Communication, Connectedness and Commitment

Carmen Anaya Elementary

CAMPUS IMPROVEMENT PLAN
(AY 2023-2024)

Carmen Anaya Elementary School

Ana Smith, Principal
1000 W Dicker Rd
Pharr, TX 78577

Tel: (956) 784-8500

CARMEN ANAYA ELEMENTARY
Dedicated to Excellence!

www.psjaisd.us/anaya

Executive Summary
Campus Improvement Plan 2023-2024
Campus: Carmen Anaya Elementary

Carmen Anaya Elementary
2018 Blue Ribbon Schools of Excellence Award
Pharr-San Juan-Alamo ISD

Principal

Mission:
At Carmen Anaya Elementary, we believe that all the elementary children should develop an understanding of the past and identification with the present to meet the challenges of an ever-changing world and to become responsible ethical members of our society. For us to realize our objectives, we at Carmen Anaya Elementary recognize the need for sustainable efforts between the student, the school, the home, and the community. As stated in our 2018 Blue Ribbon School application, "It is the philosophy of Carmen Anaya Elementary staff that our children will become competent, responsible, and ethical members of society and that they will continue to lead change in the Las Milpas community".

Demographic Summary:
Current enrollment at Carmen Anaya Elementary are 421 students as of 9/6/2023. Demographic statistics are as follows: Male 53% Female 47%, English Learners 48.7%, Economically Disadvantaged 96.7% Gifted and Talented 2.9%, At- Risk 74% , Migrant 1.2% and Special Education 9.5%

Comprehensive Needs Assessment Summary:

In 2022-2023, Carmen Anaya administered STAAR assessments to 100% of all 3rd, 4th, and 5th grade students. We received an overall accountability score of 91.6% based on Texas Education Agency formula which includes a percentage of the three state standard domains. In **Domain I**, "Student Achievement", Anaya scored a 85 (B). **Domain II**, School Progress: Academic Growth (Part A) and Relative Performance (Part B). In Part A our Scaled Score was 88% and Part B or score was 91%. The state uses the higher of the two in its calculations for school ratings. Part B which compares our economically disadvantaged student population (96.7%) to our comparison group schools. Our final Domain II rating was a 95% (A). Finally, **Domain III** Closing the Gaps, measures how all campus group categories perform against an established state target. Anaya Elementary earned an overall campus rating of an "A".

Curriculum and Instruction and Assessment:

Reading: PSJA adopted SAVAAS curriculum and district coordinators created a pacing guide and lessons for all teachers in Pre-K-5th grade. In addition, the curriculum which is provided in both English and Spanish for students in 2nd -5th grade. K-1st grade students get instruction in their first language and therefore get either an English or a Spanish SAVVAS edition. Teachers also use supplementary resources such as Sing, Spell Read, and Write, and Estrellitas in Spanish to enhance the curriculum. The curriculum for Pre-K 3 and PreK 4 students is Frog Street in English and in Spanish. Oral Language

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development is supported by Footsteps 2 Brilliance curriculum as part of the district's Bilingual Program. Additionally, as a campus, we purchased supplemental material such as: Forde-Ferrier, Heggerty, Curriculum Associates, and Iready. We schedule all classrooms in computer labs for 30 minutes daily for extra support in Reading using iStation and.

Carmen Anaya Elementary is a Dual Language Campus. In order to support language development for our Emergent Bilingual population, P.S.J.A. has purchased the computer application program Summit K-12 to develop the Listening, Speaking, Reading and Writing Domains in Texas English Language Proficiency Assessment Standards (TELPAS). In addition, Carmen Anaya staff also incorporates a TELPAS weekly activity to ensure face to face interaction with teacher support.

Mathematics: In Mathematics, the district has used the Sharon Wells curriculum for 2nd through 5th grades and Pearlized Math for Kinder through 1st grades. PSJA also purchased the following computer programs for students: Imagine Math, and ST Math.

Science: Our overall Science STAAR score for our 5th grade students was an 73. Our campus uses the district adoption, Science Fusion, for 2023-2024, as well as a cohesive hands-on curriculum in science lab for 3rd-5th grade students. Technology is an integral part of science lab instruction, and many activities are based on various platforms: Google Slides, Class Kick, NearPod . All Pk-5th grade students participate in our Science Fair in which they do a scientific research home based project. In addition, students in3rd-5th grade also participate in a Sci Tech class during elective rotations and are exposed to Science EduSmart curriculum.

Special Population:

 The students in the unit use the Unique curriculum which is a computer program that is age and grade level appropriate for student with special needs. The program includes resources and instructional activities for Reading, Math and other core content areas.

Site-Based Decision-Making Committee (SBDM)

This report was prepared by the Carmen Anaya Elementary Site-Based Decision-Making Committee (SBDM) in compliance with federal, state, and local guidelines and campus by laws. The SBDM is composed of the following members:

Professional Staff Representatives:

Ana Smith, Principal	Laura Torres, Asst. Principal	Roel Luna, Counselor
Elena Hernandez, Nurse	Jennifer Rivera	Christina Rangel
Margarita Ortiz	Casandra Ramos	Zulema Elizondo
Beatriz Lackey	Jessica Perez	Rebekah Valdez-Cantu
Viviana Cantu	Nayla Palacios	Hilda Gonzalez, CLL

Parent, Community, & Business Representatives:

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| Liliana Gomez, Parent | Eddie Anaya, Community Leader | *Business Leader Vacancy* |
| Jessica Aguirre, Parent | *Community Leader Vacancy* | *Business Leader Vacancy* |

Campus Improvement Plan Sub-committee members:

Subcommittee 1: Student Achievement

- Ana Smith, Principal
- Laura Torres, Assistant Principal
- Hilda Gonzalez, CCL

Subcommittee 2: Closing the Gaps

- Rebekah Valdez
- Viviana Cantu
- Beatriz Lackey
- Jessica Perez

Subcommittee 3: Improving School Safety, Public Support Culture & Climate

- Roel Luna
- Christina Rangel
- Margarita Ortiz
- Maria E. Hernandez

Subcommittee 4: Increasing Staff Quality, Recruitment and Retainment

- Nayla Palacios
- Casandra Ramos
- Jennifer Rivera
- J. Rivera

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Comprehensive Needs Assessment

This section includes campus accountability data and findings from the SBDM's comprehensive needs assessment.

Comprehensive Needs Assessment
CNA Summary of Findings

	Strengths	Weaknesses
Internal (School)	In 3rd, 4th, and 5th STAAR/BM#2 Math scores outperformed other subjects. Anaya Elementary performed with an 85 in STAAR in Reading, Math, and Science (Domain 1). Carmen Anaya Elementary outperformed state STAAR scores Heggerty improved phonological awareness scores in 1st grade and had spillover effects onto fluency/phonics scores on TPRI/Tejas LEE. High parent-teacher-administration communication regarding student progress. Enhanced instructional technology skills among staff/students through use of Google Classroom. Nearpod, Pear Deck, Class Kick, Learning.com 100% of our classrooms are technology ready One of top campus in the PSJA District (92%) All Teachers Are Highly Qualified	Low attendance percentages Suspension of in-person positive behavior incentives student activities, etc. which drive student motivation to participate in school community. Parental/community/school collaboration took sharp decline Decreased enrollment due to inter-district and out -of -district transfers Special Education population: DNM reading or Math indicators

	Opportunities	Threats/Risks
E		

Summit K12 / TELPAS review materials accessible at BOY Opportunity to provide services for students in Special Education unit Heggerty implementation for PK – 2nd grades targeting phonological awareness Develop teacher leadership opportunities in campus initiatives Accelerated Learning Instruction (ALI) 30 hours for 3rd-5th grade students Kinder- 3rd grade Reading Academies training for teachers New supplemental Resources for PreK- 2nd grade: Sing, Spell, Read and Write, Estrellitas	Hiring difficulties due to limited application pool/certifications Integration of writing conventions state mandated TEKS into Reading , Math and Science STAAR Tests (HB3906). TTESS evaluation system (training, familiarizing, and implementing with fidelity) plus teacher morale effects of new evaluation tool on staff. TIA/Teacher Initiative Allotment (training and familiarizing) plus teacher morale effects of new incentive tool on staff. TELPAS Writing integration with Reading Constructed Responses in STAAR test demand students use typing skills One teacher in 3rd who has never taught a testing grade

Data Sources Reviewed: DMAC reports, STAAR reports, TAPR, TELPAS, district trainings, TEA news releases, previous campus needs assessment, attendance reports, report card failure reports, district SEL survey results, parent contact logs

Texas Education Agency
2023 Accountability Ratings Summary
Carmen Anaya Elementary

In the 2020-2021 school year, the state resumed STAAR testing. However, due to COVID-19 restrictions and low overall STAAR participation rate, TEA did not publish accountability ratings for 2020-2021.

	Scaled Score	Rating
Overall	91	A
Domain I: Student Achievement		
STAAR Performance	85	B
Domain II: School Progress		
Part A – Academic Growth	88	B
Part B – Relative Performance	91	A
Domain III: Closing the Gaps	93	A

Distinction Designations - *pending*

ELA/Reading

Mathematics

Science

Social Studies

Academic Growth

Postsecondary Readiness

Closing the Gaps

Domain I: Student Achievement

2022-2023 STAAR Scaled Score

85= B

All Tests Performance

Approaches	80%
Meets	57%
Masters	26%
Average of Percentages	163 / 3 = 54
Domain I (Raw Score)	54

Domain II: School Progress
Part A: Academic Growth
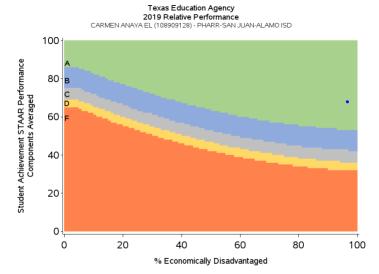RESULTS PENDING: 9-26-23

2022-2023 STAAR Scaled Score

88=B

Current-Year Performance on STAAR ELA/Reading & Mathematics

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)
Did Not Meet	-	0	2	-	0	5	-	-	3	0
Approaches Grade Level	-	2	0	-	8	19	-	-	28	9
Meets Grade Level	2	-	-	14	-	-	-	8	16	30
Masters Grade Level	0	-	-	5	-	-	19	-	-	49

											Growth Points Earned	Total Possible Points
Total # Tests	2	2	2	19	8	24	19	8	47	88		
Total Points	0	0	2	0	4	24	0	4	47	88	169	219
										Raw Score		77%

Part B: Relative Performance 2022-2023 STAAR Scaled Score   RESULTS PENDING: 9-26-23

91=B

Texas Education Agency
2019 Relative Performance
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD

Note: Place your mouse cursor over a plot point for more detailed information.

	Value needed for:	Type of Campus	STAAR Performance	
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	Component Score	Scaled Score
97.6%	96.1 to 97	Elementary	56	91

Domain III: Closing the Gaps
2023-2024 STAAR Scaled Score   RESULTS PENDING: 9-26-23

93 = A

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Component #1 - Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y						Y	Y			Y	Y		
% at Meets GL Standard or Above	58%	-	58%	*	-	-	-	-	58%	61%	8%	*	58%	55%	7	7
# at Meets GL Standard or Above	108	-	**	*	-	-	-	-	103	76	6	*	84	24		
Total Tests (Adjusted)	168	-	**	*	-	-	-	-	162	116	21	*	133	35		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y						Y	Y			Y	Y	7	7
% at Meets GL Standard or Above	54%	-	54%	*	-	-	-	-	54%	55%	31%	*	54%	855%		
# at Meets GL Standard or Above	134	-	**	*	-	-	-	-	129	96	17	*	106	28		
Total Tests (Adjusted)	168	-	**	*	-	-	-	-	162	116	21	*	133	35		
Total Indicators															14	14
Component #2 - Growth Status																
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y		Y						Y	Y			Y		7	7
Academic Growth Score	88	-	88	*	-	-	-	-	88	83	67	*	87	100	7	7
Growth Points	81	-	**	*	-	-	-	-	78.5	59	10	*	60.5	20.5		
Total Tests	109	-	**	*	-	-	-	-	106	76	13	*	86	23		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y						Y	Y			Y		7	7
Academic Growth Score	92	-	92	*	-	-	-	-	92	89	50	*	92	100	7	7
Growth Points	88	-	**	*	-	-	-	-	85	56.5	12.5	*	70.5	17.5		
Total Tests	110	-	**	*	-	-	-	-	107	77	13	*	87	23		
Total Indicators															10	10

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Total Met	Total Evaluated
Component #3 - English Language Proficiency Status																
Target										49%						
Target Met										N					0	
TELPAS Progress Rate										34%						
TELPAS Progress										60						
TELPAS Total										174						
Total Indicators															1	1
Component #4 - Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y						Y	Y	Y		Y	Y		
STAAR Component Score	56	-	56	*	-	-	-	-	56	57	30	60	56	55	7	7
% at Approaches GL Standard or Above	96%	-	96%	*	-	-	-	-	96%	96%	91%	80%	97%	92%		
% at Meets GL Standard or Above	71%	-	72%	*	-	-	-	-	71%	73%	51%	60%	70%	74%		
% at Masters GL Standard	37%	-	37%	*	-	-	-	-	37%	39%	11%	40%	34%	47%		
Total Tests	446	-	**	*	-	-	-	-	431	309	55	5	353	93		
Total Indicators															7	7
Participation Rates																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	-	100%	*	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	181	-	**	*	-	-	-	-	175	123	21	*	134	47		
Total Tests	181	-	**	*	-	-	-	-	175	123	21	*	134	47		
Mathematics																
% Participation	100%	-	100%	*	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	179	-	**	*	-	-	-	-	173	121	21	*	134	45		
Total Tests	179	-	**	*	-	-	-	-	173	121	21	*	134	45		

Campus Improvement Goals

This section includes annual goals for the campus which address the campus needs. As per district requirements, these goals are divided among four distinct goal areas. Campus technology needs are addressed across several goal areas. Positive behavior incentives and parental engagement are included in Goal Area #3. Teacher professional development needs are included in the Professional Development Calendar (see appendix).

For your convenience, the SBDM committee has included a goal summary sheet. This summary sheet shall be periodically updated as the SBDM reviews annual progress on each goal.

Goal Area #1
Student Achievement

Annual Goal 1: Increase TELPAS composite scores to a minimum of 50%

Objective #1
Increase student proficiency by a minimum of one level in Listening, Speaking, Reading and Writing

Strategy 1	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Increase student participation in TELPAS assessments.	Principal Assistant Principal Campus Testing Coordinator Classroom teachers District DL coordinators District DL director Bilingual Strategist	District curriculum Summit K12 Learning.com TELPAS calendars TELPAS online activities Haggerty literacy Resources Online Programs: Istation Footsteps to Brilliance Teacher PD/ Trainings TELPAS Score and Rating Goal Sheet/Conference with students Copies or TELPAS activities Cambium online TELPAS released tests and practice items Student Headphones School wide TELPAS student recognition wall, BOY, Interim, and Summative	Computer reports Lesson Plans Grade book Walk through forms/feedback TELPAS Calendars TELPAS Timeline Intervention Calendars Meeting Agendas Parent Sign-in Roster School-wide TELPAS bulletin wall	Implement accurate curricula for DL Program Increase students' bi-literacy competencies Increase proficiency in L2 in L, S, R, &W	Benchmark-Summit K12 Pre, Interim, and Summative SLA/ELA Progress Monitoring State Assessments	SCE Title 1 Title 9

Action Steps	Timeline
1. Provide professional development for TELPAS Assessments for teachers at campus level	9/12/2023
2. Ensure teachers attend district DL department PD and implement trainings information in classroom instruction	10/22/23
3. Monitor classroom activities	12/21/23
4. Implement and execute TELPAS activities/ calendars	Weekly
5. Monitor differentiation of activities and lessons	11/16/23
6. Provide Parent TELPAS Impact Meeting	
7. Monitor Summit K12 usage with computer lab reports	

8. Ensure teacher CLC TELPAS trainings are part of the campus Road map 9. Monitor teacher application of CLC roadmap for TELPAS activities and EB differentiation in classroom	
1.	

Annual Goal #2: Performance of "ALL" Reading STAAR tests will be at 90% Approaches, 60% Meets, and 30% Masters.

Objective #2
3rd -5th grade students at Carmen Anaya Elementary will increase progress measure in Reading by a minimum of 5% points from the previous assessment.

Strategy 1	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Student growth Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Analyze student's data reports and identify standards of concern.	Principal Asst. Principal Classroom teachers CRT CLL	Forde-Ferrier Mentoring Minds Learning.com I station, Learning.com TEKS Calendars Copy paper Tutorial rosters Weekly Progress Monitoring Teacher action plans	Lesson Plans Tutorial Rosters DMAC reports Staff meeting Agendas CLC meetings Intervention Calendars	**Increased score from previous assessments** **Increased Progress Measure (District)**	Weekly Progress Monitoring District Benchmark Intervention Plans	SCE Title 1 Title 9

Action Steps	Timeline for Action Steps
• Provide immediate and effective interventions • Monitor sub-pop data • Provide tutorials • Provide accelerated instruction • Ensure active participation during instruction	• September 2023 • December 2023 • October 2023 • September 2023

Strategy 2	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Provide Accelerated Instruction in small groups	Principal Asst. Principal CLL Classroom Teachers Reading Coach	Forde-Ferrier Mentoring Minds District curriculum CIF protocols DMR Strategies District RACE strategies TEKS Calendars Copy paper Tutorial rosters Weekly Progress Monitoring Online programs: Istation,	Lesson Plans Tutorial Rosters DMAC reports Staff meeting Agendas Intervention Calendars	Increased score from previous assessments

Increased Progress Measure (District) Increase grades in reading | Weekly Progress Monitoring District Benchmark Intervention Plans | SCE Title 1 Title 9 |
| **Action Steps** | | | | | **Timeline for Action Steps** | |
| • Regroup students as needed for small group interventions
• Monitor student attendance, performance, engagement
• Ensure interventions are implemented with fidelity and documentation is on file
• Ensure students are logged on to district online app
• Ensure participation in tutorials | | | | | • September 2023
• December 2023
• March 2024
• May 2024 | |

Annual Goal 3: Identify, Monitor and prioritize progress in Domain II part A
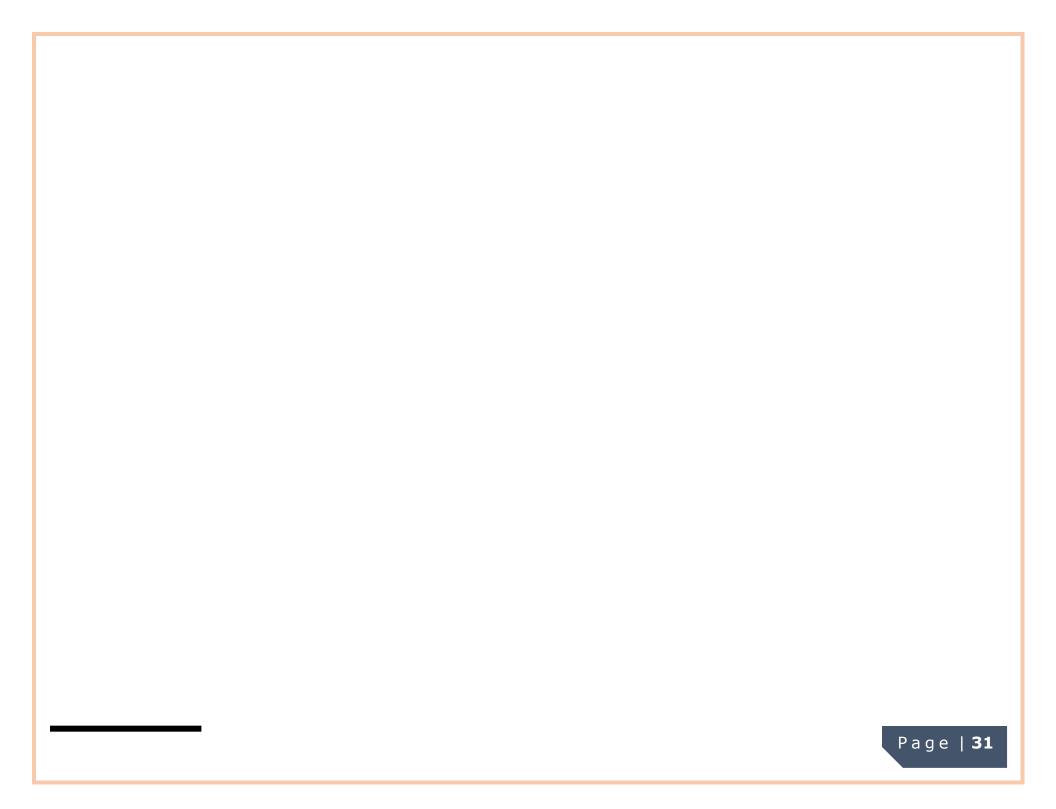
Objective #3
In 2024, Carmen Anaya Elementary 4th and 5th grade students will increase domain II part A score from 88 to 93.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Identify students who regressed or showed no growth in reading and Math.	Principal Assistant Principal CLL 4th and 5th grade teachers CTC PEIMS clerk	STAAR online resources Benchmark scores DMAC reports Campus Calendars Forde-Ferrier Mentoring Minds DMR Strategies RACE TEKS Calendars Copy paper Tutorial rosters Weekly Progress Monitoring Online programs: Istation, Imagine Math, and Math Class Hero Learning.com Teacher action plans Teacher intervention calendars	Lesson Plans Tutorial Rosters DMAC reports Staff meeting Agendas Intervention Calendars	Increased score from previous assessments Increased Progress Measure (District) Increase grades in reading	Benchmarks STAAR tests	

Action Steps	Timeline for Action Steps
• Provide small group interventions during accelerated instruction • Ensure participation in tutorials • Students will keep personal progress charts • Monitor attendance and participation	• September 2023 • October 2023 • October 2023 • May 20224

Goal Area 2:

Closing the Gaps

Annual Goal 1: Carmen Anaya Elementary grade will meet all Academic Achievement indicators

Objective #1
All identified groups in Domain III will meet a minimum of 80% on the Academic Achievement component of STAAR

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Use data reports from Benchmark #2 (Feb. 2024) for students who did not take STAAR test and create assessment plan.	Principal CTC CLL Special Education Teacher Classroom teachers 3rd-5th PEIMS clerk	District Curriculum Online resources: Istation, Imagine Math STAAR data reports Mentoring Minds Forde-Ferrier SCE Funds Dual Language Funds Special Ed. Funds Tutorials Extended Day and Saturdays Summit K12 Access to Instructional materials, copy paper, copiers, and applicable lease and rental fees Attendance recognition by classroom-weekly	Student rosters Tutorials rosters Intervention plans STAAR plan Walk-though forms Sign-in sheets Attendance wall-hallway bulletin board	Increase in STAAR scores Closing of instructional gaps Increase in STAAR progress measure (based on district BM) Increase in student attendance	Benchmark assessments Weekly progress monitoring assessments Sharon Wells, SAAVAS	SCE Title 1 Title 9

Action Steps	Timeline for Action Steps
1. Create STAAR plan 2. Identify students who did not take STAAR, April BM or failed BOY (Beginning of Year) 3. Group students based on performance 4. Execute all TELPAS action steps with fidelity 5. Provide tutorial sessions for all student populations: Emergent Bilinguals, Non- emergent bilinguals and SpEd pops	September 2023-August 2024

Annual Goal 2: Carmen Anaya Elementary will increase student performance for Special Education Students on STAAR reading Assessment

Objective #2
Starr Reading performance for special education students will increase by 10%.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Teachers will collaborate with resource and unit teachers to align and implement instructional and lesson differentiation	Principal Grade level teachers Special Ed./Resource teachers CTC AP CLL	District Curriculum Online resources: Istation, Imagine Learning STAAR data reports Mentoring Minds Forde-Ferrier SCE Funds Dual Language Funds Special Ed. Funds Tutorials Extended Day and Saturdays Sp. Ed. Resources Technology applications for classroom use PD in Differentiation	Lesson Plans Grade books Student portfolios Walk through forms STAAR and Benchmark results Training Agendas ERO/Sessions Attendance Rosters Progress reports	Narrowing of gap between Sp. Ed. And ALL student pops Student growth in Reading Increase in student progress measure	Weekly Student progress monitoring Teacher quizzes STAAR District assessments	SCE Title 1 Title 9 Core Element 1: Campus Needs Assessment Core Element 3: Instruction by Highly Qualified teachers

Action Steps	Timeline for Action Steps
• Train teachers to differentiate lesson with focused intention • Monitor implementation of IEP • Develop and maintain Student Progress Charts • Provide teachers with trainings for differentiating lessons • Ensure teachers attend Special Ed. Department PD on differentiation • Dyslexia Trainings • LTRS Training	Ongoing: September 2023-August 2024

Annual Goal 2: In 2023-2024 Carmen Anaya students will meet a minimum of 30% increase in "Developed" on TPRI/Tejas Lee/KEA/CLI Engage on EOY assessment.

<table>
<tr><td colspan="7" align="center">**Objective #3**</td></tr>
<tr><td colspan="7">Kinder students will learn 80% of letters and sound by the end of May 2024.</td></tr>
</table>

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Implement instructional programs that build on literacy.	Principal Asst. Principal Teachers CLL CRT	District Curriculum Online resources: Istation, Imagine Learning Word charts Letters SCE Funds Dual Language Funds SPRW Estrellitas Heggerty Resources and continuing PD Sp. Ed. Resources Technology applications	Lesson Plans Grade books Student portfolios Walk through forms ISIP Reports STAAR and Benchmark results TPRI/ Tejas Lee/KIA/CLI Engage reports BOY, MOY	Increase in the number of students who are attaining "developed" in phonemic awareness	Computer lab reports /usage Ongoing fluency checks TPRI/Tejas Lee, KIA, CLI Engage	SCE Title 1 Title 9 Core Element 1: Campus Needs Assessment Core Element 3: Instruction by Highly Qualified teachers

Action Steps	Timeline for Action Steps
• Informal assessment of students every 3 weeks • Create small group interventions and tutorials (ALI) • Reteach 1:1 • Provide TA's with ongoing PD for supporting instructional practices • Provide PD for teachers in literacy and differentiation for EB's and SpEd students • Ensure teachers use SummitK12 and other DL programs (Footsteps to Brilliance)	Ongoing: September 2023-August 2024

Goal Area 2: Closing the Gaps

Annual Goal 3: Carmen Anaya will close the Literacy gap by a minimum of 25% for students in 3rd- 5th grade in Reading.

Objective #1
Students will improve fluency and comprehension skills to demonstrate grade level competency

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Identify literacy areas of concern for students	Principal Assistant Principal CLL CRT Grade level teachers Special Ed. /Resource teachers	District Curriculum Online resources: Istation, Imagine Learning Fluency charts Letters SCE Funds Dual Language Funds AR books Heggerty Resources and continuing PD Forde-Ferrier Mentoring Minds Sp. Ed. Resources Technology applications Lexia Sustainability goal	Lesson Plans Grade books Student portfolios Walk through forms Sign-in sheets Tutorials: Accelerated Instruction rosters ISIP Reports STAAR and Benchmark results TPRI/ Tejas Lee reports BOY, MOY, EOY KIA Lexia progress reports Sustainability PBL 1 every six weeks	Increase in fluency rates Increase in Comprehension World connections	Check points for literacy charts Benchmarks Weekly progress monitoring assessments Fluency checks (weekly) Daily incorporation of sustainability goals in all content areas	SCE Title 1 Title 9

Action Steps	Timeline for Action Steps
1. Assess students decoding/word recognition skills 2. Create Intervention Action plans 3. Provide intervention for students with fidelity 4. Accelerated Instruction and tutorial participation 5. Formal and informal assessments/monitoring 6. Ensure students chart own progress on district assessments	• September 2023-August 2024

Goal Area #3
Improve Safety, Public Support, Culture & Climate

Annual Goal 1: Family involvement with our school will increase 50% compared to the school year 2022-2023.

Objective #1
At least 50% of our parents will participate in informational sessions.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Initiate campus informational sessions and training events on relevant topics.	Principal Asst. Principal Parental Ed. Director Parent Educator Counselor Campus Staff PR Representative District PR department	Training materials Parent Ed. Topics Technology Programs Social media platforms Campus website Funds for providing breakfast, lunch Copy paper for flyers Funds for snacks	Agendas Social media posts Sign in sheets PR flyers Invites Surveys	Increase in parent participation Parent Surveys	Participation Performance Surveys	Title 1

Action Steps	Timeline for Action Steps
• Promote PSJA's Customer service initiative • Provide sessions on required topics: Home-School Compact, Attendance, Assessment, Campus policies, COVID protocols, and Title 1 • Schedule virtual or in-person literacy sessions • Schedule virtual or in person technology sessions • Initiate /conduct parent meetings on relevant topics: TELPAS, SEL, STAAR • Information during curriculum night	• September 2023 • January 2024 • May 2024

Annual Goal 2: Develop and promote a social emotional component to improve the culture and climate on campus.

Objective #2
Implement SEL practices based on 2022-2023 SEL data from Panorama Ed platform with increasing productivity, participation, to meet emotional needs of students and staff.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Initiate school events that promote social interactions while maintaining safety protocols.	Counselor Sunshine Committee members Principal Assistant Principal	Social media/campus website Supplies for letters, flyers, brochures Supplies/incentives for recognitions and celebrations SEL banners	School calendar Social media Posts: Staff recognition Student awards Counselor calendar for student activities Students sign in on file	Positive school culture SEL component addressed Student and staff emotionally confident	Classroom observations SEL projects	Student Activity Principal Acct. Title 1

Action Steps	Timeline for Action Steps
• Schedule monthly meetings during the year. • Create Teacher-Student guidelines to develop SEL projects. • Collect resources (District) for implementation of topics	Monthly beginning in December 2023 and Ending in May 2024

Objective #3

By June 2024, students' social and emotional learning knowledge and skills will increase by 10%.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
All students will be provided guiding lessons that build on the social and emotional development of the student	Counselor Principal Asst. Principal Student Services Counseling Director	SEL curriculum Counselor calendar Resources for class implementation Counselor timelines Counselor training and P/D Surveys	Counselor calendar District SEL timeline Survey completion Attendance reports Walk through information Completed surveys (campus and district)	Culture and Climate surveys (BOY, MOY and EOY) Increase in student classroom participation Increase in student achievement	Climate survey skills screener Observation: Performance and Participation	Tile 1 Title 9 Title 10

Action Steps	Timeline for Action Steps
• Implement comprehensive counseling and guidance curriculum • Deliver Social /Emotional Learning student activities • Analyze data from SEL surveys and needs assessments • Promote the 5 competencies in extra-curricular activities such tutorials, enrichment camps, Accelerated instruction	September 2023 through May 2024

Develop and promote a social emotional component to improve the culture and climate on campus.

Objective #1
By June 2024, students' social and emotional learning knowledge and skills will increase by 10%.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Teachers will embed 5 social and emotional learning competencies during content area instruction and during extra-curricular activities	Principal Asst. Principal Counselor CLL Teachers Counseling Director	SEL curriculum Panorama Ed platform Counselor calendar Resources for class implementation Counselor timelines Counselor training and P/D Surveys	Counselor calendar District SEL timeline Survey completion Attendance reports Walk through information Completed surveys (campus and district)	Lesson Plans Culture and Climate surveys (BOY, MOY and EOY) Increase in student classroom participation Increase in student achievement	Panorama Climate survey Panorama skills screener Observation: Performance and Participation	Tile 1 Title 9 Title 10

Action Steps	Timeline for Action Steps
• Implement and address the 5 competencies: Self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. • Promote the 5 competencies in extra-curricular activities such as tutorials, Enrichment camps, Accelerated Instruction as well as clubs and organizations • Analyze data from SEL surveys and needs assessments • Promote the 5 competencies in extra-curricular activities such as tutorials, enrichment camps, Accelerated instruction	September 2023 through May 2024

Annual Goal #3: Student perception for their physical and emotional school safety will improve by June 2024.

Objective #1
By June 2024, 100% of the campus will implement protective protocols that will increase school safety.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Provide professional development for staff on safety procedures/protocols	Health services Campus Administrators School Nurse Counselor Staff Safety Committee	Masks Germex PPE's Thermometers Stop it App Student/home surveys Staff training Student PPT	August 2023- May 2024	Campus safety improved Student and staff implantation of safety protocols Improved student, parent and staff perception of school safety	BOY, MOY, and EOY student and staff surveys	Title 1 Title 9

Action Steps	Timeline for Action Steps
- Train teachers - Conduct and collect student and staff surveys to evaluate physical and emotional well-being - Provide campus sessions on SEL components, Home-School Compacts, Campus plans	August 2023—September 2024

Goal Area #4
Increase Staff Quality, Recruitment & Retention

Annual Goal 1: All teachers will deliver high, quality engaging lessons maximizing instructional time 95% of the school day.

Objective #1
Use walk through form align with new evaluation system to monitor and support teacher effectiveness.

Strategy 1	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Conduct regular daily walk throughs utilized during instructional day.	Principal Asst. Principal	T-TESS evaluation tool online platform Technology/ lap tops for walk-throughs and formal evaluations	Walk through forms	Increased teacher feedback and input Student engagement Narrowing of instructional gap Increased teacher efficacy Student Focused classroom	Feedback on walk throughs: Refinement and Reinforcements	Local Funds

Action Steps	Timeline for Action Steps
• Conduct training for teachers on Texas Teacher Evaluation and Support System (T-TESS) • Introduce (district) aligned online walk through form	August 20, 2021

Strategy 2	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Monitor the impact on highly effective instructional delivery	Principal Asst. Principal	T-TESS evaluation tool online platform Technology/ laptops for walk-throughs and formal evaluations	Walk through reports Feedback forms: post conferences	Increased teacher feedback and input Effective Student engagement Narrowing of instructional gap Increase teacher efficacy	Feedback on walk throughs: Refinement and Reinforcements	Local Funds Title 1 funds SCE funds

Action Steps	Timeline for Action Steps
• Collect input from teachers and teacher evaluations • Consistent daily walk throughs (minimum of 10 per week) per administrator	• September 2023- May 2024

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Objective #2

Provide professional learning opportunities for staff based on observed data using walk through forms.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Collect and monitor data supporting maximized instructional time	Principal Asst. Principal CLL	TxCee Dashboard Region 1 ESC trainings SLO data Teacher PD data CLC Roadmaps Resources	Walk through reports Feedback forms: post conferences	Increased quality instructional time Implementation of best practices	Walk throughs Documented teacher conferences	Local Funds Title 1 funds SCE funds

Action Steps	Timeline for Action Steps
• Develop and monitor professional development goals to address areas of need (teachers and Administrators). • Provide PD opportunities for staff • Review and monitor achievement of PD goals	• August 2023 • September 2023 • December 2023 • January 2024 • March 2024 • May 2024

Annual Goal #2: All teachers will be certified for teaching assignment by May 2024.

Objective #1
All teachers will be bilingually certified by the end of May 2024.

Strategy	Persons Responsible	Resources/Materials	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I Component / Funding Source
Allow teachers to share best practices in CLCs and GL meetings.	Campus administrators CLL Grade level chairs	T-TESS forms	Feedback forms Scheduled on capus calendars and CLC meetings Sign in sheets Agendas	Improved staff moral Increase customer service Increased retention rates	PD feedback survey	Title 1 SCE
Action Steps					**Timeline for Action Steps**	
• Ensure teacher participation and engagement in PLC's • Highly Effective teachers will lead and present to other teachers • Conduct learning walks					• Ongoing September 2023- May 2024	