

Pharr – San Juan – Alamo Independent School District



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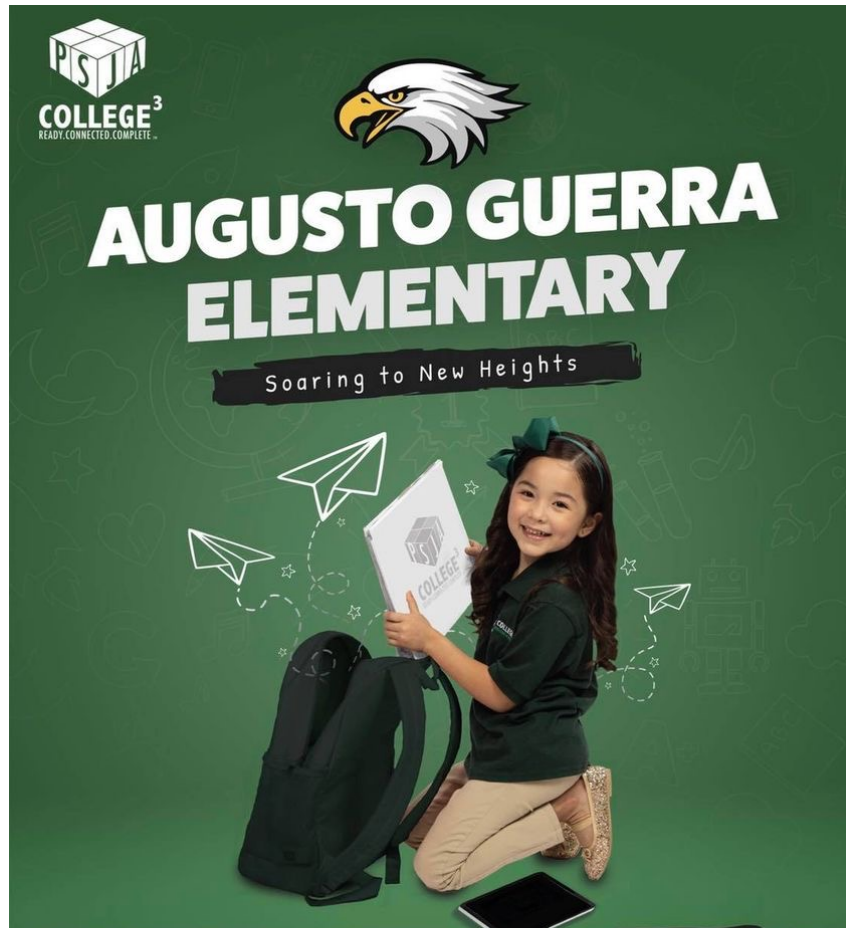
AUGUSTO GUERRA ELEMENTARY

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*

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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.

Augusto Guerra Elementary

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 receives special education services, and an additional 2% receive accommodations under 504. Our gifted and talented 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!

Augusto Guerra Elementary

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 .

Augusto Guerra Elementary

PK3 EOY Fluency Data



Teacher Data Tracker								
	Students	BOY %			Students	EOY		
		Red	Yellow	Green		Red	Yellow	Green
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%
PK3	72	96%	2%	2%	65	11%	14%	75%

Teacher Data Tracker Reading (Raw # of								
	Students	BOY			Students	EOY		
		Red	Yellow	Green		Red	Yellow	Green
Margarita Lopez	24	22	1	1	21	0	3	18
Maria Gloria	20	20	0	0	22	2	5	15
Mayra Carrizales	19	19	0	0	22	5	1	16
PK3	72	70	1	1	65	7	9	49

		BOY	EOY
		8-22 to	2-20 to
		Fall	Spring
		(1st & 2nd	(5th & 6th
Pre-K 3			
Green	Masters	10+	10+
Yellow	Approaches	5--9	5--9
Red	Support	0--4	0--4

Augusto Guerra Elementary

PK4 EOY Fluency Data



Teacher Data Tracker								
	Students	BOY			Students	EOY		
		Red	Yellow	Green		Red	Yellow	Green
Norma Rodriguez	27	59%	29%	12%	24			
Racel Flores	25	60%	28%	12%	18			
Brittney 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 Data Tracker Reading								
	Students	BOY			Students	EOY		
		Red	Yellow	Green		Red	Yellow	Green
Norma Rodriguez	27	16	8	3	24	0	3	21
Racel Flores	25	15	7	3	18	5	1	12
Brittney 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
PK4	89	52	24	13	89	12	15	62

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		BOY	EOY
		8-22 to	2-20 to
		Fall	Spring
		(1st & 2nd	(5th & 6th
Pre-K 4	Green	Masters	20+
	Yellow	Approaches	5-19
	Red	Support	0--4

Augusto Guerra Elementary

Kinder EOY Fluency Data



Teacher Data Tracker								
	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%	8%	82%

Teacher Data Tracker Reading								
	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

Augusto Guerra Elementary

1st Grade EOY Fluency Data



Fluency Data Tracker Reading (Percents)												
	Students Tested	BOY % - SEPTEMBER 2022					Students Tested	EOY - MAY 2023				
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					Students Tested	EOY - MAY 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				

Augusto Guerra Elementary

2nd Grade EOY Fluency Data



Fluency Data Tracker Reading (Percents)

S. Garcia	23	4%	13%	13%	22%	48%	19	26%	47%	0%	0%	26%
V. Ibarra	19	26%	5%	11%	16%	42%	19	37%	32%	11%	0%	21%
L. Peña	22	23%	33%	22%	4%	18%	22	9%	14%	36%	23%	18%
J. Alvarado	23	13%	35%	8%	4%	35%	21	0%	57%	24%	10%	10%
J. Salas	12	8%	25%	8%	8%	50%	17	59%	18%	0%	6%	18%
2nd Grade	98	15%	22%	13%	12%	38%	98	24%	34%	15%	8%	18%

Fluency Data Tracker Reading (Raw # of

	Students Tested	BOY - SEPTEMBER 2022					Students Tested	EOY - MAY 2023				
S. Garcia	23	1	3	3	5	11	19	5	9	0	0	5
V. Ibarra	19	5	1	2	3	8	19	7	6	2	0	4
L. Peña	22	5	7	5	1	4	22	2	3	8	5	4
J. Alvarado	23	3	8	2	1	8	21	0	12	5	2	2
J. Salas	12	1	3	1	1	6	17	10	3	0	1	3
2nd Grade	98	15	22	13	11	37	98	24	33	15	8	18

	BOY KEY	EOY KEY
Superior	85-111	125-148
Masters	51-84	101-124
Meets	37-50	73-100
Approaches	24-36	44-72
DNM	0-23	0-43

Augusto Guerra Elementary

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%

Augusto Guerra Elementary

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	B

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



STAAR 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%

Augusto Guerra Elementary

2023 Domain 1 Student Achievement by Subject



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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.										

Augusto Guerra Elementary

2023 Domain 1 Student Achievement by Subject



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 %	141 divided by 300											47
Component	Component Score						Elementary Scaled Score					
STAAR	47						75					

School Progress Domain II: Part A – Academic Growth



No Points		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet Low	Did Not Meet Low	12
Did Not Meet High	Did Not Meet Low	7
Approaches Low	Did Not Meet Low	0
Approaches Low	Did Not Meet High	7
Approaches High	Did Not Meet Low	4
Approaches High	Did Not Meet High	2
Approaches High	Approaches Low	8
Meets	Did Not Meet Low	1
Meets	Did Not Meet High	4
Meets	Approaches Low	4
Meets	Approaches High	7
Masters	Did Not Meet Low	1
Masters	Did Not Meet High	1
Masters	Approaches Low	0
Masters	Approaches High	2
Masters	Meets	14
Developing Low	Developing Low	0
Developing High	Developing Low	0
Satisfactory	Developing Low	0
Satisfactory	Developing High	0
Accomplished	Developing Low	0
Accomplished	Developing High	0
Accomplished	Satisfactory	1
Total with No Points		75
Half Point		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet High	Did Not Meet High	13
Approaches Low	Approaches Low	7
Approaches High	Approaches High	19
Developing High	Developing High	0
Total with Half Point		39

School Progress Domain II: Part A – Academic Growth



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 Half Point x 0.5) + (Total with One Point x 1) + (Total Accelerated Learning 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 divided 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 Achievement									
STAAR Performance Status (Percentage at Meets Grade Level or 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									
Hispanic	238	Y	49	44	53	72	228	39	3
Academic Achievement Total = Points Earned / Points Possible = 18/24 = 75.0									
Academic Growth									
STAAR Growth Status (Elementary and Middle Schools)									
Reading									
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	158	Y	71	72	80	95	90	90	0
High Focus	155	Y	70	69	78	95	88	90	3
Lowest Performing									
Hispanic	158	Y	71	71	79	95	90	90	3
Math									
All Students	158	Y	75	72	80	95	104	91	3
High Focus	155	Y	75	70	78	95	102	91	3
Lowest Performing									
Hispanic	158	Y	75	71	79	95	104	91	3
Academic Growth Total = Points Earned / Points Possible = 15/24 = 62.5									

School Progress Domain III: Closing the Gap



Student Success									
Student Achievement Domain Score: STAAR 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	538	44	3
High Focus	540	Y	47	40	50	70	523	44	3
Lowest Performing									
Hispanic	551	Y	47	41	51	71	538	44	3
Student Success Total = Points Earned / Points Possible = 9/12 = 75.0									

English Learner Proficiency									
English Language Proficiency Status (Progress >= 1 Level or Advanced High)									
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
EL Proficiency	232	Y	61	49	51	55	244	39	4
EL Proficiency Total = Points Earned / Points Possible = 4/4 = 100.0									

Closing the Gaps Summary			
Component	Component Points	Weight	Total Points
Academic Achievement	75	30%	22.5
Academic Growth	62.5	50%	31.3
Student Success	75	10%	7.5
English Language Proficiency	100	10%	10
Closing the Gaps Raw Score (STAAR Component Only)			71
Closing the Gaps Scaled Score (STAAR Component Only)			92



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Domain GOALS					
	STAAR 2022		STAAR 2023	STAAR 2023 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			
	Progress		%
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			
	Progress		%
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%

Composite Rating '23 to '22			
	Progress		%
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%

Reading 2023			
	Progress		%
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			
	Progress		%
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%

TELPAS 2023 Data / 2024 Goal



	2023 Preliminary Scores		
	Progress		%
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	TELPAS 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 State-run 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-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2023-2024 ROOT CAUSE ANALYSIS



Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Special Education Students STAAR passing rates at meets level for Reading is 7% There is a 40% gap compared to the All Student Group (47%).</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2023-2024 Goal among Special Education students is to increase the STAAR/EOC passing rate in English Language Arts/Reading to 30%</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular ELA/Reading teachers during learning communities. - Implement supplemental aids for content and learning support to best meet the individual student needs.
<p><u>Problem:</u> Special Education Students STAAR Passing rates for Mathematics is 4% There is a 40 % gap compared to the All Student Group (49%).</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2023-2024 Goal among Special Education Students is to increase the STAAR/EOC passing rate in Mathematics to 30%</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum. - 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.
<p><u>Problem:</u> Current English Learners STAAR passing rate for ELA/Reading is 24% There is 20% gap compared to the All Student Group (47%).</p> <p><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.</p>	<p>2023-2024 Goal among EL Students is to increase the STAAR/EOC passing rate in ELA/Reading to a 50%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Current English Learners STAAR passing rate for Math is 28% There is 20% gap compared to the All Student Group (49%).</p> <p><u>Root Cause:</u> 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.</p>	<p>2023-2024 Goal among EL Students is to increase the STAAR/EOC passing rate in ELA/Reading to a 50% in Math.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on best practices that will help teachers support bilingual students through deconstructing of Math Standards, understanding the verbs. - Provide training through data analysis that will ensure a deep understanding of the Math TEKS standards.

District Focus Areas

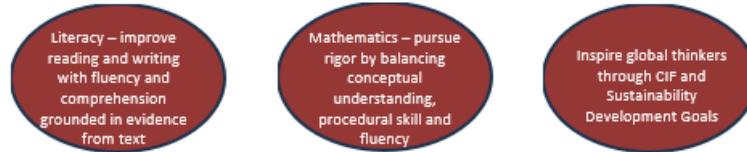


- Focus Area 1:** Student Achievement
- Focus Area 2:** Student Progress, Academic Growth, Relative Performance
- Focus Area 3:** Closing the Achievement Gaps
- Focus Area 4:** Family and Community Involvement
- Focus Area 5:** Technology
- Focus Area 6:** Increasing Learning Time
- Focus Area 7:** School 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 fluency and comprehension by offering teachers support and professional development in literacy.	Pursue rigor by balancing conceptual understanding, procedural skills and fluency in mathematics by offering teachers support and professional development.	Inspire global thinkers using common instructional frameworks and connections to the Sustainability Development Goals.

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 Frameworks and relevance in the classroom through the Sustainable Development Goals.



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2023-2024 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement, CCMR and Graduation Rate	<p>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.</p> <p>In addition:</p> <ul style="list-style-type: none"> • 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 curriculums 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. 	<ul style="list-style-type: none"> • 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-ALAMO INDEPENDENT SCHOOL DISTRICT
2023-2024 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
2	School Progress Academic Growth Relative Performance	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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-ALAMO INDEPENDENT SCHOOL DISTRICT
2023-2024 Comprehensive Needs Assessment



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Focus	Area Reviewed	Summary of Strengths	Challenges
3	Closing the Achievement Gap	<ul style="list-style-type: none"> 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%. 	<p>As per the TAPR data,</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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-ALAMO INDEPENDENT SCHOOL DISTRICT
2023-2024 Summary of Findings



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Focus	Area Reviewed	Summary of Strengths	Challenges
5	Technology	<ul style="list-style-type: none"> • District Technology Integration Specialists work closely with Campus Instructional Technologist (CITs) to promote technology trainings at the campuses. • 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 	<ul style="list-style-type: none"> • Allocating sufficient time for computer-based learning is a challenge at all levels. • 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	<ul style="list-style-type: none"> • 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. • The common planning period provided for teachers throughout the district allows for more effective lessons planning. 	<ul style="list-style-type: none"> • 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

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2023-2024 Summary of Findings



Focus	Area Reviewed	Summary of Strengths	Challenges
7	School Culture and Climate	<ul style="list-style-type: none"> • Crisis Teams at the district and school levels to address student mental and physical needs • Case Management software to view the students' behavior to intervene and assist the student • Administrators and Leadership team create calendar of events and promote college - readiness activities to motivate students with school pride • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. • School nurses are providing a school environment that promotes wellness for all students. • All staff is trained on creating a safe school culture and climate. • Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner 	<ul style="list-style-type: none"> • Ensure campuses receive information that is clear , transparent and consistent with districts' vision and goals. • Revisit Safety Procedures in regards to fire drills and lock downs, and ensure we practice two in the fall and two in the spring. • Health Dept. Covid19: Clear and precise information is disseminated in a timely manner, so all protocols and guidelines are consistent • Integrate the police and security departments into all emergency situations , specifically lock down procedures. • Accuracy, compliance, and consistency of student attendance (eg., Enrollment/Withdrawals) • Non-healthcare professionals need to be trained and assist with 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	<ul style="list-style-type: none"> • All teachers are certified in the teaching assignment by practicing quality interviews • 97% of all teachers are bilingual certified to meet the needs of all our EIs and sub-groups (2 teachers still lack assessment) . • TIA grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • 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 • Contingent rewards are implemented every six weeks to celebrate accomplishments of teacher and student success. 	<ul style="list-style-type: none"> • TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified. • Time to help support teachers who required a directed growth plan . • Continued professional development on TTESS, and its alignment to everyday teacher observations. • 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.

Goal Area 1: Student Achievement



Guerra Annual Goals:

- 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%).

Goal Area 2: Closing the Gaps



Guerra Annual Goals:

- 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.

Goal Area 2: Closing the Gaps



Guerra Annual Goals:

- 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



Guerra Annual Goals:

- 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.

Goal Area 4: Increase Staff Quality



Guerra Annual Goals:

- 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

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% 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%).						
Objective 1:	100% of all students will improve by 5 points (according to projections) in Reading STAAR performance by implementing differentiated data driven instruction to meet the needs of all students.						
Strategy 1	Persons Responsible/Title	Resources		Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
READING BOY assessments, STAAR 2023, and BM 2 data will be utilized to personalize instructional needs for all students on a weekly basis.	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	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 of Federal, State, and Local Services, Programs, and Funds
Action Steps	E						
1) All teachers will assess , evaluate and analyze student data by using district local assessments and weekly teacher created and district created assessments to monitor student progress in Reading.							
2) The leadership team will conduct walkthroughs with a focus on the instructional core and depth of Knowledge (DOK) questioning.							
3) All teachers will integrate technology into the curriculum to provide effective learning with the use of the following Reading platforms: SAVVAS, NewsELA, Nearpod							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus review sessions will be administered with campus leadership team and GL chairs within 48 hours following district level local assessments to identify and address areas of concern.	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 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	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 Services, Programs, and Funds
Action Steps							
1) The campus leadership team will conduct learning walks with a specific focus on TEKS and Student task alignment.							
2) The campus leadership team will provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Teachers will disaggregate weekly instructional data to then create a plan with detailed scheduled analysis on target intervention groups.							
3) Utilize DMAC TAG and STAAR STEM questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							

Goal Area 1: Student Achievement



Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to implement and monitor best practices used to supplement teacher's Reading weekly lesson plans: gradual release; Additionally, 17 Sustainable goals will be integrated to promote real-world connections.	Principal Assistant principal 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 RTI MyOn Accelerated Reader Special population	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 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 successfully utilize the most current data to develop instructional strategies and best practices to meet their students' learning needs.							
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the learning lessons.							
3) Teachers will increase academic performance by participating in effective planning dialogue that focuses on instructional strategies that work.							
4) Effective Activities for 17 sustainable goals will be integrated through reading curriculum to promote author's purpose and real-world connections.							
4) CLL will Roll out effective strategies for Reading such as PLORE and Tic-Tac-Toe during CLCs and model through learning walks; use walkthroughs for consistency 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 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	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	Peer editing in SCR & ECR Students receiving better scores in BMs Students understand the differences between SCR & ECR Online journals for ECR & SCR for instant feedback Student-Teacher conferences	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks 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) CLL will model in CLC and learning walks the 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 district 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.	Principal Assistant principal 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	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data Classroom Schedules	Progress Monitoring on grammar conventions from 2nd-5th Grammar Journals Forde-Ferrier Strategies Revise and Edit Block	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks 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) Daily schedules will be adjusted to ensure effective time on Grammar Conventions is being implemented							
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.							

Goal Area 1: Student Achievement

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% 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%).							
Objective 2:	80% of all students in lower grades will read on level or above grade level by implementing differentiated 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 instructional plan as part of their rotations, and interventions and at every grade level.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers Librarian	TEKS resources Curriculum lesson plan Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population 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 goals every 3 weeks.								
2) The campus leadership team will closely monitor and intervene when students are not reading on grade level (fluency, comprehension).								
3) All teachers will integrate technology into the curriculum to provide effective learning with the use of the following Reading platforms: Istation, MyOn, Accelerated Reader								
4) Teachers will implement CIE strategies such as Think, Pair & Share during instruction.								
5) Teachers will use data to modify intervention rotations/centers to differentiate for different levels of fluency								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component	
100% of all classrooms will promote an environment that is rich in literacy, language , teacher-made anchor charts, visuals, and interactive world walls.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plan Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept. Capstone	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) Classroom teachers will create fluency libraries that will provide leveled reading for each students' prescribed reading plan.								
2) Pre-K guidelines & KG-2nd TEKS will guide teachers to create engaging lessons for all students that provide a strong introduction using anchor charts in the beginning , collaborate to understand skills , and reinforcement at the end of the week.								
3) Teachers will provide engaging hands on Reading lessons with a focus 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	
Teachers in Pre-K-2nd grade will create and 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 lesson plan Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept. Capstone	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 achievement with student profiles (progress monitoring data) to address the level of fluency the student is ready to be monitored in.								
2) Teachers will provide students with one to one and group interventions that will help students progress to their next reading level.								
3) Students will practice orally rereading text, including student-adult reading, choral reading, tape-assisted reading, partner reading, and readers' theatre.								

Goal Area 1: Student Achievement



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% 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 62%).						
Objective 3:		70% of all students in lower grades KG-2nd grade will increase their reading performance through the use of small group instruction and rotations by June 2024.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
An Instructional framework will be created to maximize learning time for all Pre-K-2nd grade focusing on Closed Reading activities during small group intervention, specific rotations and whole group instruction extensions.	Principal Assistant principal Leadership Team Campus 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								
1) The reading progress monitoring team will provide vertically aligned close reading training for all teachers by using TEKS specificity that builds on each other from PK - 2nd grade.								
1) Teachers will be provided the opportunity to participate in friendly learning walks with a focus on : Close Reading best practices.								
2) Students will practice orally rereading text, including student-adult reading, choral (or unison) reading, tape-assisted reading, partner reading, and readers' theatre.								
3) Provide training and support for KG-2nd grade teachers, SPED staff and intervention specialists on the purpose and use of formative and summative assessments.								
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 with targeted support and intervention strategies for all students across the curriculum.	Principal Assistant principal Leadership Team Campus 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								
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.								
2) Teachers will identify low performing standards (TEKS) and frequency distribution charts, and summative data to create their Reading academies.								
3) Teachers will be provided with ongoing professional development on effective Closed Reading strategies through planned teacher PLCs to target differentiated intervention groups.								
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
Establish a Reading Progress Monitoring and vertical alignment team for professional development on sheltered instructional strategies that teachers will be able to utilize during intervention , whole group and specific rotations.	Principal Assistant principal Leadership Team Campus 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								
1) A Reading Progress Monitoring and Vertical Alignment team will meet with teacher once every two weeks to review artifacts in all grade levels and assess the alignment of the TEKS.								
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the learning lessons.								
3) Teachers will increase academic performance by implementing planning and instruction protocols with fidelity.								

Goal Area 1: Student Achievement

Goal Area 1:		Student Achievement					
Annual Goal 2:		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%).					
Objective 1:		100% of all students will improve by 5 points (according to projections) in Math STAAR performance by implementing differentiated data driven instruction 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- wide Component
Develop and implement a BOY math assessment, use STAAR 2022, and BM to assess and identify areas of concern.	Principal Assistant principal Coach Campus Math Team All teachers	Instructional timelines Sharon Wells 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 monitoring, 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 Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) All teachers will increase academic performance by implementing planning and instruction protocols with fidelity							
2) All teachers will utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) All teachers will utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2.							
4) Teachers will use supplemental materials to integrate anchor charts and math strategies into their weekly lesson plans.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A campus review session will be administered bi-weekly and at the end of the six weeks with campus leadership team and GL chairs to identify and address areas of concern in the areas of : Problem	Principal Assistant principal Coach Campus Math Team All teachers	DMAC data reports Action Plans and timelines Intervention Academies Personalize lesson plan for specific groups	Sept. 2023 – June 2024	Agendas DMAC campus & class reports Campus Performance Reviews Lesson plans Walkthroughs Sign in sheet	Increase student progre Progress monitor data Student achievement gains on: CBAs & Benchmarks [BMs]	Formative & Summative assessments CBA 1 BM 1 & 2 Campus created exams Progress monitoring	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,
Action Steps							
1) The campus leadership team will meet with curriculum coordinators to help teachers address areas of need.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including academies, that target areas of concern for all student groups and sub-groups.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to implement and monitor best practices used to supplement teacher's Math- weekly lesson plans.	Principal Assistant principal 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 LIFE Coach Agendas Walkthrough documents Progress monitoring data Student work sample	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students Progress Monitoring	Formative & Summative assessments Weekly exams District/Campus assessments Progress Monitoring	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development
Action Steps							
1) The campus CLL will provide professional development during teacher CLCs to help support campus academic needs.							
2) After BM teachers will submit an action plan with intervention activities (Countdown to next BM / STAAR) to meet the needs of their students.							

Goal Area 1: Student Achievement



Goal Area 1:	Student Achievement						
Annual Goal 2:	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%).						
Objective 2:	75% of KG-2nd grade students will increase their math performance by implementing planning and instruction protocols with fidelity 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 taught 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 monitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks [BMs] STAAR Summative assessments Dist. Weekly exams Campus based exams	Title I: #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 provide interventions and differentiate instruction using technology, problem- solving skills, etc. to reach all learning styles.							
2) Teachers will be provided with time to observe each other to build instructional capacity through Learning Walks with a focus on problem solving skills.							
3) EL and Special Education teachers will be provided with math workshops that will train them on differentiating instruction using writing 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 Program data	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher rated exam Teacher observation	Title I: #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) The campus Math team will model effective math Centers and monitor its effectiveness.							
2) Teachers will analyze UPSE strategy to monitor students' problem solving skills.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Every Six Weeks math training / opportunity to reflect will be provided for teachers throughout the school year on the assessed curriculum.	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	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher rated exam Teacher observation	Title I: #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 disaggregate, analyze data, and share results in CLCs.							
2) All grades will input math progress monitoring on a weekly basis.							
3. Teachers will use weekly data to adjust, reteach, peer teach, and regroup based on student area of concern.							

Goal Area 1: Student Achievement



Goal Area 1:		Student Achievement					
Annual Goal 2:		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%).					
Objective 3:		By June 2024, PK-2nd grade will improve in math performance in all performance standards by implementing differentiated data driven instruction to meet the need of all students.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers in PK-2nd grade have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk.	Principal Assistant principal Campus Math Team All teachers	CLL Coach 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	Increased 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 Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps				Student growth			
1) Provide Initial and ongoing training on the math TEKS.							
2) Teachers will participate in focused mini sessions on effective math strategies by high scoring teachers for PK-2nd grade teachers							
3) Training on math development skills will be conducted for K-2nd grade teachers by Math Team							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development will be provided for teachers, leadership writing team and related support staff on instructional strategies (e.g. CIF).	Principal Assistant principal Campus Math Team All teachers	CLL Coach 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	Increased 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 Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Opportunities to participate in professional development will be offered to address time constraint issues. CIT will provide PD on effective platforms to enhance student engagement in math.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Training for teachers on (CIF) strategies							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
PK-2nd teachers & Math leadership team will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	Principal Assistant principal Campus Math Team All teachers	CLL Coach 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	Increased 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 Teachers, #10 Coordination and integration of Federal, State, and Local Services
Action Steps							
1) Spiral Reviews (from Assessed Curriculum) will be created by Campus Math Team and be provided to our classroom teachers based on areas of concern.							
2) Ensure all Grades PK-2nd teachers have appropriate materials/resources to enhance instruction for all students, including EL, SPED and students identified as at risk.							
3) Ensure all PK-2nd grade students receive support for intervention.							

Goal Area 1: Student Achievement



Goal Area 1: Student Achievement
Annual Goal 3: 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%).

Objective 1: 100% of all students will improve by 5 points (according to projections) in Science STAAR performance by implementing differentiated data driven instruction 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- wide Component
Science lab and 5th grade teachers will incorporate project-based learning through sustainability and categories.	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	Inceased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	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-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) Science lab lessons will be planned to promote hands-on learning experiences through experiments, outdoor learning, virtual/in-person fieldtrips.
- 2) Students will be exposed to understanding the relation of the sustainable goals and science
- 3) Students will continued to be engaged in science lessons through the intergration of technology platforms such as Nearpod and SummitK12.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Science Lab teacher will promote hands-on learning in science across all grade levels.	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	Inceased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	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-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) Science lab teacher will schedule daily visit to PK-4th grade classrooms to model and teach a science lab
- 2) The use/implementation of district's science curriculum will be monitored through leadership walkthroughs.

Goal Area 1: Student Achievement

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School- wide Component
Science Lab teacher will ensure all stakeholders are held accountable of student's knowledge of science across all grade levels.	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	Inceased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	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-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) Science vertical alignments will be held every six weeks to promote science vocabulary, science strategies.
- 2) Curriculum nights will be held for parents to be exposed to science STAAR expectations.
- 3) Projects such as Sience W.O.W. will be promoted to all grade levels for students to complete with parents/guardians
- 4) Science Vocabulary Extravaganza will be held every year to promote content vocabulary and vertical alignment.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School- wide Component
5th grade teachers and students will be held accountable of science progression through progress monitoring and intentional interventions.	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	Inceased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	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-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) Teachers will be provided supplemental resources needed to meet the needs of all diverse learners and student populations in Science.
- 2) Teachers will become data experts in DMAC data (item analysis, quintiles) to ensure the intentional grouping for intervention and tutoring.
- 3) Science progress monitoring will be monitored by the leadership team and used by 5th grade teachers to target reteach.

Goal Area 2: Closing the Gaps



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Goal Area 2:		Closing the Gaps					
Annual Goal 1:		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 Reading Closing the Gap, from 49 (actual target) to 58 (interim target).					
Objective 1:		All student groups in the Academic Achievement component will be monitored to ensure that at least 50% of students meet Academic Achievement 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
Collect and assess data to monitor the progress of weekly assessments by using meets level standards in reading.	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 (BMI &	*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 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 *BMI & 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,
Action Steps							
1) Meet with GL once a week to discuss progress monitoring and of both formal and informal assessments.							
2) Student groups' data will be disaggregated to determine student progress and increase performance at the Meets level and above.							
3) Use weekly and local assessment data to drive intervention plans and build intervention time into the day at every level.							
4) Provide quality daily instruction and interventions that are directly related to students' needs as demonstrated by data .							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Implement action plans to ensure students meet Reading - Meets Standards on district local assessments	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources	*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	*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	*Weekly Assessments *Fluency Checks *BMI & 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
Action Steps							
1) Review and adjust instructional times to ensure teachers allocate time for intervention and targeted instructional time.							
2) Implement instructional best practices in action plans that are prescribed and targeted to meet the needs of student groups both on google meets and face to face.							
3) Teacher CLCs focus on the progress of implementation : teachers are given the opportunity to reflect and evaluate progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Monitor and evaluate the implementation of action plans to ensure students are progressing to meets standards in Reading.	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 (BMI &	*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 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	*Weekly Assessments *Fluency Checks *BMI & 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,
Action Steps							
1) Monitor and evaluate intervention plans every three weeks during Teacher CLC progress monitoring data designated dates.							
2) Evaluate and assess intervention and instructional resources for quality implementation and effective targeting of groups during intervention							
3) Provide quality feedback on intervention activities, walkthroughs, and lesson plans.							

Goal Area 2: Closing the Gaps

Goal Area 2: Closing the Gaps							
Annual Goal 1: 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).							
Objective 2: All students will be monitored to ensure that at least 50% of students meet Academic Growth standards in Math by June 2024.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative	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 (BMI & II)	*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 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 *BMI & II *STAAR/EOC *TELPAS	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services.
Action Steps							
1) Meet with GL once a week to discuss progress monitoring and of both formal and informal assessments.							
2) Student groups' data will be disaggregated to determine student progress and increase performance at the Meets level and above.							
3) Use weekly and local assessment data to drive intervention plans and build intervention time into the day at every level.							
4) Provide quality daily instruction and interventions that are directly related to students' needs as demonstrated by data.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative	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 *Systems 44 *Supplemental resources	*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	*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 *BMI & II *STAAR/EOC *TELPAS	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services.
Action Steps							
1) Review and adjust instructional times to ensure teachers allocate time for intervention and targeted instructional time.							
2) Implement instructional best practices in action plans that are prescribed and targeted to meet the needs of student groups both on google meets and face to face.							
3) Teacher CLCs focus on the progress of implementation : teachers are given the opportunity to reflect and evaluate progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative	Title-I School-wide Component
Monitor and evaluate the implementation of action plans to ensure students are progressing to meets 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 (BMI & II)	*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 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	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services.
Action Steps							
1) Monitor and evaluate intervention plans every three weeks during Teacher CLC progress monitoring data designated dates.							
2) Evaluate and assess intervention and instructional resources for quality implementation and effective targeting of groups during intervention							
3) Provide quality feedback on intervention activities, walkthroughs, and lesson plans.							

Goal Area 2: Closing the Gaps



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Goal Area 2:	Closing the Gaps
Annual Goal 1:	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.
Objective 3:	The ALL Student group in the Academic Achievement component will increase 10% in Reading at Meets performance level or above by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will meet once a week with LIFE Coach and AP to ensure effective delivery of instruction and non-negotiables in Reading continue to be the key focus for all students.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *1station Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*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 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 *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) Create and implement effective CLC time so teachers receive quality feedback on reading lesson plans.
- 2) Teachers will create takeaway key strategies in CLC notebook to ensure they are integrated effectively in their lesson plans.
- 3) LIFE Coach, AP and Principal will meet once a week to wrap around weekly walkthrough data and drive adjustments, meetings, and next steps for the following week.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify student progress levels and develop a plan to ensure all teachers are delivering high-quality, best practice Close Reading activities during their reading instructional time.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *1station Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*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 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 *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) After administering weekly and District Assessments, teachers will identify student groups to differentiate instructional plans.
- 2) Teachers will be given the time to use data analysis to guide instruction and create a plan that provides additional support to all students based on strengths and weaknesses.
- 3) Implement a quality instructional reading program by enhancing the state adopted reading program to develop and meet the needs of all students.
- 4) Provide "close reading" professional development to enhance the delivery of instruction at the meets and masters level.
- 5) Use STAAR vertical alignment question stems to enhance skill aligned questioning with every reading passage.
- 6) Provide training and guided supplementary reading curriculum and instruction to reinforce learning (LIFE Coach)

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and evaluate reading instructional time to ensure high-quality best practices are being delivered to the meet the needs at all performance levels.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *1station Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*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 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 *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							

- 1) Monitor the implementation of the curriculum, delivery of instruction, district initiatives, and all programs with a focus on ELAR TEKS and the instructional core in daily instruction.
- 2) Provide quality feedback specifically on Reading Weekly lesson plans; with a focus on the instructional core and student task.
- 3) Use walkthroughs to monitor, evaluate and adjust the use of supplementary Reading Curriculum and instruction to reinforce learning.
- 4) Provide quality feedback on the use of formal and informal assessments: STAAR embedded multiple choice question stems and Open - Ended best practice activities
- 5) Reading Lesson plans follow a lesson cycle approach with a focus on the student task and opportunity for skill re-inforcement

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	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.						
Objective 1:	The All Student group will demonstrate increase of academic growth in the area of Reading, and increase of academic growth in the area of Math by June 2024.						
Strategy 1	Person Responsible/Title	Resource	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will create Campus Progress monitoring committee that will monitor academic student growth in Reading and 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 (BM I & II)	*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	*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, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
Action Steps							
1)The campus progress monitoring committee will provide quality feedback every two weeks to teachers within a GL based on their weekly progress monitoring forms.							
2)The campus progress monitoring committee will analyze weekly intervention plans for Reading and Math with a focus on targeted student growth.							
3)CLL and leadership team will provide quality feedback on walkthroughs, lesson plans , and intervention plans that target indiviualized student academic growth in Reading and Math.							
4) Provide technology resources to facilitate reading and math development to differentiate student learning.							
Strategy 2	Person Responsible/Title	Resource	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own 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 (BM I & II)	*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 *BM I & II *STAAR *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
Action Steps							
The teachers and students will create rigorous but attainable goals based on the students' individual academic growth in Reading and Math weekly assessments.							
The teachers will display student academic growth on their data walls to promote friendly competitions that include incentives and student reward programs.							
Students will take ownership, analyze and chart their pwn growth after every local assessment.							
Strategy 3	Person Responsible/Title	Resource	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	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 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 *BM I & 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 Federal, State,
Action Steps							
1) Use student academic progress monitoring forms to identify and celbrate any growth that is demonstrated.							
2) Reward teachers and stdents with the most growth after every local assessment .							
3) Create a Parent Night to discuss each students academic progress, their goals and how they can continue to support their effort as they continue to work towards their goal.							

Goal Area 2: Closing the Gaps



Goal Area 2:		Closing the Gaps					
Annual Goal 2:		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.					
Objective 2:		The Emergent Bilingual students will demonstrate an increase of academic growth in the area of Reading and Math.					
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 Activities *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 quality feedback *Walk-through - 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 *BM I & II *STAAR *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of
Action Steps							
1) Teachers will evaluate the progress of Emergent Bilinguals students in their classrooms by analyzing weekly assessment data and comparing it to 2023 BM2 and STAAR 2023 data.							
2) Fluency checks: Teachers will assess language development in the English Language to identify instructional language of assessment in K - 3rd grade and 4th-5th grade as needed.							
3) Admin will monitor the implementation and use of the English language supports during instructional time.							
4) Provide and monitor the implementation of technology resources used to facilitate learning for EL Students.							
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 Activities *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 quality feedback *Walk-through - Review and provide quality 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 *BM I & II *STAAR *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local
Action Steps							
1) Teachers will be provided with training in language acquisition strategies for all teachers.							
2) LIFE Coach, AP, and Principal will ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources.							
3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL 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 Activities *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 quality feedback *Walk-through - Review and provide quality 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 *BM I & II *STAAR *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local
Action Steps							
1) Teachers will receive training from Dual Lang. Dept. and Region 1 and any other EB support that can provide quality take away strategies to implement with their EB students.							
2) Teachers will collaborate with our Language Support specialists to ensure we are utilizing research based strategies and resources to help support the language							
3) CLL, AP and Principal will use walkthrough data to give our Bilingual teachers quality feedback on EB differentiated instruction.							

Goal Area 2: Closing the Gaps



Goal Area 2:		Closing the Gaps						
Annual Goal 3:		By June 2024, 50% of English learners will advance by at least one level of the composite rating from June 2023 to June 2024.						
Objective 1:		At least, 60% of Emergent Bilinguals in 2nd - 5th grades will increase one proficiency level in Listening & Speaking by June 2024.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide	
All teachers will receive training on TELPAS overview and updates with specifics to rubrics, sample items, Summit K 12 and Telpas Ready: Focus on Listening & Speaking I 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 Activities *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 *BM I & II *STAAR *TELPAS BM Assessments * Summit K-12	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds	
Action Steps								
1) Teachers will review TELPAS updates to better understand their students' proficiency levels and their specific needs in each domain. 2) Teachers will review rubrics to better understand how they are able to integrate different levels of questioning throughout their weekly lesson plans. 3) Teachers will be trained on Summit K12 and have an effective plan to implement program to enhance their student's language. 4) Teachers will integrate sample items in their context specific instructional lesson plans and monitor student participation when practicing using them.								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide	
All teachers will receive training to effectively implement ELPS throughout the school year in meaningful integrated methods to continue developing English language proficiency.	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 Activities *TELPAS Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment	*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 *BM I & II *STAAR *TELPAS BM Assessments * Summit K-12	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds	
Action Steps								
1) Teachers will review what the ELPS are, their purpose, how they are assessed with TELPAS, and most importantly how they can provide meaningful practice through the content areas. 2) LIFE Coach and progress monitoring teams will review implementation of ELPS in weekly lesson plans. 3) Teachers will reflect on their instructional practice with a focus on ELPS implementation and their impact on ELs' progress monitoring data.								
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide	
Teachers 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 Activities *TELPAS Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EB Instructional and	*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 *BM I & II *STAAR *TELPAS BM Assessments * Summit K-12	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds	
Action Steps								
1) Teachers will be guided in creating a Summit K 12 plan that provides students targeted and prescribed TELPAS practice that will help students progress to the next level. 2) Teachers, LIFE Coach, and AP will monitor the implementation of the plan and provide quality feedback after weekly progress review sessions. 3) Teachers will utilize Summit K 12 weekly benchmarks to analyze data and adjust TELPAS intervention plans to address strengths and weaknesses exhibited practice items.								
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide	
All teachers will embed TELPAS specific Speaking & Listening activities as routine practice in their daily lesson plans and content area instruction.	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 Activities *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/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR *TELPAS BM Assessments * Summit K-12	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of	

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	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.						
Objective 2:	At least 60% of Emergent Bilinguals in 2nd – 5th Grades will increase one proficiency level 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
All teachers will review TELPAS 2023 released test questions and the TELPAS blueprint to help guide them on integrating TELPAS reading skills in their Reading weekly lesson plans.	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 Activities *TELPAS 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 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 *BMI & II *STAAR *TELPAS BM Summit K-12 Assessments	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) All teachers will review TELPAS released test questions and the TELPAS reading blueprint to understand the specificity of the questions and what skills students need to attain.							
2) Teachers, will take the TELPAS 2023 benchmark so they can better understand the process every EB has to take with a focus on questions that build on each other as they increase in level of rigor.							
3) Teachers will integrate TELPAS question stems in their weekly reading lesson plans to provide EL students the opportunity to practice addressing TELPAS reading skills .							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will benchmark students using the 2023 TELPAS benchmark and use the data to address reading intervention groups 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 Activities *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	*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 *BMI & II *STAAR *TELPAS BM Summit K-12 Assessments	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will analyze student data and help students create goals based on their current progress in each Domain.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will use benchmark 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 Activities *TELPAS Release *Summit 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 quality	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all	*Weekly Assessments *Fluency Checks *BMI & II *STAAR *TELPAS BM * Summit K-12	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of
Action Steps							
Students will track their TELPAS progress by domain, celebrate their strengths and show ownership to address their weaknesses.							
Teachers and Admin. will create an opportunity to host a TELPAS night and inform parents of their child's current levels, goals and the importance of their student's effort and continued support.							

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	By June 2024, we will sustain the TELPAS rating of 59% or increase our target score of 69%.						
Objective 3:	At least 60% of Emergent Bilingual in 2nd – 5th Grades will increase one proficiency level in Writing 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 Activities *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 quality feedback *Walk-through - 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 *BMI & II *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 effectively integrate TELPAS writing practice with a focus on key items specified in the Writing Rubric Proficiency Level Descriptors.							
2) Teachers will implement effective strategies to help students build their academic vocabulary to use in their writing across all content areas.							
3) Teachers will create effective word walls that they can use to help students visualize and make connections with TELPAS writing prompts.							
Our TELPAS Writing team will train and guide all teachers on our plan to embed all TELPAS writing practice across all contents areas.	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 Activities *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 quality feedback *Walk-through - 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 *BMI & II *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) The campus CTC and Telpas Writing Team will create a plan with a scheduled activities for writing across all content areas.							
2) All teachers will be given the opportunity to provide students with academic language to help them produce effective TELPAS essays.							
3) All content areas will be guided through CLCs to help ensure they address key areas when they practice writing for TELPAS.							
4) Writing vertical alignment will address writing activities and cross-curricular alignment for all grade levels.							
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 Activities *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 quality feedback *Walk-through - Review and provide quality	*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 *BMI & II *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 teachers will create goals with their students by using their current writing proficiency level and addressing criteria in their current level.							
2) All teachers will review the the TELPAS proficiency level descriptor for writing, at the next level the student aspires to increase to so they can create specific goals.							
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

Goal Area 2:		Closing the Gaps					
Annual Goal 4		By June 2024, 50% of our Special education students will meet the target standard of approaches or meets in reading and Math.					
Objective 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- wide Component
Teachers will be trained and guided on the implementation of SPED supplemental aids to personalize the need of every SPED student in their 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 (BM I & 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 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 *BM I & II *STAAR *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1) Teachers will be given the time to use data analysis to guide instruction and create a plan that provides additional support for our special education students based on strengths and weaknesses.							
2) Teachers will implement effective strategies to help students build their academic vocabulary to use during their weekly exams and BMs in all content areas.							
3) Teachers will create effective word walls that they can use to help students visualize and make connections with the skill of the week.							
Teachers will be trained and guided on the implementation of SPED supplemental aids to personalize the need of every SPED student in their classroom.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum: TELPAS Listening and Reading Activities *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	*Sept.. 2022 - 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 *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1) The campus CTC and Telpas Writing Team will create a plan with a scheduled activities for writing across all content areas.							
2) All teachers will be given the opportunity to provide students with academic language to help them produce effective TELPAS essays.							
3) All content areas will be guided through CLCs to help ensure they address key areas when they practice writing for TELPAS.							
4) Writing vertical alignment will address writing activities and cross-curricular alignment for all grade levels.							
All teachers will conference with 100% of their special education students to create awareness of their long term academic goal, its' criteria and next steps to address their 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 (BM I & II)	*Sept.. 2022 - 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	*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/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services,
1) Teachers will receive training from Special Education Dept. and Region 1 and any other SPED support that can provide quality take away strategies to implement with their SPED populations.							
2) Teachers will collaborate with our district Special Ed. Coordinators to ensure we are utilizing research based strategies and resources to help support each student.							
3) CLL, AP and Principal will use walkthrough data to give our Co teachers and General Ed teachers quality feedback on differentiated instruction.							
4) Provide and monitor the implementation of technology resources used to facilitate learning for our SPED Students.							

Goal Area 2: Closing the Gaps

Goal Area 2: Closing the Gaps							
Annual Goal 4 By June 2024, Special education students will increase by 10% in all subjects in each performance standard, approaches meets & masters in Domain 3.							
Objective 2: The Special Education students in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2024.							
Strategy 1	Persons	Resources	Timeline	Evidence of	Evidence of Impact	Formative/	Title-I School- wide
Identify current levels, target areas and goals for all EL and SPED students in BM2 and BOY assessment who can potentially meet performance standards at meets level or above and	Principal, Assistant principals, Teachers, LIFE Coach, Reading Coach, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*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	*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 *BMI & II *STAAR/EOC *TELPAS	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and
Action Steps							
1) Review students' performance and progress and re-evaluate their accommodations and interventions based on their IEPs and English Learner progress monitoring reviews.							
2) Adjust students instructional schedule to ensure they are given the opportunity to target their areas of needs improvement.							
3) Provide awareness meetings for parents on the importance of English Learner target standards and campus goals.							
4) Provide technology resources to facilitate reading and math development to differentiate student learning.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers will be provided professional development and trained and guided on the implementation of English Learner support strategies to personalize the need of every EL	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release	*Sept. 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback. *Walk-through - Review	*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 *BMI & II *STAAR/EOC *TELPAS	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty,
Action Steps							
1) CLL and AP will meet with teachers to provide quality feedback on EB instructional and intervention activities.							
2) Teachers will be provided with specific instructional training on implementation SPED strategies in weekly lesson plans.							
3) CLL and Admin Team will monitor implementation of strategies with a focus on differentiation, centers and targeted groups.							
Strategy 3	Person 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 SPED supplemental aids to personalize the need of every SPED student in their classroom.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release	*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	*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/EOC *TELPAS	Title I: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and
Action Steps							
1) Special Education monitoring teacher and homeroom teacher will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students							
2) Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3) Monitor campus implementation of supplemental aids, accommodations, co-teaching, inclusion support and interventions to accelerate student progress for students participating in Special							
4) Enhance the implementation of instructional time during in-class support and monitor the quality of more direct/explicit instruction when using the state adopted program.							

Goal Area 3: Improve Campus Culture

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: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 for Guerra Administrators and staff on sustainable goals adoption by the district.	Principal, Assistant Principal and staff.	Training 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 Professional development, #10 Coordination and integration of Federal, State, and Local services
Action Steps							
1. Training on Reading and Math curriculum with sustainability goals.							
2. Integrating sustainable goal in action plan.							
3. Create lesson plans aligned to the TEKS and sustainable goals.							
4. Practice implementing the 17 sustainability goals daily in the classroom to make connections to all contents.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development on the history of the implementation of the global sustainability goals.	Principal, 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 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Train history on Global Nation sustainable goals.							
2. Conduct trainings that staff is able to implement sustainable goals in the classroom, PE, music and computer lab.							
3. Ensure 100% of Guerra campus is provided the opportunity to practice sustainability throughout all daily activities in the campus.							
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	Principal, 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 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Meet with staff to voice decision making on students understanding.							
2. Have a plan on Fall and Spring sustainable goal fair dates							

Goal Area 3: Improve Campus Culture

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.
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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	Septem 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, economic fluctuations, conflicts and pandemic aftermath.	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							

- 1) The sustainability committee will train staff on the roadmap and history of United Nations sustainable 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 provided professional development on United Nations Sustainable goals and then turned around to the students.	Principal Asst. Principal Teachers Counselors All campus staff	Curriculum 17 United Nations purpose	Septem 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							

- 1) Teachers will attend professional development on the implementation on sustainable goals.
- 2) Teachers will develop small lessons to help students have a better understanding of sustainable goals.
- 3) Meetings will be held to gather information on each other's classroom.

Strategy 3	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support staff will guide teachers on project based learning activities to align to their curriculum .	Principal Asst. Principal Teachers Counselors All campus staff	Curriculum 17 United Nations purpose	Septem 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, economic fluctuations,	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							

- 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 assigned 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 Campus Culture

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 staff will participate in community involvement aligned to sustainability campus initiative.							
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 sustainable goals have a great impact academically,	Project based activities	Surveys Questioning and discussions.	Title-1: #4 - High-quality and ongoing Professional development, #10 Coordination and integration of Federal, State, and Local
Action Steps							
1) The committee will set up dates to show case sustainable goals projects.							
2) Integrate a campus sustainable goals throughout the campus.							
3) Communicate the sustainable goals to parents and the community through newsletters, media and show cases.							
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 provided professional development training on sustainable goals	Principal Asst. Principal Teachers Counselor All campus staff	Curriculum SDG Roadmap Google Slides Powerpoint	September 2023 - June 2024	Ongoing exposure to sustainable goal when going over a concept.	Feedback from staff and students Students projects	Questioning and discussions. Activities	Title-1: #4 - High-quality and ongoing Professional development, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Teachers will attend sustainable goal trainings with specialist when needed.							
2) There will be a check of list on the expectations on every sustainable goal.							
3) Meetings will be held on Fridays to see any concerns on implementation of sustainable goals.							
Strategy 3	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Principal will designate a staff member as "support system" in each GL to help with sustainability concerns.	Principal Asst. Principal Teachers Counselor All campus staff	Curriculum United Nations Website	September 2023 - June 2024	Support staff will address concerns and will help teachers on how to better understand the implementation of sustainability in the	Classroom activities Classroom discussions Classroom presentations	Questioning presentations and discussions.	Title-1: #4 - High-quality and ongoing Professional development, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Each support staff member will meet with the GL once a week on Fridays for 30 minutes to address concerns and give backs on sustainable goals done in the							
2) Support staff members are the second line of communication with community of events on sustainability.							
3) Support staff members assigned to each GL will also assist with GL sustainability initiative.							

Goal Area 3: Improve Campus Culture

Goal Area 3:	Improve Campus Culture and Climate						
Annual Goal 2:	By June 2024, 90% of staff, parent and students will engage and interact with child's literacy journey and campus community events.						
Objective 1:	100% of Guerra Elementary staff, students and parents will be informed of Community Outreach Program by June 2024.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All staff will be provided with informational trainings on various topics such as cyberbullying, bullying, social media, and emotional abuse.	*Principal *Campus Leadership Team and Teachers *Counselor *Parent Liason Community outreach team	*District Resource List *District Wraparound Services *District LPC *Student Assistance Referral *District PreK-12 Counseling and Guidance Curriculum *Feedback Surveys	*August 2023- June 2024	Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Student SEL Profiles	*Increase academic, social emotional performance of students.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1- #4 - High-quality and ongoing Professional development, #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
<p>1. Teachers and staff will be informed on trainings that provide them support on taking appropriate steps on various topics.</p> <p>1. Parent Liason will conduct meetings to parents on new SEL Wraparound services.</p> <p>2. School Counselor will assist in the referring processes to support teachers with family issues and concerns.</p> <p>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, social media, and emotional abuse.</p>							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus Community Outreach Team and our parent educators will provide Community Outreach Programs to assist all identified groups.	*Principal *Campus Leadership Team and Teachers *School Counselor *Parent Liason	*District Resource List *District Wraparound Services *District LPC *Student Assistance Referral	*August 2023- June 2024	Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and	*Student achievement, social emotional gains.	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1- #4 - High-quality and ongoing Professional development, #6, -Strategies to Increase Parent Involvement, #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
<p>1. Parent Liason will conduct meetings to parents inviting the different Community Programs to offer information regarding their services.</p> <p>2. The campus conseleor will reach out to community affiliated programs that can provide information sessions for students, staff and campus community.</p> <p>3. The Campus leadership team will provide our community with information on current student goals that they can help support.</p>							

Goal Area 3: Improve Campus Culture

Goal Area 3: Improve Campus Culture and Climate							
Annual Goal 2: By June 2024, 90% of staff, parent and students will engage and interact with child's literacy journey and campus community events.							
Objective 2: 100% of Guerra Elementary staff, students and parents will be informed on the Social Emotional Learning component by June 2024.							
Strategy 1	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The SEL team on campus will conduct a survey and assess data to meet all identified student group's needs.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading	Aug. 2023 - June 2024	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data	Title 1 - #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Students, staff and parents will complete SEL online survey.							
2. Data will be assessed, evaluated and used to help drive next steps on the SEL component.							
3. Action plan will be developed and communicated to all Guerra Campus community.							
3. Action plan will be monitored and adjusted to meet the needs of Guerra Campus community.							
Strategy 2	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus counselor will provide information sessions for all parents and Guerra community.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	Aug. 2023 - June 2024	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets *ERO Staff Development Registration	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data STOPit (Anonymous	Title 1 - #4 - High-quality and ongoing Professional development, #9 Effective & Timely - Assistance to students experiencing difficulty , #10 Coordination and
Action Steps							
1. An organized plan will be implemented to disseminate survey data to parents in a timely manner.							
2. Action plan will be developed after assessing next steps.							
3. Action plan will be monitored and adjusted to meet the needs of Guerra Campus community and adjusted every six weeks.							
Strategy 3	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus counselor will provide ongoing professional development on social emotional learning to increase staff-student	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	Aug. 2023 - June 2024	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets *ERO Staff Development Registration Reports	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data STOPit (Anonymous Reporting	Title 1 - #4 - High-quality and ongoing Professional development, #9 Effective & Timely - Assistance to students experiencing difficulty , #10 Coordination and integration of Federal, State,
Action Steps							
1. Survey data will be disseminated to staff.							
2. Action plan will be developed and utilized.							
3. Action plan will be monitored and adjusted to meet the needs of Guerra Campus community.							

Goal Area 3: Improve Campus Culture

Goal Area 3:		Improve Campus Culture and Climate					
Annual Goal 2:		By June 2024, 90% of staff, parent and students will engage and interact with child's literacy journey and campus community events.					
Objective 3:		100% of Guerra Elementary staff, students and parents will engage in feeder pattern community events by June 2024.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Campus Counselor will communicate with High and Middle school students to present and perform to all identified students for means for recruitment and	*High School Principal *Middle School Principal *School Counselor *Guidance and Counseling	*School Pamphlets *Power point presentations *School Performances	*October 2023-June 2024	*Photographs Portfolio *School's Agendas *School website	*District student rollover count.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRITEJAS LEE	Title 1- #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Red Ribbon Rally							
2. Career Fair							
3. Sixth grade Orientation							
4. Elective Performances							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
The campus counselor will establish a Parent Night in May with feeder school and provide them the opportunity to show case their	*Middle School Principal *Middle School Counselors *Elementary School Counselor	*School Pamphlets *Power point presentations *School Performances	*May 2024	*Photographs Portfolio *School's Agendas *Sign in sheets *School website	*District student rollover count.	*Parent Participation	Title 1- #6 - Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local
Action Steps							
1. Parent Sixth grade Orientation							
2. Invite feeder campus to show case their performing arts, electives and academics to our campus.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
The campus counselor will conduct a 5th grade campus visit in May to feeder middle school.	*Middle School Principal *Middle School Counselors *Elementary School	*School Pamphlets *Power point presentations *School Performances	*May 2024	*Photographs Portfolio *School's Agendas *School website	*District student rollover count.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS	Title 1- #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Student Sixth grade Orientation on campus to provide them a rich experience .							
2) Students will be exposed to feeder campus and take part in their performing arts show case.							

Goal Area 3: Improve Campus Culture

Goal Area 3:		Improve Campus Culture and Climate					
Annual Goal 3:		By June 2024, 100% of staff will commit to providing a positive and motivating environment that is fostered on overall student learning and success.					
Objective 1:		Guerra student attendance will increase from an average of 92% to 97% year round by June 2024.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A campus team (support team) is created to assist teachers to improve attendance rate and track the positivity ratio on Guerra attendance.	Principal Asst. Principal Teachers Counselor CLL PEIMS clerk	Campus Data Eschool Report Substitute System Report	October 2023 - June 2024	Daily attendance monitoring Eschool Data PEIMS Update Trainings Monthly Incentive Calendar Weekly Meetings Weekly Attendance Reports	Improvement in student academic scores Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer Reader	Title 1 - #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) The designated campus support staff communicates with grade level teachers every other Friday to address Attendance and Daily Engagement levels to address next steps.							
2) As a grade level teachers create an action plan to address good and bad attendance by creating a communication plan and rewarding system.							
3) Teachers will keep ongoing two-way communication with their parents by using Class Dojo, Google Meets , Jasper to connect with their families on a daily basis.							
4) The campus leadership team will reward and recognize staff with perfect attendance by marking period							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a monthly calendar with reminders , activities and reward contingent events that will motivate students to stay engaged and connected with our campus initiatives.	Principal Asst. Principal Teachers Counselor CLL PR Rep	State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Reactive Promotions	October 2023 - June 2024	Student Product display Student Product Presentation STEM Activities Final Products	Improvement in student academic scores Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data	Title 1 - #6- Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Teachers will give parents a monthly calendar to be aware of important events, academic dates approaching and activities being done within the grade level.							
2) Our librarian alongside our PR rep will work on implementing school wide events that promote students who are not only connected and engaged but who go the extra mile to be a part of our initiatives.							
3) Our librarian will also provide opportunities for student choice of projects, presentations and activities that will promote attendance.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus leadership team will ensure that teachers continue to integrate interactive activities in their curriculum and weekly lesson plans that will engage students on a daily basis.	Principal Asst. Principal Teachers Counselor CLL	State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material	October 2023 - June 2024	Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video	Improvement in student academic scores Improvement in student attendance rate Improvement in staff	Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer	Title 1 - #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Teachers will utilize real world learning through hands on lessons and technology: Google Classroom, nearpod or any other digital platform to enhance learning and increase student engagement							
2) The campus will support staff in embedding technology within lessons to make learning interactive and engaging (Power Points, games, homework assignments, online grading systems, IPAD's)							
3) Teachers will monitor engagement levels of students by analyzing data of all systems and platforms used and take proper next steps to improve .							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
An increase of improvement will be based on student motivational activities, implementing family literacy events and class recognition for great student achievement.	Admin, librarian, teachers, parents, and students	AR reports usage during family literacy	August 2023- June 2024	Agendas, sign-in sheets, invites, flyers, photos of family literacy night	Number of students who attend book clubs will increase AR Goals Literacy Turnouts Bright Summer Readers	Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer Reader	Title 1
Action Steps							
1) The campus will provide a rich literacy environment by using (Renaissance/MYOn) and hosting monthly literacy nights for families to attend.							
2) The librarian will invite various authors to help promote student literacy and art of reading for enjoyment.							
3) The librarian will implement Book Clubs, Bright summer Reader, and AR goals to help students improve their level of engagement in reading by choice.							

Goal Area 3: Improve Campus Culture

Goal Area 3: Improve Campus Culture and Climate							
Annual Goal 3: By June 2024, 100% of staff will commit to providing a positive and motivating environment that is fostered on overall student learning and success.							
Objective 2: 100% of our teachers and staff will commit to promoting a culture that fosters shared beliefs and a sense of community.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Guerra will promote college ready campus initiatives throughout grade levels and throughout the campus community.	Principals Teacher Campus Counselor Coaches	*PSJA College Readiness *School Mission and Vision *University Websites/Connections	Aug 2023- Jun 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 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Encourage Friday college spirit day for students to wear their designated college shirt							
2) Contact and collaborate with assigned Texas universities on ways to promote engagement and interaction							
3) Conduct virtual university tours and learn about what all universities have to offer							
4) Assign each grade level a designated university to represent for the school year							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus PR /SEL team will provide the 5 social emotional learning competencies during content areas and extracurricular activities.	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 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2) Conduct and collect student surveys to evaluate the students' physical and psychological state							
3) Review project respect skills and kindness challenges of the week daily at morning assembly with all students							
4) Provide students with SEL lessons through counseling rotations during their specials							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus teachers and staff will promote student participation in extracurricular activities, clubs, UIL and campus announcements.	Principals Teacher Campus Counselor Coaches	*School sponsors	Aug 2023- Jun 2024	*Sign in sheets *Video recordings of meetings *Weekly meetings *Monthly calendar	Increase in student participation Increase in student	Performance Participation	Title 1- #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) All staff will be required to sign up for one extracurricular activity/club to promote students to join							
2) All campus teachers and staff are required to promote classroom celebrations on their walls, class dojos and on their social media.							
3) All campus teachers and staff will attend all community campus events and integrate their grade level as part of the plan as support system to all campus initiatives.							

Goal Area 3: Improve Campus Culture

Goal Area 3: Improve Campus Culture and Climate							
Annual Goal 3: By June 2024, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.							
Objective 3: 100% of Guerra campus teachers and staff will articulate a clear and consistent communication 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 committee will work together to constantly provide updated school & district information	PR Rep Librarian Campus Counselor Teachers Principals	District public relations department	Aug 2023- Jun 2024	*Flyers *Photos *School Website *Social Media Accounts	Increase in community participation and engagement	Increase in engagement Participation Side by side data analysis	Title 1 - #6 - Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) PR rep will promote community and campus events on school website and social media accounts (twitter, Facebook, class dojo)							
2) The campus will collaborate with district personal and feeder schools for upcoming district events							
3) All campus teachers and staff will collaborate to create monthly calendar of upcoming campus events							
4) The PR Rep and Media team will collaborate to create and share school flyers on website and social media accounts							
5) The Camps Media / PR team will use technology to enhance our branding to innovative and transformational							
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 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) The campus PR /Media team will promote survey on social media accounts and school website							
2) The PR communication media committee will conduct check in calls with our campus community.							
3) The Camps Media / PR team will use technology to enhance a two-way communication system.							

Goal Area 4: Increase Staff Quality



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Goal Area:		#4: Increase Staff Quality					
Annual Goal 1:		By June 2024, 84% of all teachers will show growth in TTESS Performance Evaluation Report by one level in the effectiveness rubric rating.					
Objective 1:		80% of teachers at Guerra Elementary will increase one level in TTESS evaluation by June 2024.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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 Assessment, #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-Assessments and submit their PD goals by September 15th							
2) Analyze data to create, assess, and monitor Student Learning Objectives.							
3) Participate in learning walks to learn from 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 alignment between teacher evaluation and student performance.	Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Assessment, #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 meets needs							
3) Establish and maintain a mentoring program for first and second year teachers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus leadership team will use walk-through data to monitor, support, and provide feedback for teacher effectiveness.	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	Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development,
Action Steps							
1) Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs.							
2) Use the weekly walk-throughs using Instructional Focus Walkthrough form							
3) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need.							
4) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							

Goal Area 4: Increase Staff Quality



Goal Area	#4: Increase Staff Quality, Retention, & Recruitment						
Annual Goal 1:	By June 2024, 84% of all teachers will show growth in TTESS Performance Evaluation Report by one level in the effectiveness rubric rating.						
Objective 2:	100% of the staff will participate in professional development based on data collected in the evaluation systems to show growth and to target research-based strategies for teachers to integrate in their classrooms by June 2024.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ 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 instructional time, implementation of best practices	walkthrough data reviews	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps							
Create campus walkthrough schedules							
Retrieve and analyze weekly walkthroughs to address teachers' 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 Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing
Action Steps							
Use walkthroughs and observations evaluations to provide effective coaching and professional development for all teachers.							
Learning walks will be provided learning opportunities, peer observations to observe effective strategies based on the area of needs							
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 Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing
Action Steps							
Provide effective classroom resources to improve student academic achievement							
CLL will model lessons and instructional strategies during TCLCs							
GLC will be available for peer coaching and mentorships							

Goal Area 4: Increase Staff Quality

Goal Area	#4: Increase Staff Quality, Retention, & Recruitment						
Annual Goal 1:	By June 2024, 84% of all teachers will show growth in TTESS Performance Evaluation Report by one level in the effectiveness rubric rating.						
Objective 3:	100% of all teachers will use research-based strategies in their daily lessons to deliver high quality lessons by 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 use collaborative learning strategies in all lessons across all grade levels to promote 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 -CBA I -BM I & II -STAAR -TELPAS	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps							
1) Heterogeneous grouping that builds trust and promotes open communication							
2) Set the rules and assign a role to each member of the group during collaborative group work							
3) During CLC meetings, teacher will plan and create collaborative learning strategies to implement in their classroom							
4) Set guidelines and expectations on classroom discussions, group work, and interactions.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide 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	- Increase in Student Achievement across all grade levels. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers.
Action Steps							
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS)							
2) Campus based training on the implementation of interactive journals							
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students							
4) Teachers will implement higher level questioning in all 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 Forde Ferrier	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	- Increase in Student Achievement across all grade levels. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing
Action Steps							
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS)							
2) Campus based training on the implementation of interactive journals							
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students							
4) Teachers will implement higher level questioning in all lessons across all subjects							

Goal Area 4: Increase Staff Quality

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, weekly TCLCs,	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Provide opportunity for communication to address concerns and take next steps							
2) Accept ideas in regards to which classroom resources will be faithfully implemented.							
3) Teachers are provided the opportunity to challenge the status quo .							
4) Teachers are provided the opportunity to take part in adaptive innovation by leading their own ideas.							
Strategy 2	Persons Responsible/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 Assessment, #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 opportunities for teachers to lead weekly TCLCs with a focus on the campus road map							
2) Grade level chairs will be given the opportunity to share their strategies and present them during staff meetings and TCLCs.							
3) GL chairs are given the autonomy to lead their TCLC daily by following a CLC schedule that permits them lesson planning time for all four disciplines , progress monitoring 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 Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Teachers decide/volunteer on the committee they would like to participate (instead of being assigned).							
2) Teachers are given the opportunity 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

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- wide Component
All teachers receive Contingent rewards and recognizitos to reward and celebrate individual 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 recognition during staff meetings	Title 1 - #1 Comprehensive Needs Asestment, #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 organizes and keeps up with local and national staff/teacher celebrations							
2)Leadership team frequently promotes and celebrates our staff and teachers on social media							
3)The campus will recognize teachers that standout specifically for different campus initiaitves, and they are highlighted in staff meetings and 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 Asestment, #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 handbook							
2)Promote collaboration across the campus							
3)Provide support groups for all grade levels							

Goal Area 4: Increase Staff Quality

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	Formative/ Summative	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, increased efficiency and happier employees, teacher and staff retention & recruitment	Staff collaboration, staff meetings, TCLCs	Title 1- #1 Comprehensive Needs Assessment, #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.							