
.) Air grades will input math progress monite	oring on a weekly basis. teach, peer teach, and regroup based on stude						



Goal Area 1:	Student Achievement						
nnual Goal 2:	By June 2024, All Students will inc from 16% to 36% in Domain 1(48%		OACHES [®] performance level, f	rom 78% to 93% , by 22% in Math in the	e "MEETS" performance level, from 4	49% to 71% and by 20% in Math in	the "Masters" performance level,
ojective 3:	By June 2024, PK-2nd grade will improve	in math performance in all performance st	andards by implementing differentiate	d data driven instruction to meet the need of all	l students.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Compone
nsure teachers in PK-2nd grade have ppropriate materials/resources to nhance instruction for all students, ioluding ELL, SPED and students lentified as at risk.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1Comprehensive Needs Assessmen #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps					Student growth		
Provide Initial and ongoing training on th							
	ni sessions on effective math strategies by l Il be conducted for K-2nd grade teachers b		achers				
). I raining on math development skills wi	II be conducted for K-2nd grade teachers b	y Math Team					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Compone
ofessional development will be ovided for teachers, leadership writng am and related support staff on structional strategies (e.g. CIF).	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1Comprehensive Needs Assessmen #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
	onal development will be offered to address	•	•	dent engagement in math.			
	d by District and Campus Instrucational Tec	hnologist to integrate technology into the (core curriculum.				
Training for teachers on (CIF) strategie Strategy 3	s Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Compone
<-2nd teachers & Math leadership am will receive training on iXS analysis to determine depth and implexity of each student expectation ught.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier)	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1Comprehensive Needs Assessme #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Ecologia State and Local Sequipor
Acrion Steps Spiral Reviews (from Assessed Curricul	um) will be created by Campus Math Team a	and be provided to our placeroom to solver	based on areas of concern				
· · ·	um) will be created by Campus Math Team (ave appropriate materials/resources to enh	I		t risk.			
Insure all PK-2nd grade students rece							

oal Area 1: nnual Goal 3:				nce in the "APPROACHES" per nce in the "Masters" performan			20% in Science in the "MEETS" I (41% to 65%).
bjective 1:	100% of all students will in students.	mprove by 5 points (accord	ding to projectio	ons) in Science STAAR performance	by implementing differer	itiated data driven	instruction to meet the needs of all
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School- wide Component
ience lab and 5th grade achers will incorporate oject-based learning rough sustainability and tegories.	Principal Assistant principal CLL Campus Science Team 5th Grade Teachers Science Lab teacher	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data STAAR Ready Kamico Summit K12 Think Up TCM Time for Kids	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data Science Lab lessons Project Based Learning	Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Qualitty and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps Science lab lessons will be p	lanned to promote hands-	n learning experiences th	nrough experim	ents, outdoor learning, virtual/in-pers	on fieldtrips.		
Students will be exposed to	understanding the relation	of the sustainable goals a	ind science	platforms such as Nearpod and Sum			
Students will continued to b	Persons	ins through the intergratio	n or technology			Formative	
Strategy 2	Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
cience Lab teacher will omote hands-on learning in sience across all grade vels.	Principal Assistant principal CLL Campus Science Team 5th Grade Teachers Science Lab teacher	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data STAAR Ready Kamico Summit K12 Think Up TCM Time for Kids	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data Science Lab lessons Project Based Learning	Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Qualitty and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Component
Coloure Lab to show ill		Training betation	C+ 2022	Consideration of the second se		Assessment	
Science Lab teacher will ensure all stakeholders are	Principal Assistant existing	Training Material	Sept. 2023 – June 2024	Curriculum documents		Formative & Summative	Title 1: #1 Comprehensive Needs Assessment,
held accountable of student's	Assistant principal	Training Agenda District Curriculum.		Lesson plans CLC Agendas	Progressing monitoring scores,	assessments	#1 Comprehensive Needs Assessment, #2 Reform Strategies,
knowledge of science across	Campus Science Team	Pacing guide, Year- at-		Walkthrough documents	arowth	Benchmarks	#3 Instruction by Highly Qualified
all grade levels.	5th Grade Teachers	a-Glance, Weekly		Progress monitoring data	12	District/Campus	Teachers,
	Science Lab teacher			Program data	gains on the STAAR	assessments	#4 High-Qualitty and Ongoing
		State and Local Data		Science Lab lessons	Teacher retention	Teacher reated	Professional Development,
		STAAR Ready		Project Based Learning	TELPAS	exam Teacher	#10 Coordination and integration of
		Kamico			Results Driven	observation	Federal, State, and Local Services,
		Summit K12			Accountability Report		Programs, and Funds
		Think Up					
		TCM Time for Kids					
Action Steps							
1) Science vertical alignments v				strategies.			
 Curriculum nights will be he Projects such as Sience W.0 				l			
 4) Science Vocabulary Extrava 							
4) Science Vocaburary Extrava	gariza wili be rielu every ya I	ai to promote content voc	abulaiy ariu vel	acar angrittiena.		Formative	
Strategy 4	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative	Title-I School- wide Component
	Responsible/Title					Assessment	
5th grade teachers and	Principal	Training Material	Sept. 2023 –	Curriculum documents	Inceased weekly	Formative &	Title 1:
students will be held	Assistant principal	Training Agenda	June 2024	Lesson plans	Progressing	Summative	#1 Comprehensive Needs Assessment,
accountable of science	CLL	District Curriculum,		CLC Agendas	monitoring scores,	assessments	#2 Reform Strategies,
progression through progress	Campus Science Team	Pacing guide, Year- at-		Walkthrough documents	growth	Benchmarks	#3 Instruction by Highly Qualified
monitoring and intentional	5th Grade Teachers	a- Glance, Weekly		Progress monitoring data		District/Campus	Teachers,
interventions.	Science Lab teacher	Lessons		Program data		assessments	#4 High-Qualitty and Ongoing
		State and Local Data		Science Lab lessons	Teacher retention	Teacher reated	Professional Development,
		STAAR Ready		Project Based Learning	TELPAS	exam Teacher	#10 Coordination and integration of
		Kamico Summit K12			Results Driven	observation	Federal, State, and Local Services,
		Think Up			Accountability Report		Programs, and Funds
		TCM Time for Kids					
Acrion Steps							
· ·				ers and student populations in Scienc			
2) Teachers will become data e	xperts in DMAC data (item	n analysis, quintiles) to en	sure the intentio	onal grouping for intervention and tute	oring.		
2) Colonea prograda monitoring	will be monitored by the l	eadership team and used	bu 5tb grade tea	achers to target reteach			



al Area 2:	Closing the Gaps						
	By June 202 4, All students will meet Ao target) to 58 (interim target).	ademic Achievement component in Readi	ng the Closing t	he Gaps, from 47 (actual target) to 55(Interi	m target) and in Academic Achievment Clo	sing component in Re	eading Closing the Gap, from 49 (actual
bjective 1:	All student groups in the Academic Achiev	vement component will be monitored to en	sure that at leas	st 50% of students meet Academic Achieve	ment standards in Reading June 2024.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM I &	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services,
			Act	tion Steps			
	ogress monitoring and of both formal and i						
		ease performance at the Meets level and al	bove.				
	o drive intervention plans and build interver rventions that are directly related to studen						
prinovide quality daily instruction and inter	rendons that are directly related to studen	to needs as demonstrated by ddtd .				Formative/	
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
nplement action plans to ensure rudents meet Reading - Meets tandards on district local assessments	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review	*Closing achievement gap with specific student groups *DMAC reports	"Weekly Assessments "Fluency Checks	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies,
		"STAR AR "Systems 44 "Supplemental resources		and provide quaility feedback "Walk-through - Review and provide quaility feedback	*Progress Monitoring Academic growth Increase academic performance of all student groups in all BM *STAAR/EOC	"BMT&II "STAAR/EOC "TELPAS	#9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of
		ooppenientarresources	Â.c.	tion Steps	Statent groups in an Erri Official in 200	TEEL HIS	and coordination and integration of
Review and adjust instructional times to	ensure teachers allocate time for intervent	ion and targeted instructional time.		non oteps			
) Implement instructional best practices in	n action plans that are prescribed and targe	ted to meet the needs of student groups bo	oth on google m	neets and face to face.			
) Teacher CLCs focus on the progress of	f implementation : teachers are given the o	portunity to reflect and evalute progress.					
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
f action plans to ensure students are	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level	*District Curriculum *Istation Reading	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs	"Closing achievement gap with specific student groups "DMAC reports "Progress	"Weekly Assessments	Title 1: #1 Comprehensive Needs Assessments,
ogressing to meets standards in eading.	Chairpersons	"Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM1 &		*Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide	Monitoring Academic growth Increase academic performance of all student groups in all BM "STAAR tested subjects	*Fluency Checks *BM1&II *STAAR/EOC *TELPAS	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services,
			Act	tion Steps	1 		
Monitor and evaluate intervention plans	every three weeks during Teacher CLC pro	gress montoring data designated dates.					
-		ation and effective targeting of groups duri	ing intervention				
	n activities, walkthroughs, and lesson plans		_				

	Closing the Gaps						
Annual Goal 1:	By June 2024, All students will inc (actual target) to 80(Interim target		ademic Grow	th component in Reading in Closin	g the Gaps, from 71 (actual target)	to 80 (Interim	target) and in Math from a 75
Objective 2:	All students will be monitored	to ensure that at least 5	0% of stude	nts meet Academic Growth star	ndards in Math by June 2024.		
Strategy 1	Persons Responsible/Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	e <i>l</i> Summati	Title-I School- wide Component
Collect and assess data to monitor the progress of weekly assessments by using meets level standards in math.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM1 & II)	*Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessme nts "Fluency Checks "BM1&II "STAAR/E OC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State and Local Services.
				tion Steps			
	discuss progress monitoring a						
				nance at the Meets level and ab	ove.		
 Use weekly and local assess Provide quality daily instruct 	ment data to drive intervention ion and interventions that are d	i plans and build interver irectly related to studen	ttion time in ts? needs as	to the day at every level.			
+) Frovide quality daily instruct		lectly related to studen				I Officiativ	
Strategy 2	Persons Responsible/Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	e <i>l</i> Summati	Title-I School- wide Component
Implement action plans to ensure students meet Math Meets Standards on district local assessments	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs	Closing achievement gap with specific student groups DMAC reports	"Weekly Assessme nts	Title 1: #1 Comprehensive Needs Assessments,
		*Systems 44 *Supplemental resources		*Progress Monitoring Reports - Review and provide quaility feedback ************************************	Progress Monitoring Academic growth Increase academic performance of all student	"Fluency Checks "BMI&∥ "STAAB/F	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Evperiencing Diffulty
1) Device and adjust instruction	nal timor to ongura to solvers all	"Systems 44 "Supplemental resources		Reports - Review and provide quaility feedback "Walk through - Review and tion Steps	Academic growth "Increase academic	Checks "BMI&II	#9 Effective and Timely Assistane to Students
	nal times to ensure teachers all	"Systems 44 "Supplemental resources ocate time for intervent	ion and targ	Reports - Review and provide quaility feedback Welk through - Review and tion Steps eted instructional time.	Academic growth "Increase academic performance of all student	Checks "BMI&II "STAABJE	#9 Effective and Timely Assistane to Students
2) Implement instructional best		*Systems 44 *Supplemental resources ocate time for intervent ire prescribed and targe	ion and targ ted to meet	Reports - Review and provide quaility feedback Welk through - Review and tion Steps eted instructional time. the needs of student groups bo	Academic growth "Increase academic performance of all student	Checks "BMI&II "STAAB/F	#9 Effective and Timely Assistane to Students
2) Implement instructional best	t practices in action plans that a	*Systems 44 *Supplemental resources ocate time for intervent ire prescribed and targe	ion and targ ted to meet	Reports - Review and provide quaility feedback Welk through - Review and tion Steps eted instructional time. the needs of student groups bo	Academic growth "Increase academic performance of all student	Checks "BMI&II "STAABJE	#9 Effective and Timely Assistane to Students
2) Implement instructional bes 3) Teacher CLCs focus on the	t practices in action plans that a progress of implementation : to Persons	*Systems 44 *Supplemental resources ocate time for intervent are prescribed and targe eachers are given the op	ion and targ ted to meet pportunity to Timelin e "Sept 2023 - May 2024	Reports - Review and provide quaility feedback "Walk-through - Beujew and tion Steps eted instructional time. the needs of student groups bo reflect and evalute progress. Evidence of	Academic growth "Increase academic performance of all student th on google meets and face to	Checks "BMI&II "STAABJE pface. ef	#9 Effective and Timely Assistane to Students Experiencing Diffultu Title-I School- wide
2) Implement instructional bes 3) Teacher CLCs focus on the Strategy 3 Monitor and evaluate the implementation of action plans to ensure students are progressing to meets standards in MATH.	t practices in action plans that a progress of implementation : to Persons Responsible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*Systems 44 *Supplemental resources ocate time for intervent re prescribed and target eachers are given the op Resources *District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1&	ion and targ ted to meet poportunity to Timelin e "Sept 2023 - May 2024 May 2024	Reports - Review and provide quaility feedback "Walk through - Review and tion Steps eted instructional time. the needs of student groups boo reflect and evalute progress. Evidence of Implementation "Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and tion Steps	Academic growth "Increase academic performance of all student th on google meets and face to Evidence of Impact "Closing achievement gap with specific student groups "DMAC reports "Progress Monitoring Academic growth Increase academic performance of all student groups in all BM	Checks "BMI&II "STAAB/F oface. Checks "Veekly Assessme nts "Fluency Checks "BMI&II "STAAR/E OC	#9 Effective and Timely Assistane to Students Experiencing Diffultu Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
2) Implement instructional bes 3) Teacher CLCs focus on the Strategy 3 Monitor and evaluate the implementation of action plans to ensure students are progressing to meets standards in MATH.	t practices in action plans that a progress of implementation : to Persons Responsible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level	*Systems 44 *Supplemental resources ocate time for intervent re prescribed and target eachers are given the op Resources *District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1&	ion and targ ted to meet poportunity to Timelin e "Sept 2023 - May 2024 May 2024	Reports - Review and provide quaility feedback "Walk through - Review and tion Steps eted instructional time. the needs of student groups boo reflect and evalute progress. Evidence of Implementation "Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and tion Steps	Academic growth "Increase academic performance of all student th on google meets and face to Evidence of Impact "Closing achievement gap with specific student groups "DMAC reports "Progress Monitoring Academic growth Increase academic performance of all student groups in all BM	Checks "BMI&II "STAAB/F oface. Checks "Veekly Assessme nts "Fluency Checks "BMI&II "STAAR/E OC	#9 Effective and Timely Assistane to Students Experiencing Diffultu Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
 2) Implement instructional besi 3) Teacher CLCs focus on the Strategy 3 Monitor and evaluate the implementation of action plans to ensure students are progressing to meets standards in MATH. 1) Monitor and evaluate interve 2) Evaluate and assess interve 	t practices in action plans that a progress of implementation : to Persons Responsible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*Systems 44 *Supplemental resources ocate time for intervent re prescribed and target eachers are given the op Resources *District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMT& during Teacher CLC pro-	ion and targ ted to meet opportunity to Timelin e "Sept 2023 - May 2024 May 2024 Ac ogress mont tation and ef	Reports - Review and provide quaility feedback "Walk through - Review and tion Steps eted instructional time. the needs of student groups boo reflect and evalute progress. Evidence of Implementation "Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and tion Steps	Academic growth "Increase academic performance of all student th on google meets and face to Evidence of Impact "Closing achievement gap with specific student groups "DMAC reports "Progress Monitoring Academic growth "Increase academic performance of all student groups in all BM "STAAR tested subjects	Checks "BMI&II "STAAB/F oface. Checks "Veekly Assessme nts "Fluency Checks "BMI&II "STAAR/E OC	#9 Effective and Timely Assistane to Students Experiencing Diffultu Title-I School- wide Component Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and

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oal Area 2:	Closing the Gaps						
nnual Goal 1:	By June 2024, 50% of our identifie	d student groups in the Academic	Achievement component in the	Closing the Gaps, will meet STAAR perf	formance targets in Reading and M	lath.	
ojective 3:				ts performance level or above by June 20			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ith LIFE Coach and AP to ensure fective delivery of instruciton and on-negotiables in Reading ontinue to be the key focus for all udents.		*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAP/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAREOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
	LC time so teachers receive quality ustrategies in CLC potebook to ensu	reedback on reading lesson plans . ure they are integrated effectivley in t	heir lesson plans				
		weekly walkthrough data and drive a		steps for the following week.			
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formativel Summative Assessment	Title-I School- wide Component
	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	 *Weekly Assessments *Fluency Checks *BM1 & II *STAAPEOC *TELPAS 	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
		lentify student groups to differentiate					
		state adopted reading program to de		s based on strengths and weaknesses. students			
		livery of intruction at the meets and r					
Use STAAR vertical alignment qu	uestion stems to enhance skill aligne	ed questioning with every reading pa	assage .				
^p rovide training and guided supp	lementary reading curriculum and i	instruction to reinforce learning (LIFE	E Coach)				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- w ide Component
tructional time to ensure high-	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAP/EDC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAPEOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
Ionitor the implementation of the	curriculum, delivery of instruction,			I the instructional core in daily instruction.			
fonitor the implementation of the Provide quality feedback specific.	ally on Reading Weekly lesson plar	ns; with a focus on the instrucitonal c	ore and student task.	I the instructional core in daily instruction.			
Aonitor the implementation of the Provide quality feedback specific Jse walkthroughs to monitor, eval	ally on Reading Weekly lesson plan uate and adjust the use of supplem		ore and student task. truction to reinforce learning.				

		/ in Roading will sustain (or increase by 5% neints to	o 52 surpassing the Interir	n target of 37 by 15 poin	te
The All Stadent group will der	nonstrate increase or academic	giow(minime area of heading	, and increase of academic gro	wanin alea or Maar by Sune	2024.	
Persons Responsible/Title	Researces	Timeline	Evidence of Implementation	Evidence of Impact	Formatival Summativa Assassment	Title-I School- uide Compon
Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1&11)	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback	performance of all student groups in all BM	"Weekly Assessments "Fluency Checks "BMI&II "STAAR "TELPAS	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
				pring forms.		
vill provide quality feedback on	walkthroughs, lesson plans , and	d intervention plans that target		growth in Reading and Math.		
rees to facilitate reading and ma	ath development to differentiate	student learning.				
Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Arresement	Title-I School- uide Compon
Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1 & II)	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups "Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
-	-	-				
		•	res and student reward program	15.		
Persuar Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Arrogrammat	Title-I Schaul- uide Compon
Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum "Istation Reading "Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1 & II)	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BMI&II "STAAR "TELPAS	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, Sta
	Perzee Respectible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons itoring committee will provide quality feedback on rest of acilitate reading and material principal, Assistant principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons Itoreate rigorous but attainable dent academic growth on their or , analyze and chart their pwn gr Perzeer Respectible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons Vill create rigorous but attainable dent academic growth on their or , analyze and chart their pwn gr Perzeer Respectible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade	Percent Respectible/Title Reserver Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons "District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 Supplemental resources "STAAR Release Assessments (BM1&II) toring committee will provide quality feedback every two weeks itoring committee will analyze weekly intervention plans for Rear- will provide quality feedback on walkthroughs, lesson plans, and rest of facilitate reading and math development to differentiate Percent Respectible/Title Reserver Percent Respectible/Title Reserver Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons "District Curriculum "Istation Reading "Imagine Math "Starp AR "Systems 44 Supplemental resources "STAAR Release Assessments (BM1&II) "Starp AR "Systems 44 Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons "District Curriculum "Istation Reading "Imagine Math "Starp AR "Systems 44 Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons "District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments "Systems 44 "Supplemental resources "STAAR Release Assessments	Percent Responsible/Title Reserves Timelies Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons 'District Curriculum 'Istation Reading 'Imagine Math 'STAR AR 'Systems 44 'Supplemental resources 'STAAR Release Assessments (BM1&II) 'Sept.: 2023 - May 2024 toring committee will provide quality feedback every two weeks to teachers within a GL based itoring committee will analyze weekly intervention plans for Reading and Math with a focus on II provide quality feedback on walkthroughs, lesson plans, and intervention plans that target reles to facilitate reading and math development to differentiate student learning. Timelies Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons 'District Curriculum 'Istation Reading 'Imagine Math 'Systems 44 'Supplemental resources 'STAR AR 'Systems 44 'Supplemental resources 'STARA R 'Systems 44 'Supplemental resources 'STARA R	Principal, Assistant principal, Assistant principal, Teachers, CLL, Reading Coach, Grade Level Chairpersons District Curriculum "Inagine Math "StaR AR "Systems 44 Sept. 2023 - May 2024 Campus Performance Review 3 Dessions with GL Chairs Toring committee will provide quality feedback toring committee will analyze weekly intervention plans for Reading and Math with a focus on targeted student growth, walk-through - Review and provide quality feedback every two weeks to teachers within a GL based on their weekly progress monitor itoring committee will analyze weekly intervention plans for Reading and Math with a focus on targeted student growth, walk-throughs, lesson plans, and intervention plans that target invidualized student academic reles to facilitate reading and math development to differentiate student learning. Cridece af leg/security registing and math development to differentiate student learning. Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons "District Curriculum "Istation Reading "Imagine Math "Systems 44 Sept. 2023 - May 2024 "Campus Performance Reviews Sessions with GL Chairs "Frogress Monitoring Reports - Review and provide quality feedback If create rigorous but attainable goals based on the students' individual academic growth in Reading and Math weekly assessment. "Sept. 2023 - May 2024 "Campus Performance Review and provide quality feedback If create rigorous but attainable goals based on the students' individual academic growth in Reading and Math weekly assessment. "Sept. 2023 - May 2024 "Campus Performance Review Sessions with GL Chairs "Frogress Monitoring Reports - Review and provide quality feedback </td <td>Principal, Assistant principal, Assistant include, Teachers, CLL, Reading Coach, Grade Level Chairpersons District Curriculum "Istation Reading "magine Math "Systems 44 "Supplemental resources" STAAR Release Assessments (DM18 III) Sept. 2023 - May 2024 Campus Performance Reviews Sessions with GL Chair Progress Monitoring Reports; "Progress Monitoring Reports; "StaAR Release Assessments (DM18 III) Compute Network (Chair Progress Monitoring Reports; "StaAR Release Assessments (DM18 III) Compute Network (Chair Progress Monitoring Reports; "StaAR Release Compute Network (Chair Progress Monitoring Reports; "StaAR Release Compute Network (Chair Progress Monitoring Reports; "Chair Progress Monitoring Reports; "StaAR Release Assessments (DM18 III) Compute Network (Chair Progress Monitoring Reports; "Chair Progress Monitoring Reports; "StaAR Release Assessments; (Chair Progress Monitoring Reports; "StaAR Release Assessments; "StaAR Release Assessments; "StaA</td> <td>Principal, Sestent principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons District Curriculum (Transine Math "StraR AR "Supplemental resources "STAAR Release Sept. 2023 - May 2024 "Sept. 2023 - May 2024 Clampus Performance Reviews Sessions with GL Chairs Clampus Performance groups Clampus Performance groups Clampus Performance groups Clampus Performance groups Meekly Assessments Used with the second committee will provide quality performance of all student groups and math "StarR Release "Sept. 2023 - May 2024 "Review and provide quality feedback "StarR Release "StarR Release "TELPAS toring committee will provide quality feedback provide quality feedback "Walk-through, Elsessments groups and math development to differentiate student learning. "StarR Release "Tealine" Calculated student growth in Reading and Math elsess failing elsessments growth in Reading and Math elsess failing elsessments "Tealine" Calculated student academic growth in Reading and Math. Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons New Walk Assessments 'StarR Release Assessments "Sept. 2023 - May 2024 'Sept. 2023 - May 2024 'Sept. 2023 - May 2024 'Sept. StarR Release Assessments. "Tealine" Calculated student growps 'Tealing the advisor of all planets 'StarR Release Assessments. "Veekly Assessments 'Sept. 2023 - May 2024 'StarR Release Assessments. "Tealine" Calculated student growps 'Tealing the advisor of all BM 'StarR Release Assessments.</td>	Principal, Assistant principal, Assistant include, Teachers, CLL, Reading Coach, Grade Level Chairpersons District Curriculum "Istation Reading "magine Math "Systems 44 "Supplemental resources" STAAR Release Assessments (DM18 III) Sept. 2023 - May 2024 Campus Performance Reviews Sessions with GL Chair Progress Monitoring Reports; "Progress Monitoring Reports; "StaAR Release Assessments (DM18 III) Compute Network (Chair Progress Monitoring Reports; "StaAR Release Assessments (DM18 III) Compute Network (Chair Progress Monitoring Reports; "StaAR Release Compute Network (Chair Progress Monitoring Reports; "StaAR Release Compute Network (Chair Progress Monitoring Reports; "Chair Progress Monitoring Reports; "StaAR Release Assessments (DM18 III) Compute Network (Chair Progress Monitoring Reports; "Chair Progress Monitoring Reports; "StaAR Release Assessments; (Chair Progress Monitoring Reports; "StaAR Release Assessments; "StaAR Release Assessments; "StaA	Principal, Sestent principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons District Curriculum (Transine Math "StraR AR "Supplemental resources "STAAR Release Sept. 2023 - May 2024 "Sept. 2023 - May 2024 Clampus Performance Reviews Sessions with GL Chairs Clampus Performance groups Clampus Performance groups Clampus Performance groups Clampus Performance groups Meekly Assessments Used with the second committee will provide quality performance of all student groups and math "StarR Release "Sept. 2023 - May 2024 "Review and provide quality feedback "StarR Release "StarR Release "TELPAS toring committee will provide quality feedback provide quality feedback "Walk-through, Elsessments groups and math development to differentiate student learning. "StarR Release "Tealine" Calculated student growth in Reading and Math elsess failing elsessments growth in Reading and Math elsess failing elsessments "Tealine" Calculated student academic growth in Reading and Math. Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons New Walk Assessments 'StarR Release Assessments "Sept. 2023 - May 2024 'Sept. 2023 - May 2024 'Sept. 2023 - May 2024 'Sept. StarR Release Assessments. "Tealine" Calculated student growps 'Tealing the advisor of all planets 'StarR Release Assessments. "Veekly Assessments 'Sept. 2023 - May 2024 'StarR Release Assessments. "Tealine" Calculated student growps 'Tealing the advisor of all BM 'StarR Release Assessments.



Goal Area 2:	Closing the Gaps						
Annual Goal 2:	By June 2024, our High Fo	cus performance of 49% in	Math will sustain or increa	ase by 5% points to 54 surpa	ssing the Interim target of (42 by 12 points.	
Objective 2:	The Emmergent Bilingual students	will demonstrate an increase of acad	lemic growth in the area of Reading	and Math.			f
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Els will be monitored bi-weekly to demonstrate growth in academic progress in the areas of Math & Reading by June 2024.	Principal, Assistant principals, Teachers, LIFE Coach, Reading Coach, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Acitvities "TELPAS 2023 Release *Summit K 12 *Supplemental resources Teacher created TELPAS practice	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback	*Closing the achievement gap among specific student groups "Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM I & II "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of
Action Steps							
				it to 2023 BM2 and STAAR 2023 dat.			
		iglish Language to identify instruction ge supports during instructional time.		Brd grade and 4th-5th grade as needed.			
		ed to facilitate learning for EL Studen					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be provided quality training on how ELP strategies are embedded in weekly lesson plans to enhance the overall instructional program for EBs.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice activities	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local
Action Steps							
	ning in language acquisition strategie						
2) LIFE Coach, AP, and Principal wi	II ensuren that Bilingual/ESL teacher:	s are involved in common planning a	nd receive the same information a	nd resources.			
Implement the English language F	Proficiency Standards (ELPS) and ed	lucate the entire staff is serving the E	L population.				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained and guided on the implementation of EL supplemental aids to personalize the need of every EB student in their classroom.	Principal, Assistant principal, Teachers, CLL, Reading Coach, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice activities	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BMT&II "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Eederal State and Local
Acrion Steps							
		any other EB support that can provid					
		sure we are utilizing reasearch based		upport the language	I	1	
3) CLL, AP and Principal will use wal	ikthough data to give our Bilingual te	achers quality feedback on EB differ	entiated instruction.				



Goal Area 2:	Closing the Gaps						
Annual Goal 3:		arners will advance by at least o	· · ·				
Objective 1:		in 2nd – 5th grades will increase one pro					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide
All tecahers will receive training on TELPAS overview and updates with specifics to rubrics, sample items, Summit K 12 and Telpas Ready : Focus on Listening & Speaking ! By Region 1.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -EB Strategic Plan -Linguistic Instructional Alignment Guide EB Instructional and Assessment Accommodations	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS BM "Summit K-12 Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1)Teachers will review TELPAS update	s to better understand their students' pro	ficiency levels and their specific needs	in each domain.				
2)Teachers will review rubrics to better	understand how they are able to integra <12 and have an effective plan to implem	te different levels of questioning through	hout their weekly lesson plans.				
	in their contect specific instrucitonal les				1		
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide
2) LIFE Coach and progress monitoring	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach re, their purpose, how they are assessed reams will review implementation of ELP onal practice with a focus on ELPS imple Persons Responsible/Title	'S in weekly lesson plans.	v they can provide meaningful practice	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback through the content areas.	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects Evidence of Impact	"Weekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS BM "Summit K-12 Assessments Formative/ Summative	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds Title-I School- vide
Teahers will create and implement a scheduled plan that details how targeted student groups by level of Domain in Listening, Speaking, Reading and Writing will utilize Summit K 12 to practice TELPAS sample items.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional and		*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects		Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Acrion Steps 1)Teachers will be guided in creating a	Summit K 12 plan that provides students	targeted and prestribed TEL PAS pract	ice that will help students progress to th	e next level.			
	nonitor the implementation of the plan ar						
3)Teachers will utilize Summit K 12 weel	kly benchmarks to analyze data and adju	ust TELPAS intervention plans to address	ss strengths and weaknesses exhibited	practice items.			
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Accessment	Litle-I School- vide
All teachers will embed TELPAS specific Speaking & Listening activities as routine practice in their daily lesson plans and content area instruciton.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EDC tested subjects	"Weekly Assessments "Fluency Checks "BM & II "STAAR "TELPAS BM Summit K-12 Assessments	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of

Annuai Goai 3:	By June 2024, Emergen	Dilingual students will i					
Objective 2:		C Bilingual scudents with	increase scores by adva	ncing at least from one	or two of the TELPAS d	omains from 2023 to 202	24.
	At least 60% of Emmergent B	Bilingualsin 2nd – 5th Grades w	vill increase one proficiency le	vel in Reading by June 2024.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
questions and the TELPAS	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS Release *Summit K 12 •Proficiency Level Descriptors •Composite Rating Template	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	*Weekly Assessments *Fluency Checks *BM1&II *STAAR *TELPAS BM Summit K-12 Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) All teachers will review TEL							
2) Teachers, will take the TEL						rease in level of rigor.	
 Teachers will integreate TE 		r weekly reading lesson plans t	o provide EL students the op		ig TELPAS reading skills .		
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
with a focus on the TELPAS reading skill components.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach	District Curriculum: TELPAS Listening and Reading Acitvities TELPAS Release Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	"Sept., 2023 - May 2024	"Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	Weekly Assessments Fluency Checks BM1&II STAAR TELPAS BM Summit K-12 Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will analyze stude Strategy 3	nt data and help students crea Persons Responsible/Title	te goals based on their currer Resources	it progress in each Domain. Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School- wide Component
assessment data to profile the students current progressing level and create awareness with	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language	*District Curriculum: TELPAS Listening and Reading Acitvities TELPAS Release *Summik K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EB	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all	*Fluency Checks *BMT&II *STAAR	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of
Acrion Steps		doronia, polobrato Venia	otropatho and obain an	porobin to address Masir	weskesses		
Students will track their							s effort and continued support.



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Goal Area 2:	Closing the Gaps						
Annual Goal 3:	By June 2024, we will	sustain the TELPAS rating of 59% or increa	ase our target score of (59%.			
Objective 3:	At least 60% of Emmerg	ent Bilingual in 2nd – 5th Grades will increase c	ne proficiency level in Wr	iting by June 2023.			
Strategy 1	Persons	Resources	Timeline	Evidence of	Evidence of	Formative/	Title-I School- wide Component
Our CLL will provide quality training on the implementation of TELPAS writing overview, on TELPAS writing strategies, and on the TELPAS writing rubric proficiency level descriptors.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language	District Curriculum: TELPAS Listening and Reading Acitvities TELPAS 2023 Release Summit K 12 Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide EB Strategic Plan Linguistic Instructional Alignment Guide EB Instructional and Assessment	"Sept., 2023 - May 2024	"Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback	achievement gap among specific student groups "Increase academic performance of all student groups in all	"Weekly Assessments "Fluency Checks "BM1&11 "STAAR "TELPAS BM Summit K-12 Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1)Teachers will learn how	to effectivley integrate T	ELPAS writing practice with a focus on key iter	ms specified in the Writing	Rubric Proficiency Leve	l Descriptors.		
		help students build their academic vocabulary l					
3] Leachers will create ef	rective word walls that the	ey can use to help students visualize and make	connections with TELPA	AS writing prompts.			
Our TELPAS Writing	Principal, Assistant	*District Curriculum: TELPAS Listening and	"Sept., 2023 - May 2024	*Campus Performance	*Closing the	"Weekly Assessments	Title 1:
team will train and guide all teachers on our plan to embed all TELPAS writing practice across all contents areas.		Reading Acitvities "TELPAS 2023 Release "Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -EB Strategic Plan -Linguistic Instructional Alignment Guide EB Instructional and Assessment	36pt., 2023 - May 2024	Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback	achievement gap among specific student groups "Increase academic performance of all student groups in all	*Fluency Checks *BM1&II *STAAR *TELPAS BM Summit K-12 Assessments	 #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1)The endowed CTC and	Tala a Stabia a Talam will a	and the second					
		create a plan with a scheduled activities for writ vide students with academic language to help t					
		o help ensure they address key areas when the					
		tvities and cross-curricular alignment for all gr					
All teachers will conference with 100% of their EBs to create awareness of their current writing proficiency level, its' criteria and next steps to address their goals.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist,	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 •Proficiency Level Descriptors •Composite Rating Template •TELPAS Educator Guide •EB Strategic Plan •Linguistic Instructional Alignment Guide	"Sept., 2023 - May 2024	"Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility	achievement gap among specific student groups "Increase academic performance of all student groups in all	"Weekly Assessments "Fluency Checks "BM1&11 "STAAR "TELPAS BM Summit K-12 Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1) All to solver still are sto	an alguith thair studes to	but using their ourrent writing and finant lovel on	d addrogging asitasia in the	vir ourroot louel			
		by using their current writing profiency level and ency level descriptor for writing, at the next leve			este specific dosta		
		ts writing ability by using quick writes, exit ticke				e spot	

[3] All teachers will monitor the progress of students writing ability by using quick writes, exit ticket, and other informal assessments to help increase their ability to write on the spot.

Goal Area 2:	Closing the Gaps									
innual Goal 4	By June 2024, 50% of our S	2024, 50% of our Special education students will meet the target standard of approaches or meets in reading and Math.								
)bjective 1:	At least 50% of Special Education students in 3rd- 5th Grades will increase 10% in Math and Reading by June 2024.									
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessme	Title-I School- w ide Component			
eachers will be trained and guided on the implementation of SPED supplemental aids to personalize he need of every SPED student in heir classroom.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM1 & II) Unique Online Intervention Activities available in different portals	"Sept 2022 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services Programs, and Funds			
Teachers will be given the time ito u	use data analusis to quide instruction	and create a plan thar provides additio	onal support for our s	special educations students based on	strengths and weaknesses.					
-	<u> </u>			•	5					
	strategies to help students build their a									
Teachers will create effective word	walls that they can use to help studen	ts visualize and make connections wi	ith the skill of the wee	k.						
eachers will be trained and guided n the implementation of SPED upplemental aids to personalize re need of every SPED student in heir classroom. The campus CTC and Telpas Writir	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons ng Team will create a plan with a sched	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional uled activities for writing across all co	"Sept., 2022 - May 2024 ontent areas.	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	"Closing the achievement gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistan to Students Experiencing Diffulty, #10 Coordination and integration Federal, State, and Local Service Programs, and Funds			
	rtunity to provide students with acade			says.						
	ough CLCs to help ensure they addres		g for TELPAS.							
Writing vertical alignment will addre	ess writing actvities and cross-curricul	ar alignment for all grade levels.								
II teachers will conference with 10% of their special education tudents to create awareness of heir long term academic goal, its' riteria and next steps to address heir goals.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM1& II)	"Sept 2022 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistan to Students Experiencing Diffulty, #10 Coordination and integration Federal, State, and Local Service:			
To solvers will receive training from t	Special Education Dept. and Depice 1	and any other SPED, support that are	n nrouido quality taka	away strategies to implement with the	SPED populations					
	Special Education Dept. and Region 1 district Special Ed. Coordinators (to e				r or ED populations.					
	though data to give our Co teachers									
	ntation of technology resources used									



Innual Goal 4	By June 2024, Specia	l education students w	ill increase by 10% in a	Il subjects in each perf	ormance standard, app	roaches meets & mas	ters in Domain 3.
Ibjective 2:	The Special Education stud	lents in the Academic Achie	vement component will me	et the performance targets ir	n the areas of reading and m	athematics by June 2024.	
Strategy 1	Persons	Resources	Timeline	Evidence of	Evidence of Impact	Formative	Title-I School- wide
entify current levels,	Principal, Assistant	*District Curriculum	"Sept., 2023 - May 2024	*Campus Performance	Closing the achievement	"Weekly Assessments	Title 1:
rget areas and goals for	principals, Teachers, LIFE	*Istation Reading		Reviews Sessions with GL	gap among specific	Fluency Checks	#1 Comprehensive Nee
EL and SPED students	Coach, Reading Coach,	"Imagine Math		Chairs	student groups	"BMI&II	Assessments,
BM2 and BOY	Grade Level	*STAR AR		*Progress Monitoring	Increase academic	*STAAR/EOC	#2 Reforms strategies,
ssessment who can	Chairpersons,	*Systems 44		Reports - Review and	performance of all student	*TELPAS	#9 Effective and Timely
otentially meet		*Supplemental resources		provide quaility feedback	groups in all BM "STAAR		Assistane to Students
erformance standards at		*STAAR Release		Walk-through - Review	tested subjects		Experiencing Diffulty,
eets level or above and		Assessments (BM1%II)		and provide quailitu	·		#10 Coordination and
Action Steps							
Review students' perform	mance and progress and re-	evaluate their accommodal	ions and interventions base	ed on their IEPs and English I	Learner progress monitoring	g reviews.	
Adjust students instruct	ional schedule to ensure the	y are given the opportunity t	o target their areas of need:	s improvement.			
Provide awareness mee	tings for parents on the imp	ortance of English Learner t	arget standards and campu:	s goals.			
Provide technology rese	ources to facilitate reading a	nd math development to difi	erentiate student learning.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wid Component
achers will be provided	Principal, Assistant	*District Curriculum	"Sept., 2023 - May 2024	*Campus Performance	"Closing the achievement	"Weekly Assessments	Title 1:
ofessional development	principals, Teachers, CLL,	Istation Reading		Reviews Sessions with GL	gap among specific	*Fluency Checks	#1Comprehensive Nee
d trained and guided on	Reading Coach, Grade	"Imagine Math		Chairs	student groups	'BMI&I	Assessments,
e implementation of	Level Chairpersons	STAR AR		*Progress Monitoring	Increase academic	*STAAR/EOC	#2 Reforms strategies,
nglish Learner support		*Systems 44		Reports - Review and	performance of all student	'TELPAS	#9 Effective and Timelu
rategies to personalize		Supplemental resources		provide quaility feedback	groups in all BM "STAAR		Assistane to Students
ne need of every EL		STAAB Belease		Walk-through - Review	tested subjects		Experiencina Diffultu.
Action Steps							
	h teachers to provide quality						
	d with specific instructional t						
CLL and Admin Team w	ill monitor implemenation of	strategies with a focus on d	ifferentiation, centers and t	argeted groups .			
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- uide Component
eachers will be trained	Principal, Assistant	 District Curriculum 	*Sept., 2023 - May	*Campus Performance	*Closing the achievement	*Weekly Assessments	Title 1:
id guided on the	principals,	Istation Reading	2024	Reviews Sessions with GL	gap among specific	Fluency Checks	#1Comprehensive
plementation of SPED	Teachers, CLL,	"Imagine Math	2024	Chairs	student groups	'BMI&I	Needs Assessments
pplemental aids to		"STAR AR		*Progress Monitoring	Increase academic	'STAAR/EOC	#2 Reforms strategie
rsonalize the need of	Reading Coach,	"Systems 44		Reports - Review and	performance of all student	TELPAS	#9 Effective and Time
ery SPED student in	Grade Level			provide quaility feedback	groups in all BM	ILLEMO	Assistane to Student
eir classroom.	Chairpersons	*Supplemental		Walk-through - Review	STAAR/EOC tested		
		resources		and provide quaility	subjects		Experiencing Diffulty,
		*STAAR Release		feedback			#10 Coordination and
Acriss Steps							
Special Education mo	nitoring teacher and hom	eroom teacher will collab	orate to design lessons a	nd include modifications.	and supplement aids to re	eflect the needs of the st	udents
					ign support structures tha		



Annual Goal 1:	By June 2024, Guerra Stu	dents' and Staffs' will have a l	better understanding of sus	tainability integration in the cl	assroom by an increase of 90	0%.				
Objective:1	100% of Guerra Elementary staff will integrate the sustainable goals according to the curriculum									
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			
Provide staff development or Guerra Administrators nd staff on sustainable ioals adoption by the listrict.	Principal, Assistant Principal and staff.	Trainining equipment Powerpoints presentations,	August 2023 January 2024	Agendas, Curriculum, Project Based Learning, Sustainable goals roadmap	Recommending student's	Project Based	Title-1: #4 - High-quality and ongoing Professiona development, #10 Corrdination and integration of Federal, State, and Local services			
Action Steps	Math curriculum with sustair									
2. Integrating sustainable g	oal in action plan.									
3. Create lesson plans align	ed to the TEKS and sustain	able goals. in the classroom to make cor								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			
Provide staff development In the history of the Inplementation of the Iobal sustainability goals.	Prinicipal, Assistant Principal, Staff, Coaches	Curriculum, Roadmap, Slides, Powerpoints	August 2023 January 2024	Agendas, Sign in Sheets, Student Project	Improved understanding of sustainable goals	Fall and Spring Semester PBL community fair	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local service: Programs, and Funds			
Action Steps Train history on Global Na	tion sustainable goals									
. Conduct trainings that sta	aff is able to implement sust	ainable goals in the classroon								
3. Ensure 100% of Guerra c		rtunity to practice sustainbility	y throughout all daily activitie							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			
Professional development on reading, math, science and social studies alignment on sustainable goals	Prinicipal, Assistant Principal, Staff	Training curriculum, United Nations website, google slides, Powerpoints	August 2023 January 2024	Agendas, Sign in Sheets, students projects	Integration of sustainable goals throughout campus	Project Based Projects	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services Programs, and Funds			



Goal Area 3:	Improve Sustainability Goals integration in the campus
Annual Goal 1:	By June 2024, Guerra Students' and Staffs' will have a better understanding of sustainability integration in the classroom by an increase of 90%.
Objective 2:	100% of Guerra Elementary students will be exposed to sustainability goals through project based learning.

Strategy 1	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a professional development to create a calendar on goal for every week according to the curriculum for student exposure.	Principal Asst. Principal Teachers Counselors All campus staff	Curriculum 17 United Nations purpose	ber 202	improve climate crisis, economic fluctuations, conflicts and pandemic	Feedback from staff and students and observing students reasearch.	Questioning SDG project for the week	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps	e will train staff on the roadma			aftermath			

1) The sustainabilitly committee will train staff on the roadmap and history of United Nations sustainble goals

2) Integrate a campus wide set of the 17 sustainable goals

3) Communicate this initiative to students and staff.

Strategy 2	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus staff will be rovided professional levelopment on United Jations Sustainble goals and hen turned around to the itudents.	Principal Asst. Principal Teachers Counselors All campus staff	Curriculum 17 United Nations purpose	Septern ber 202 3- June 2024	Ongoing Universal call for action to improve lives of everyone globally. Students and staff will learn and develop projects to help improve climate crisis,	Feedback from staff and students and observing students reasearch.	Questioning SDG project for the week	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services,
Action Steps							
Teachers will attend profess	sional development on the impl	ementation on s	ustainable	goals.			
)Teachers will develop small	lessons to help students have	a better understa	anding of s	sustainable goals.			
) Meetings will be held to gat	her information on each other's	s classroom.	_				-
Strategy 3	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
upport staff will guide	Principal	Curriculum	Septern	Ongoing Universal call for	Feedback	Questioning SDG project for	Title-1:
eachers on project based	Asst. Principal	17 United	ber 202	action to improve lives of	from staff and	the week	#4 - High-guality and ongoing
	Asst. Principal Teachers Counselors	17 United Nations	ber 202 3- June	action to improve lives of everyone globally.	from staff and students and	the week	#4 - High-quality and ongoing Professional development,
arning activities to align to	· ·		1			the week	
arning activities to align to	Teachers Counselors	Nations	3- June	everyone globally.	students and	the week	Professional development, #10 Corrdination and
eachers on project based earning activities to align to heir curriculum .	Teachers Counselors	Nations	3- June	everyone globally. Students and staff will learn	students and observing	the week	

Action Steps

1) Each support staff member will meet with the GL to align sustainable goal for the week.

2) Support staff members will work with grade levels to assist with project based learning activity.

3) Support staff members assgined to each GL will also assist with GL on concerns on how goals can be implemented in PE, Music, and Library.



Goal Area 3:	Improve Sustainab	bility Goals integrati	on in the campus				
Annual Goal 1:		, Guerra Stude		s' will have a better un	nderstanding of	f sustainability	integration in the classroom
Objective 2:	100% of Guerra	Elementary staff	will participate i	n community involvement	aligned to susta	inbility campus i	nitiative.
Strategy 1	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a committee to organize sustainable fair.	Principal Asst. Principal Teachers Counselor Support Staff	Curriculum United Nations	September 2023 - June 2024	Ongoing reminders of the importance of how the 17 sustainble goals have a great impact academically,	Project based activities	Surveys Questioning and discussions.	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local
Action Steps							
1) The committee will set up o							
2) Integrate a campus sustai							
3) Communicate the sustain		ents and the cor	nmunity through	newletters, media and st	nowcases.	.	
Strategy 2	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus staff will be	Principal	Curriculum	September	Ongoing exposure to	Feedback from	Questioning	Title-1:
provided professional	Asst. Principal	SDG Roadmap	2023 - June	sustainable goal when	staff and	and	#4 - High-quality and ongoing
development training on	Teachers	Google Slides	2024	going over a concept.	students	discussions.	Professional development,
sustainable goals	Counselor All campus	Powerpoint			Students projects	Activities	#10 Corrdination and integration of Federal, State, and Local
Action Steps	ctoff						coruioos Programs and Eunds
1)Teachers will attend sustai	nable goal trainir	nas with specialis	t when needed				
2)There will be a check of list							
3) Meetings will be held on Fi				sustainable goals.			
Strategy 3	Persons Responsible		Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The Drive is also if the state of	/Title	Contendor	Careboort			Assessment	
The Principal will designate a staff member as "support	Principal Aces Drincipal	Curriculum United Nations	September 20203 – June	Support staff will address concerns and	Classroom	Questioning	Title-1:
a starr member as support system" in each GL to help	Asst. Principal Teachers	Website	20203 - June 2024	will help teachers on	activities Classroom	presentations and	#4 - High-quality and ongoing Professional development,
vith sustainability	Counselor	website	2024	how to better	discussions	ano discussions.	#10 Corrdination and integration
concerns.	All campus			understand the	Classroom	aiscussions.	of Federal, State, and Local
oncerns.	staff			implementation of sustainability in the	presentations		services, Programs, and Funds
Action Steps							
1) Each support staff membe	<u>r will meet with th</u>	<u>e GL once a wee</u>	<u>ek on Fridays for</u>	<u>30 minutes to address co</u>	oncerns and give	backs on sustai	nable goals done in the



provided with normational training: normational training: normational training: normational training: normational training: as obtaining: subjects exceeded by the set of the set	Goal Area 3:	Improve Campus	Culture and Climate					
Disjective 1: 100% of Guerra Elementary staff, students and parents will be informed of Community Dutreach Program by June 2024. Strategy 1 Persons Responsible Tritle Resources (1) Elsticit Resource List Timeline (1) Elsticit Resource List Elst	Annual Goal 2:	By June 2024, 90	😕 of staff, parent and s	tudents will	engage and interact with	child's literacy journe	ey and campus or	ommunity events.
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1. Parent Liason will conduct meetings to parents on new SEL Wraparound services. 2. School Counselor will assist in the referring processes to support teachers with family issues and concerns. 3. The school counselor will deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, soci media, and emotional abuse. Strategy 2 Persons Responsible/ Title Resources Fineline Evidence of Implementation Formative/ Summative Assessment Title-I School- wide Component The campus Community Outreach Team and our parent educators will provide identified groups. 'Principal 'District Resources 'August Oligisticit LPC Ongoing one to one assistance of emotional needs. 'Student assistance of emotional gains. 'Formative/ Summative Assessments Title 1- #4 - High-quality and ongoing Professional development, Community Outreach Programs to assist all identified groups. 'Student Assistance 'District LPC 'Student Assistance 'District LPC 'Student Assistance 'District LPC 'Student Assistance 'District LPC 'Student Assistance to students 'Student Assistance to students 'Stategies to Increase Parent Involvement, 'Darent Liason 'Student Assistance to students 'Student Assistance to students 'Student Assistance to students 'TELPAS 'Befrective & Timely -Assistance to students 'Stategies to Increase Parent Involvement, 'Benchmarks 'Befrective & Timely -Assistance to students 'Stategies to Increase Parent Involvement, 'Benchmarks	provided with informational trainings on various topics such as cyberbullying, bullying, social media,	Campus Leadership Team and Teachers Counselor Parent Liason Community	List "District Wraparound Services "District LPC "Student Assistance Referral "District PreK-12 Counseling and Guidance Curriculum	2023- June	assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district	academic, social emotional performance of	Assessments CBAs Benchmarks STAAR/EOC TELPAS TPRI/TEJAS	 #4 - High-quality and ongoing Professional development, #9 Effective & Timely -Assistance to students experiencing difficulty, #10 Corrdination and integration of Federal, State, and
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Survey data will be disiminated to staff.	Acrion Steps							
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	cipal	Pamphlets	, i	"School's Agendas	rollover count.	Participation	#6 - Strategies to
vandes enhand see die die Course	Idle School	Power point		"Sign in sheets			Increase Parental
	inselors	presentations		*School website			lvolvement,
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pportunity to Scho		Performances					integration of Federal,
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. Invite feeder campus to sh		performing arts, e	electives and	academics to our campus	5.		
	Persons sponsible/T itle	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
he campus counselor Mide	ldle School	*School	*May 2024	*Photographs Portfolio	*District student	*Formative	Title 1-
ill conduct a 5th Princ		Pamphlets		"School's Agendas	rollover count.	Assessments	#10 Corrdination and
rade campus visit in 🏾 Mide	Idle School	*Power point		*School website		*CBAs	integration of Federal,
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	mentary	*School				*STAAR/EOC	services, Programs, and
Scho	ool	Performances				*TELPAS	Funds
Acrion Steps							
Student Sixth grade Orient:) Students will be exposed to			om a rich our	erience.			



		re and Climate					
Annual Goal 3:	By June 2024, 100% of	staff will commit to providin	ig a positive and motiv	vating environment that is fostered	d on overall student learning	g and success.	
Objective 1:	Guerra student attenda	nce will increase from an aver	age of 32% to 37% ye	ar round by June 2024.			
itrategy 1	Persons	Resources	Timeline	Evidence of	Evidence of Impact	Formativel	Title-I School- wide Component
	Responsible/Titl			Implementation		Summative Assessment	
A campus team (support team) is created	Principal	Campus Data	October 2023 -	Daily attendance monitoring	Improvement in student	Eschool Report	Title 1 -
o assist teachers to improve attendance	Asst. Principal	Eschool Report	June 2024	Eschool Data	academic scores	Campus, district,	#10 Corrdination and integration of
ate and track the positivity ratio on Guerra	Teachers	Substitute System Report		PEIMS Update Trainings	Improvement in student	and state data	Federal, State, and Local services,
ittendance.	Counselor			Monthly Incentive Calendar	attendance rate	AR STAR Goals,	Programs, and Funds
	CLL			Weekly Meetings	Improvement in staff	Bright Summer	
Action Steps	REIMS clock			Wasklu éttendence Reports	rotontion	Popular	
The designated campus support staff cor	nmunicates with grade le	vel teachers every other Frid:	ay to address Attenda	nce and Daily Engagement levels	to address next steps.		
) As a grade level teachers create an action							
) Teachers will keep ongoing two-way con	munication with their pa	rents by using Class Dojo, Ge	oogle Meets , Jasper I	to connect with their families on a	daily basis.		
) The campus leadership team will reward :	and recognize staff with	perfect attendance by markin	g period				
itrategy 2	Persons	Resources	Timeline	Evidence of	Evidence of Impact	Formativel	Title-I School- wide Componen
	Responsible/Titl			Implementation		Summative	
Annalas a santikla salas dan mistan ang 1-1	e Deix sin al	State Standard - CTEVES	October 2023 -	Shudaab Daaduch diastar	In the second	Assessment	Title 1 -
Develop a monthly calendar with reminders	Principal Asst. Principal	State Standards (TEKS) STEM Resources	June 2024	Student Product display Student Product Presentation	Improvement in student academic scores	Eschool Report	
activities and reward contingent events hat will motivate students to stay engaged		GT Department	June 2024	STEM Activities	Improvement in student	Campus, district, and state data	#6- Strategies to Increase Parental Involvement,
nat will motivate students to stay engaged nd connected with our campus initiatives.	Counselor	District Adoptions		Final Products	attendance rate	and state data	#10 Corrdination and integration of
na connectea with our campus initiatives.	CLL	Teacher Created Material		r mai Products	Improvement in staff		Federal, State, and Local services,
	PD Pap	Postive Promotions			improvement in starr		Programs and Eurods
Action Steps							
) Teachers will give parents a monthly caler	idar to be aware of impo	rtant events, academic dates	approaching and activ	rities being done within the grade	level.		
2) Our librarian alongside our PR rep will w	ork on implementing sch	ool wide events that promote	e students who are no	t only connected and engaged but	who go the extra mile to b	e a part of our initial	tives.
3) Our librarian will also provide opportuni	ties for student choice of	f projects, presentations and	activities that will pro	mote attendance.			
	ties for student choice of Persons			mote attendance. Evidence of	Evidence of Impact	Formative/	Title-I School- wide Componen
	ties for student choice of	f projects, presentations and	activities that will pro	mote attendance.		Formative/ Summative	
Strategy 3	ties for student choice of Persons Responsible/Titl e	f projects, presentations and	activities that will pro	mote attendance. Evidence of		Formative/	
Strategy 3 The campus leadership team will ensure that	ties for student choice of Persons Responsible/Titl e	projects, presentations and Resources	activities that will pro Timeline	mote attendance. Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Componen Title1-
Strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive	ties for student choice of Persons Responsible/Titl e Principal	Projects, presentations and Resources State Standards (TEKS)	activities that will pro Timeline October 2023 -	mote attendance. Evidence of Implementation Student Product display	Evidence of Impact	Formative/ Summative Assessment Eschool Report	Title-I School- wide Componen Title1-
Strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive activities in their curriculum and weekly	ties for student choice of Persons Responsible/Titl e Principal Asst. Principal	Forojects, presentations and Resources State Standards (TEKS) STEM Resources	activities that will pro Timeline October 2023 -	mote attendance. Evidence of Implementation Student Product display Student Product Presentation	Evidence of Impact Improvement in student academic scores	Formative/ Summative Assessment Eschool Report Campus, district,	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac
trategy 3 he campus leadership team will ensure that eachers continue to integrate interactive ctivities in their curriculum and weekly esson plans that will engage students on a	ties for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers	Forojects, presentations and Resources State Standards (TEKS) STEM Resources GT Department	activities that will pro Timeline October 2023 -	mote attendance. Evidence of Implementation Student Product display Student Product Presentation STEM Activities	Evidence of Impact Improvement in student academic scores Improvement in student	Formative/ Summative Assessment Eschool Report Campus, district, and state data	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac #10 Corrdination and integration of
trategy 3 the campus leadership team will ensure that eachers continue to integrate interactive ctivities in their curriculum and weekly esson plans that will engage students on a lialy basis. Action Steps	ties for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor CLL	Forojects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material	activities that will pro Timeline October 2023 - June 2024	mote attendance. Evidence of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff	Formative/ Summative Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac #10 Corrdination and integration of Federal, State, and Local services,
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ioal Area 3:	Improve Campus						
nnual Goal 3:	By June 2024, 10	10% of staff will co	ommit to pro	viding a positive and mot	ivating environm	ent that is fostered on ove	rall student learning and success.
Ibjective 2:	100% of our teac	hers and staff will	commit to	promoting a culture that f	osters shared be	liefs and a sense of comm	iunity.
Strategy 1	Persons Responsible/ Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ouerra will promote college ready ampus initiatives throughout grade evels and throughout the campus ommunity.	Principals Teacher Campus Counselor Coaches	*PSJA College Readiness *School Mission and Vision *University Websites/Conn ections	2024	*College shirts *Friday college day *University collaboration via technology	Increase in student participation and performance	Participation and performance	Title 1– #6– Strategies to Increase Parental Involvement, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
Encourage Friday college spirit day) for students to we	ar their designate	d college s	:hirt			
Contact and collaborate with assig	ined Texas univers	ities on ways to n	romote enc	agement and interaction			
)Conduct virtual university tours and							
)Assign each grade level a designa							
Strategy 2	Persons Responsible/ Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ne campus PR /SEL team will ovide the 5 social emotional arning competencies during ontent areas and extracurricular otivities.	Principals Teacher Campus Counselor Coaches	"District Training and Materials "Feedback Surveys	Aug 2023- Jun 2024	"Walk Through Reports "Completed Teacher Surveys Lesson plans	Increase in student participation and performance	Surveys Performance Participation Behavior Reports	Title 1- #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
Utilize social emotional activities su	ch as reflective wri	ting, positive affiri	nations, nu	urturing a climate of kindn	ess, etc. in their o	classrooms	
				-			
) Conduct and collect student surve	eys to evaluate the	students' physic	al and psyc	chological state			
Review project respect skills and k					ents		
Provide students with SEL lessons	through counselir	g rotations during	g their spea				
Strategy 3	Persons Responsible/ Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- v ide Component
l campus teachers and staff will	Principals	"School	Aug	"Sign in sheets	Increase in	Performance	Title 1-
•	Teacher	sponsors	2023-	 Video recordings of 	student	Participation	#10 Corrdination and integration of Federal, State, and
omote student participation in			Jun	meetings	participation		Local services, Programs, and Funds
romote student participation in ktracurricular activities, clubs, UIL	Campus		0004				
romote student participation in xtracurricular activities, clubs, UIL	Counselor		2024	*Weekly meetings	Increase in		
romote student participation in xtracurricular activities, clubs, UIL nd campus announcements.	1 '		2024	"Weekly meetings "Monthly calendar	Increase in student		
romote student participation in xtracurricular activities, clubs, UL nd campus announcements. Action Steps	Counselor Coaches	ar activity/club to		"Monthly calendar			
omote student participation in tracurricular activities, clubs, UIL nd campus announcements.	Counselor Coaches or one extracurricu		promote s	"Monthly calendar tudents to join	student		



Goal Area 3:	Improve Campus Culture	and Climate					
Annual Goal 3:	By June 2024, 100% of :	staff will commit to p	provide a posi	tive and motivating environn	nent that is fostered on o	overall student learn	ing and success.
Objective 3:	100% of Guerra campus	teachers and staff v	vill articulate a	a clear and consistent commu	unication to community.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus PR / Media	PR Rep			*Flyers		Increase in engagement	Title 1 - #6 - Strategies to Increase
committee will work together to constantly providd updated school & district information	Librarian Campus Counselor Teachers Principals	District public relations department	Aug 2023- Jun 2024	*Photos *School Website *Social Media Accounts	Increase in community participation and engagement	Participation Side by side data analysis	Parental Involvement, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Stens				t te strain -			
	pommunity and campus ev porate with district perso			I media accounts (twitter, Fa	cebook, class dojo)		
	and staff will collaborte to						
				website and social media ac	counts		
				ovative and transformtional			
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The PR/Media team will conduct parent surveys on social media uses and communication	PR Rep Librarian Counselor Teachers Principals	*Feedback Surveys	Aug 2023- Jun 2024	*Parent feedback *Completed parent surveys *Social Media Accounts * School Website	Public Relation Data Increase in parent/community engagement	Participation Side by side data analysis Parent surveys.	Title 1 - #6 - Strategies to Increase Parental Involvement, #10 Corrdination and integration of Federal, State, and Local services,
Action Steps							Programs, and Funds
1)The campus PR /Medi	a team will promote surv						
2) The PR commnicatios	n media committee will o	conduct check in ca	lls with our ca	mous community.			
3) The Camps Media / P	R team will use technolog	gy to enhance a two	-way commur	ication system.	1	1	1





Goal Area:	#4: Increase Staff Qua	lity					
Annual Goal 1:	By June 2024, 84% of all te	achers will show growth in TTES	S Performance Evaluation Re	port by one level in the effectiver	ness rubric rating.		
Objective 1:	80% of teachers at Guerra B	Elementary will increase one lev	el in TTESS evaluation by June	≥2024.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of	Evidence of Impact	Formative/ Summative	Litle-I School- wide
The campus CLL will provide instructional coaching support for all staff and integrate and provide effective professional development about implementing research-based strategies to enhance student learning.	Principal, Assistant Principal, CLL	Professional development based trainers, professional development based on needs, TTESS Guidelines, SGMs guidebook,	August 2023 - June 2024	Mentor/coaching logs, sign- in sheets, CLCs, improved in teacher quality	Increase in teacher satisfaction and moral improvement in student performance; better adjustments for new and all teacher personnel, TTESS Teacher Evaluation Proficiency level increase	Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Asessme #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1)Teachers complete their TTESS Self-As	ssessments and submit their F	PD goals by September 15th					
2)Analyze data to create, assess, and mo	nitor Student Learning Objec	otives.					
3) Participate in learning walks to learn fro	m colleagues						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Campus CLL and leadership team will provide professional development for all staff based on their professional development goals.	Principal, Assistant Principal, CLL	Professional development based trainers, professional development based on needs, TTESS Guidelines, SGMS guidebook,	August 2023 - June 2024	Professional development sign in sheets remote check ins, improved in teacher quality	Data showing increase alighnment between teacher evaluation and student performance.	Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Asessme #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps 1) New teacher will attend their weekly NTI	meetings						
2)Evaluate PD feedback to ensure it meet	ts needs						
3) Establish and maintain a mentoring pro	gram for first and second yea	r teachers.					
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of	Evidence of Impact	Formative/ Summative	litle-I School- vide
Campus leadership team will use walk- through data to monitor, support, and provide feedback for teacher effectives.	Principal, Assistant Principal, CLL	Professional development based trainers, professional development based on needs, TTESS Guidelines, SGMS guidebook,	August 2023 - June 2024	Walkthrough data and schedule, CLC agenda and sign in sheets, teacher conferences, improved in teacher quality	Teacher satisfaction and moral improvement	According Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Component Title 1 - #1 Comprehensive Needs Asessme #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development,
Action Steps							
1) Provide effective feedback based on w	alkthroughs and observation:	s to identify teachers' areas of n	eeds.				
2) Use the weekly walk-throughs using Ins	structional Focus Walkthroug	h form					
3) Provide learning opportunities, ie pee	r observations to observed el	ffective strategies based on are	as of need.				
4) Schedule time to meet with teachers fo	oucina on oddroccina na mae	a than 2 areas of need					



Goal Area	#4: Increase Staff Quality, Ret	ention, & Recruitment					
Annual Goal 1:	By June 2024, 84% of all tead	hers will show growth in TTES	S Performance Evaluation Re	eport by one level in the effectiv	veness rubric rating.		
Objective 2:	100% of the staff will participal June 2024.	e in professional development l	based on data collected in the	e evaluation systems to show grov	wth and to target research-based	l strategies for teachers to integ	grate in their classrooms by
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formativel Summative Assessment	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time and will identify areas of need by teacher	Principal, Assistant Principal, LIFE Coach	Instructional walkthroughs, TTESS observations, SGMs, Professional Learning Communities,	August 2023 - June 2024	Walkthrough data and schedule, CLC agenda and sign in sheets, teacher conferences, improved in teacher quality	increased quality insturctional time, implementation of best practices	walkthrough data reviews	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps							
Create campus walkthrough s							
Retrieve and analyze weekly v	walkthroughs to address teache	rs' areas of need					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Campus mentor/Instructional coach for teachers to the campus and new to grade level assignments to model lessons in the classroom.	Principal, Assistant Principal, CLL, Grade level chairs	Instructional walkthroughs, TTESS observations, SGMs, Professional Learning Communities,	August 2023 - June 2024	Staff integrates research- based strategies that was shared with them, improved in teacher quality	increase in scores, academic achievement and closing the gaps.	Scheduled coaching and modeled lessons.	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing
Action Steps							
Use walkthroughs and observ	vations evaluations to provide ef	fective coaching and professior	hal development for all teache	rs.			
earning walks will be provide.	ed learning opportunties, peer o	bservations to observe effective	e strategies based on the area				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Weekly TCLCs that provide and model effective instructional strategies to use in the classroom	Principal, Assistant Principal, CLL, Grade level chairs	SGMs, Teacher Collaboration Learning Communities, TTESS Guidelines, SGMs guidebook,	August 2023 - June 2024	TCLC agendas, sign in sheets,	implementation of best practices in the classroom,	walkthrough data reviews	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #44164 Conditioned Decision
Action Steps							
	esources to improve student aca						
	nstructional strategies during T(CLCs					T
GLC will be available for peer	coaching and mentorships						

GLC will be available for peer coaching and mentorships

Goal Area	#4: Increase Staff	Quality, Retention, & Recruitment					
Annual Goal 1:	By June 2024,	84% of all teachers will sho	w growth in	TTESS Performance Evalu	ation Report by one level in t	he effectiveness	s rubric rating.
Objective 3:				ssons to deliver high quality lesson:			
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- ⊎ide Component
Teachers will use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	 Increase in Student Achievement across all grade levels. Increase academic performance of all student groups in all BM and STAAR assessments. J15 	-Weekly Assessments -CBA1 -BM1&II -STAAR -TELPAS	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps							
1)Heterogenous grouping that build	•	•					
· ·		e group during collaborative group					
	•	ollaborative learning strategies to in	•	ir classroom			
Set guidelines and expectations	on classroom discu	ssions, group work, and interaction	IS.				
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- v ide Component
The campus leadership team will promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselors CLL	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback	across all grade levels. -Increase academic performance	-Weekly Assessments -CBAT -BMT&II -STAAR	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers.
Action Steps							
		learning objectives to state standa	rds (TEKS)				
Campus based training on the in							
	•	deliver clear and effective feedback	. to individual st	udents			
 Teachers will implement higher le 		Il lessons across all subjects					
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
LIFE Coach / and Grade level chairs will provide professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Eorde Ferrier	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback - escon Plans	 Increase in Student Achievement across all grade levels. Increase academic performance of all student groups in all BM and STAAR assessments. 	-Weekly Assessments -CBAT -BMT&II -STAAR -TELBAS	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highky Qualified Teachers, #4 High-Quality and Opgoing
Action Steps							
1) During CLC meetings teachers w	vill learn how to align	learning objectives to state standa	rds (TEKS)				
2) Campus based training on the in	nplementation of int	eractive journals					
2) Prouide training on communicat	tion to help teacher	deliver clear and effective feedback	to individual st	udents			
of Frovide training on communicat	and an under an and and a second s			addine.			



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Goal Area	#4: Increase Staff Quality, Retention, & Recruitment								
Annual Goal 2:	By June 2024, Guerra Elementary will build capacity, promote collaboration, inspire action, and develop leaders.								
Objective 1:	100% of all teachers will be given the opportunity to have leadership opportunities and be involved in campus decision making committees by June 2024.								
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component		
Teachers act as stakeholders: They will be given the opportunity to have voice and autonomy in critical decision making meetings.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Staff meetings, TCLCs, Action Plans SBDM Committee,	August 2023 - June 2024	Staff meetings guided by teachers' interests and concerns, be involved when classroom resources are ordered	Addressed needs and concerns, teachers have the classroom resources needed	Staff meetings,	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highky Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers		
Action Steps									
1) Provide opportunity for comm	unication to address conce	rns and take next steps							
2) Accept ideas in regards to whi	ch classroom resources wil	be faithfully implemented.							
Teachers are provided the opp	ortunity to challenge the sta	atus quo .							
 Teachers are provided the opp 	ortunity to take part in adap	tive innovation by leading th	eir own ideas.						
Strategy 2	Persons Reconsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component		
Teachers are encouraged and empowered : They are provided the opportunity to be grade level chairs & guide our TCLCs.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Grade level chair meetings, TCLCs	August 2023 - June 2024	TCLCs are guided by teachers to promote leadership roles	Higher teacher retention rate, Increase in teacher satisfaction and moral, Collaboration	Weekly TCLCs	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers		
Action Steps									
1) LIFE Coach provides opportur	ites for teachers to lead we	ekly TCLCs with a focus on	the campus roa	d map					
2) Grade level chairs will be given	the opportunity to share the	ir strategies and present the	em during staff n	neetings and TCLS.					
3) GL chairs are given the autono	omy to lead their TCLC daily	by following a CLC schedule	that permits th	em lesson planning time for all four disc	iplines , progress monitorir	ng and data analysis.			
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component		
Give each teacher the opportunity to be primary representative of a club, progress monitoring team, committee, etc.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Progress Monitoring Committees (all content), UIL Sponsors, Clubs sign up sheets	August 2023 - June 2024	Teachers are satisfied with the leadership roles presented,	Positive campus culture, leadership opportunities, highlights teacher's interests	Scheduled student events for clubs, progress monitoring	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers		
Acrion Steps									
1) Teachers decide/volunteer on the committee they would like to participate (instead of being assigned).									
2) Teachers are given the opport	unity to lead their clubs and	organizations							
3) Teachers will be assigned to be a part of a vertical alignment team for Reading, Math, Science or Writing, and lead that team through vertical alignment and progress monitoring structures and processes.									



Goal Area	#4: Increase Staff Quality, Retention, & Recruitment									
Annual Goal 3:	By June 2024, 90% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.									
Objective 1:	100% of all staff will be recognized for their hard work and dedication to Guerra Elementary by June 2024.									
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- ⊯ide Component			
All teachers receive Contingent rewards and recognizitios to reward and celebrate indivual accomplishments	Principal, Assistant Principal, CLL, PR Representative, District Employees	Gift baskets, local stakeholders, Spirit of PSJA Awards, campus/district social media Amazon Campus vision and mission statement. Sprit of PSJA Themes School Social Media	August 2023 - June 2024	Recognitions on social media, highly effective teachers are recruited and retained	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Empolyee recognization during staff meetings	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers			
Action Steps										
1)Leadership team organize	s and keeps up with local an	d national staff/teacher ce	lebrations							
2)Leadership team frequent	tly promotes and celebrates	our staff and teachers on s	ocial media							
3)The campus will recognize	e teachers that standout spe	cifically for different campu	us initiaitves, and	they are highlighted in staff meetings ar	nd social media.					
Leadership team along with all staff promote a positive campus culture based on campus' vision	Principal, Assistant Principal, Counselor, CLL, teachers, all staff	Gift baskets, local stakeholders, Spirit of PSJA Awards, campus/district social media Amazon Campus vision and mission statement. Sprit of PSJA Themes School Social Media	August 2023 - June 2024	All teachers and staff are recruited and retained at Guerra Elementary	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Staff collaboration, staff meetings, TCLCs	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers			
Action Steps										
1)Create campus' vision and	mission statement and han	dbook								
2)Promote collaboration acr	ross the campus									
3)Provide support groups fo	II									



Goal Area	#4: Increase Staff Quality, Retention, & Recruitment									
Annual Goal 3:	By June 2024, 90% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.									
Objective 1:	100% of the teachers will be provided a supportive and inclusive environment where educators can collaborate, learn, recharge, and grow together.									
Strategy 1	Persons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Summative Title-I Sc						Title-I School- wide Component			
Teachers will be provided a space to recharge during their busy days to target Good Health and Well-Being	Principal, Assistant Principal, CLL,	Donations of healthy treats, comfy seating and calming décor of all stakeholders	August 2023 - June 2024	Effective TCLCs, PD on team building, PD on importance of caring for personal needs,	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Staff collaboration, staff meetings, TCLCs	Title 1- #1Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers			
Action Steps										
1) Leadership will provide a space with comfy seating, calming décor, and soothing music.										
2) Leadership will provide a meditation space for teachers										
3) Leadership will provide teacher fuel with ongoing treats.										