

Geraldine Palmer Elementary Campus Improvement Plan 2023-2024



Board Approved:



Palmer Elementary Vision Statement

Every Palmer Elementary student is prepared to participate, compete, and excel in classrooms and extra-curricular activities that will prepare them to further their education and foster multi-generational prosperity.

Palmer Elementary Mission Statement

As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health.

As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.

2023-2024 School Board Members & Superintendent's Cabinet

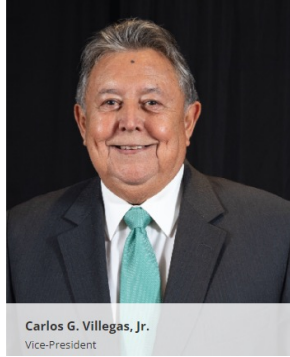


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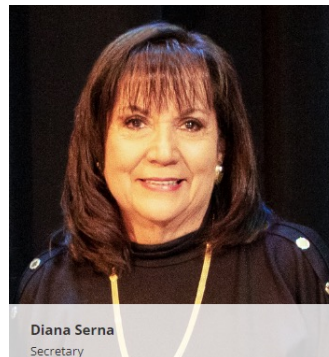
PSJA School Board



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President



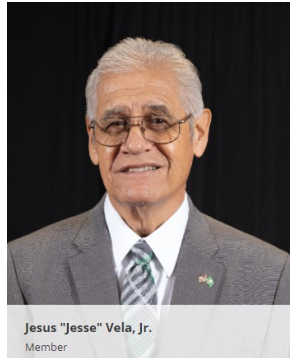
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Assistant Secretary



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Member



Jesus A. "Jesse" Zambrano
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Member



District Leadership Team

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Superintendent's Cabinet

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Rebecca Gonzales, *Assistant Superintendent for Finance*

Dr. Rebeca Garza, *Assistant Superintendent for Human Resources*

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Dr. Orlando Noyola, *Assistant Superintendent for Student Services*

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Virna M. Bazan, *Executive Officer for Elementary Schools*

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Yolanda Gomez, *Executive Officer for Learning Acceleration*

Alfredo Carrillo, *Executive Officer for Human Resources*

Rafael Gonzalez, *Administrator for Operations*

Mario Bracamontes, *Sustainability Administrator*

Site Based Decision Making Committee



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Member	Role
Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Martha Gomez	Counselor
Cynthia Alaniz	Counselor
Lizeth Martinez	CLL
Norma Tovias	Nurse
Connie De Hoyos	Librarian/ PR Representative
Melissa Lopez	Lead Teacher-Early Childhood
Maria Reyna Sepulveda	Lead Teacher- Kinder
Maria Flores	Lead Teacher- 1 st Grade
Gabriela Sanchez Cantu	CIT/Lead Teacher- 2 nd Grade
Lolly Escobedo	Reading Coach
Mirssa Martinez	Special Ed Resource Teacher / Campus UIL Coordinator
Felis Ojeda	Lead Teacher- 3 rd Grade
Lucia Hernandez	Lead Teacher- 4 th Grade
Maura Chapa	Lead Teacher – 5 th Grade
Alma Lorena Escobar	Parent
Jaime Lopez	Community Member – Waste Management

2023-2024 Campus Executive Summary



- **Mission:** As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health. As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.
- **Demographics Summary:** The current enrollment of Geraldine Elementary as of September 5th, 2023 is **675** students. The student population at Geraldine Palmer Elementary consists of 97% Hispanic, 0.6% Asian, 0.4% Black and 1.9% White. Students classified as low socio-economic status is 90.4% and less than 1% migrant students. Approximately 11% of our student population receive special education services, while 2% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2% of our student population. The emergent bilingual population is approximately 48% where most of the students' home language is Spanish. The average attendance rate for the campus is 94% and we have an 8.3% mobility rate.
- **Comprehensive Needs Assessment Summary:** Based on Preliminary Scores Geraldine Palmer Elementary will earn a B on the TEA Accountability Rating system, which translates to 85 out of 100 based on the performance in three different domains. In the Student Achievement domain which is gathered 100% from STAAR Mastery of TEKS, based on preliminary scores, Geraldine Palmer earned a scale score of a 76 –C. In Domain II Student Progress, Palmer earned a scaled score of a 73 – C in Domain II Part A and an 85 in Domain II – Part B. This indicates how students at Geraldine Palmer Elementary perform over time and how that growth compares to similar schools. Geraldine Palmer scored 85-B in Closing the Gaps, the domain that shows how well subpopulations of students perform within a school.
- **Curriculum/Instruction and Assessment:** Teachers utilize district adopted curriculum and strategies (i.e. Pearlized Math, Sharon Wells, Forde Ferrier) to teach with a focus on teaching metacognitive strategies. Students that show need will participate in a school-wide intervention period to close the reading fluency gap. Palmer Elementary offers dual-language classrooms in all grade levels. Our goal is to create a campus of fluent readers who demonstrate above average comprehension in their ability to make connections and inferences about the texts they read. Our focus will be on teaching students to share their ideas about what they read through the development of metacognitive and 21st century skills while integrating the 17 sustainability goals and developing their language skills.
- **Summary of Goals:** The Goal of Geraldine Palmer Elementary is to improve student achievement and student progress in Domain I and Domain II. We will do this through the implementation of campus and district systems such as 504, RTI, Imagine Learning, IStation, Voyager, Summit K12, Progress learning, I-Reda and DMR. We will increase student mastery of grade level TEKS by utilizing TEKS based, data driven instruction, thus, increasing the number of all students scoring at the Meets and Masters level on STAAR. Our Reading Coach and district Reading Interventionists will focus on developing fluency and comprehension campuswide through an intervention pull-out program for 2nd – 5th grade; our CLL will support instruction with intentional coaching and mentoring to support the implementation of best practices in ELAR/SLAR for all grade levels. G Palmer will also adopt a DEAR time to promote campuswide literacy. In addition, we plan to continue implementing with fidelity the consistency of the targeted intervention period to help students reach their academic goals.

Nadia R. Aguirre

Principal Signature

Lizeth Martinez

Teacher Leader Signature

Almalorena Escobar

Parent Signature

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e81aeb15-efe5-3611-9f15-2dbc11c86fb6>

BOARD OF EDUCATION GOALS



Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2024.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2024.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

Geraldine Palmer Elementary Education Goals



- **Goal Focus Area 1: Student Achievement** - The percent of students who perform at meets grade level or above on STAAR Reading, Math, and Science will increase by 10% by June 2024.
- **Goal Focus Area 2: Closing the Gaps** - All identified student groups in the Closing the Gaps domain will meet 100% of the indicators in the Academic Achievement component by June 2024.
- **Goal Focus Area 3: Improve Safety, Public Support, Culture and Climate** - The students' perception for their physical and psychological school safety and attendance will improve by 3.5% from a 94% to a 97.5% by June 2024.
- **Goal Focus Area 4: Increase Staff Quality, Recruitment, and Retention** – All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.

Geraldine Palmer Elementary CIP Committee Members



Focus Area 1 – Student Achievement

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Gabriela Cantu	Teacher
Selina Perez	Teacher
Lucia Hernandez	Teacher
Lolly Escobedo	Reading Coach

Focus Area 2 – Closing the Gaps

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Maura Chapa	Teacher
Maria Sepulveda Reyna	Teacher
Maria Flores	Teacher
Melissa Lopez	Teacher
Mirssa Martinez	Teacher

Focus Area 3 – Improve safety, Public support, Culture and Climate

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Martha Gomez	Counselor
Norma Tovias	Nurse
Connie De Hoyos	Librarian/ PR Rep.
Shedrick Dallas	Coach

Focus Area 4 – Increase Staff Quality, Recruitment, and Retention

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Cynthia Alaniz	Counselor
Lizeth Martinez	CLL
Lolly Escobedo	Reading Coach
Gabriela Cantu	Teacher/CIT

GERALDINE PALMER DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	675	369	306	73	327	0	0	6	610	17
Percent	100%	54.7%	45.3%	10.8%	48.4%	0%	0%	0.9%	90.4%	1.8%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	671	651	4	3	13	0
Percent	100	97.0%	0.6%	0.4%	1.9%	0

As of September 5, 2023. Will update at the 2023-2024 Snapshot Date.

Student Achievement Summary 2023



Texas Education Agency
2022 Accountability Ratings Overall Summary
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Preliminary Based on Accountability Training August 2023 Will update with official scores released by TEA

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		93	A
Student Achievement		76	C
STAAR Performance	48	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		93	A
Academic Growth	87	93	A
Relative Performance (Eco Dis: 89.6%)	48	85	B
Closing the Gaps	96	92	A

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		76	C
STAAR Performance	48	76	
CCMR			
Graduation Rate			
School Progress		85	B
Academic Growth	71	73	C
Relative Performance		85	B
Closing the Gaps	58	85	B

Student Achievement Summary 2022



Texas Education Agency
2022 STAAR Performance

GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	240	240	83	-	563	
Approaches GL or Above	189	174	51	-	414	74%
Meets GL or Above	111	110	35	-	256	45%
Masters GL	59	59	17	-	135	24%
Total Percentage Points						143%
Component Score						48

Preliminary Based on
Accountability Training August
2023 Will update with official
scores released by TEA

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	260	259	88	-	607	
Approaches GL or Above	67	81	22	-	170	75%
Meets GL or Above	85	73	20	-	178	47%
Masters GL	47	46	16	-	109	18%
Total Percentages Points						140%
Component Score						47

Student Achievement Summary 2023- Preliminary Scores May 2023



All Students Performance Rates	Performance Target 2022 Approaches	Performance Target 2022 Meets	Performance Target 2022 Masters
Reading	77%	51%	18%
Math	77%	46%	18%
Science	66%	41%	18%

Student Achievement Summary 2023



ALL SUBJECTS

	ALL STUDENTS	EB/EL CURRENT & MONITORED	SPECIAL ED	ECONOMICALLY DISADVANTAGED
APPROACHES	77%	72% (+2%)	64% (+13%)	75% (+2%)
MEETS	58%	43% (+3%)	34% (+11%)	47% (+3%)
MASTERS	21%	15% (-4%)	21% (+16%)	19% (-3%)

Student Achievement Summary 2023



READING

	ALL STUDENTS	EB/EL CURRENT & MONITORED	SPECIAL ED	ECONOMICALLY DISADVANTAGED
APPROACHES	77%	74% (+2%)	39% (-9%)	77% (-1%)
MEETS	51%	46% (+7%)	39% (+11%)	50% (+6%)
MASTERS	18%	17% (-3%)	22% (+22%)	19% (+4%)

Student Achievement Summary 2023



MATHEMATICS

	ALL STUDENTS	EB/EL CURRENT & MONITORED	SPECIAL ED	ECONOMICALLY DISADVANTAGED
APPROACHES	77%	76% (+4%)	68% (+4%)	77% (+5%)
MEETS	46%	43% (+1%)	32% (-1%)	45% (0%)
MASTERS	18%	14% (-5%)	22% (+13%)	19% (-4%)

Student Achievement Summary 2022



SCIENCE

	ALL STUDENTS	EB/EL CURRENT & MONITORED	SPECIAL ED	ECONOMICALLY DISADVANTAGED
APPROACHES	66%	57% (0%)	62% (+35%)	65% (+4%)
MEETS	41%	33% (-4%)	23% (+10%)	42% (+1%)
MASTERS	18%	12% (-5%)	15% (+8%)	19% (0%)

School Progress: Part A – Student Growth 2022

Part B – Relative Performance



Academic Growth Score

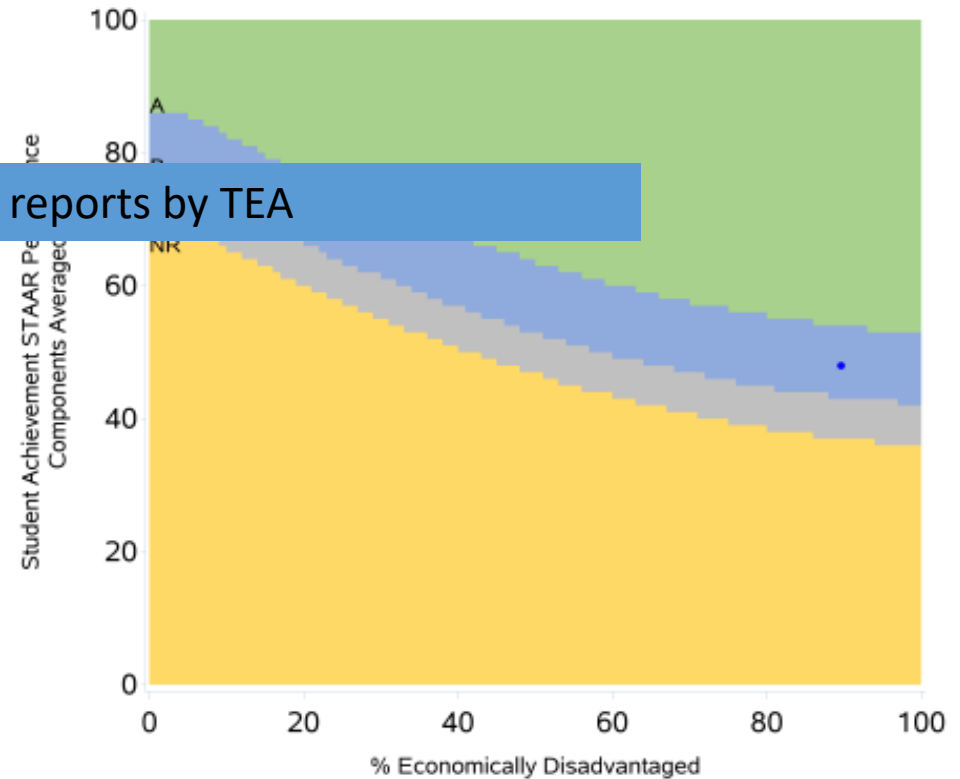
	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	21	0.0	5	2.5	149	149.0	151.5	175	87
Reading / ELA	14	0.0	2	1.0	71	71.0	72.0	87	83
Mathematics	7	0.0	3	1.5	78	78.0	79.5	88	90

Number of Assessments

		2021-22							
2020-21		Did Not Meet	Approaches	Meets	Masters	Count			
Both Subjects									175
Both Subjects	Did Not Meet	13	21	0	28	22	9	93	
	Approaches	4	0	3	5	15	21	48	
	Meets	0		3	2	3	19	27	
	Masters	0		0	1		6	7	
Reading / ELA									87
Reading / ELA	Did Not Meet	8	8	0	13	7	3	39	
	Approaches	2	0	2	3	9	10	26	
	Meets	0		3	0	2	12	17	
	Masters	0		0	1		4	5	
Mathematics									88
Mathematics	Did Not Meet	5	13	0	15	15	6	54	
	Approaches	2	0	1	2	6	11	22	
	Meets	0		0	2	1	7	10	
	Masters	0		0	0		2	2	

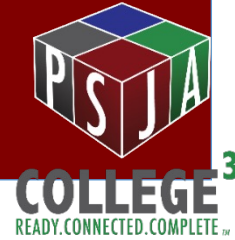
TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 Relative Performance
GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY



% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	Value needed for:		
				90	80	70
89.6	89.1 to 90	Elementary	48	54	43	37

Campus Needs Assessment



Data Resources Reviewed

1. Spring 2023 STAAR Campus Summary Report--- **When it becomes available from TEA on September 2023**
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:491b8d04-430e-3124-a3eb-4cbba15b38bd>
2. 2022-2023 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2022 & 2023)
11. Technology Inventories

Comprehensive Needs Assessment Continued: Focus Areas 1-4: Summary of Findings & Priority Needs

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
1	<p>Academic Achievement:</p> <ul style="list-style-type: none"> • Reading/Language Arts, and Literacy • Mathematics • Science • Instructional Technology • College Readiness 	<p>PSJA ISD provides the campus with a standards-aligned guaranteed and viable curriculum 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 Curriculum & Instruction 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 PK3 - 2nd, 3rd- 5th grade. • Assessments that are aligned to state standards at 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, formative assessments and campus performance. 	<p>The area of literacy, specifically in reading comprehension and fluency has been a challenge and a great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> • Many students are still not reading on grade level with an emphasis of 3rd grade. • Teachers meeting students' academic needs, specifically in fluency and comprehension to close the learning gaps. • Students reading on level is an area that we must continue to work on and monitor. • Developmental writing must be taught at all grade levels and be used across all content areas. • Professional development for on the integration of writing across all contents must be provided at all grade levels. • Class schedules/agendas need to reflect a dedicated time for writing across all content areas. • The Intervention Period (Green Jay Time) must be monitored each year for effective implementation. • Elementary ELAR/SLAR, Mathematics, and Science curriculums must be monitored each year for alignment and effectiveness. • Train teachers on instructional effectiveness and raising student engagement. 	<p>Identify the areas of needs for all students and develop their individualized intervention plan to target their needs.</p> <p>Teachers must identify and understand the new test item types and consistently integrate them through their daily instruction, weekly assessments and benchmarks.</p> <p>Teacher and students must set goals with students and help them track their progress.</p>

Comprehensive Needs Assessment Continued: Focus Areas 1-4: Summary of Findings & Priority Needs

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
2	<ul style="list-style-type: none"> Special Education Program Emergent Bilinguals 	<p>As evidenced in the STAAR assessments , the results show a minimal achievement gap ranging from 2% in all Subjects between our Economically Disadvantaged Students and All Students.</p> <p>As evidenced in the STAAR assessments , the results show an achievement gap of 5% between Emergent Bilinguals and All Students:</p> <ul style="list-style-type: none"> 3rd grade Math -1% and 5th grade Math -4% achievement gap at the Approaches Level, 3rd grade Math -2% in the Meets Level, and a -3% in the Masters level for 5th grade Math. 3rd grade Reading -5% and 5th grade Reading -4% gap at the Masters level In 5th grade Science -6% achievement gap at the Masters level. 	<p>As evidenced in the STAAR assessments , the results show an achievement gap: of 5% between Emergent Bilinguals and All Students.</p> <p>Greater than 10% between Special Education Students and All Students show an achievement gap in all subjects tested across all grade levels (3rd – 5th grade Reading, Math, and Science)</p>	<ul style="list-style-type: none"> Special population groups will receive additional support and intensive interventions in ELAR/SLAR, math, science. Implement the SIOP activities across all content areas. Ensure Dyslexia students have a set schedule for their LEXIA intervention program.
3	<ul style="list-style-type: none"> Attendance Bullying Prevention Child Abuse and Sexual Abuse Prevention Dating Violence and Awareness Suicide Prevention Discipline Management 	<ul style="list-style-type: none"> Parent resources, materials and communications are provided in both English and Spanish. The campus website and Campus Facebook Page informs parents of events and highlights students’ and parents’ participation in events. Opportunities for parents to volunteer are easily accessible. Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease of Intervention Forms. All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. District PK- 12 Counseling and Guidance Curriculum and Structured Timelines Integrate the police and security departments into all emergency situations. 	<ul style="list-style-type: none"> Parents have a moderate rate of participation at campus meetings Curriculum nights need to be scheduled at the beginning of the school year to explain classroom expectations and procedures Student led goal meetings should be held throughout the school year, so parents learn about the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled after a benchmark to share student progress. Staff needs training on how to effectively share assessment strategies with parents about their children's progress. Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently. Allocate funding for Teacher Professional Development on Social Emotional Learning or Restorative Practices 	<ul style="list-style-type: none"> Only one access point to the campus Doors must be labeled Raptor must always be used Staff completion of Modules 100% of Teachers connected to Class Dojo Schedule Drills and track them on the App provided by the district

Comprehensive Needs Assessment Continued: Focus Areas 1-4: Summary of Findings & Priority Needs

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
4	<ul style="list-style-type: none"> • Analysis of T-TESS Evaluations • Bilingual/ESL Certified Teachers • Professional Development Trainings • Number of Hours provided of Instructional Coaching and Support • Teacher Mentors • Number of Teachers rated: Distinguished, Accomplished, Proficient, Developing, Improvement Required • Process of Effective Staff Interviews • Staff Screening Methods 	<ul style="list-style-type: none"> • Teachers meet through CLCs to collaborate among the grade levels and analyze student work to inform instruction • Campus CLL collaborates with administration to develop a campus professional development plan to support the campus teachers' goals. • Mentor Teachers have been identified. • CIT collaborates with administration to schedule Technology Trainings. • The <i>Spirit of PSJA</i> mentality is adopted by all teachers and staff (Customer Service) and used as an Evaluation Tool. • Electronic Instructional Focus Walkthrough form is used to monitor and provide feedback to teachers. • Strong commitment and financial support to professional development and professional growth opportunities for staff 	<ul style="list-style-type: none"> • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Campus support for teachers PK3 – 3rd Grade to allocate time so they can fully complete their Reading Academies. 	<ul style="list-style-type: none"> • Fundamental Five Book Study • District Assessment Calendar • Professional development Calendar • Campus Roadmap for Staff Development to meet our campus goals.

2023-2024 Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	Goal
		2022-2023	2024
Approaching	34	78%	88%
Meets	25	40%	50%
Masters	10	11%	22%

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	Goal
		2022-2023	2024
Approaching	23	61%	71%
Meets	13	34%	44%
Masters	15	18%	28%

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment	Goal
		2022-2023	2024
Approaching	24	91%	%
Meets	35	64%	74%
Masters	21	24%	34%

Preliminary Based on Campus Achievement Mathematics 2022-2023
STAAR Preliminary Will update with official scores released by TEA

2023-2024 Goals



3rd Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2022-2023	2024
Approaching	23	75%	85%
Meets	32	49%	59%
Masters	11	13%	23%

4th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2022-2023	2024
Approaching	24	67%	77%
Meets	22	38%	48%
Masters	10	12%	22%

5th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2022-2023	2024
Approaching	20	88%	99%
Meets	31	65%	75%
Masters	26	30%	40%

Preliminary Based on Campus Achievement Mathematics 2022-2023
STAAR Preliminary Will update with official scores released by TEA

2023-2024 Goals



5 th Grade Science			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2022-2023	2024
Approaching	22	66%	76%
Meets	20	41%	51%
Masters	16	18%	28%

Preliminary Based on Campus Achievement Mathematics 2022-2023
STAAR Preliminary Will update with official scores released by TEA

2023-2024 Focus Areas



- **Focus Area 1: Student Achievement**
 - Reading, Reading/Language Arts, and Literacy
 - Mathematics
 - Science
 - Instructional Technology
 - College Readiness
- **Focus Area 2: Closing the Gaps**
 - Special Education Program
 - Emergent Bilinguals
 - Gifted and Talented Students
 - Migrant Students
 - Dyslexia Students
 - Response to Intervention
- **Focus Area 3: Improve Safety, Public Support, Culture and Climate**
 - Attendance
 - Bullying Prevention
 - Child Abuse and Sexual Abuse Prevention
 - Dating Violence and Awareness
 - Suicide Prevention
 - Discipline Management
- **Focus Area 4: Increase Staff Quality, Recruitment, and Retention**
 - Analysis of T-TESS Evaluations
 - Bilingual/ESL Certified Teachers
 - Professional Development Trainings
 - Number of Hours provided of Instructional Coaching and Support
 - Teacher Mentors
 - Number of Teachers rated: Distinguished, Accomplished, Proficient, Developing, Improvement Required
 - Process of Effective Staff Interviews
 - Staff Screening Methods

Goal Area 1: Student Achievement



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Goal Area 1: Student Achievement

Annual Goal 1: The percent of students in grades 3rd, 4th, and 5th who perform at meets grade level or above on STAAR ELA/SLA Assessments in all tested subjects will increase from 51% to 61% by June 2024.

Objective 1: All student groups will show a 10% increase in performing at meets grade level or above on STAAR ERLA/SRLA by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL Reading Coach	DMAC Reports Weekly Comprehension & Fluency Progress Monitoring TPRI/Tejas Lee CLI and Texas KEA IReady Reading Boost	Sept 2023 - Aug 2024	Lesson Plans Tracking Sheets DMAC Reports CLC Agenda and Sign in Sheets Walk throughs. Student Data Binders	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment CBA's Checks	1, 2, 3, 4, 8, 9
Action Steps							

Teachers will disaggregate the scores on all assessments and use the information to plan instruction and intervention and keep their data binder.

Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices such as CIF, WICOR, integration of sustainable goals.

Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and new STAAR testing items, and SBL.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers in 3rd-5th grade to provide additional targeted instruction and extended learning opportunities for struggling students during Green Jay Time intervention.	Classroom Teacher Principal Assistant Principal CLL Reading Coach	Forde Ferrier Motivation Reading Reading Coach Step Up to the TEKS Fluency Workbooks STAAR Released Questions Lake Shore IReady Lead4ward Progress Learning	Sept 2023 - Aug 2024	Lesson Plans Tracking Sheets DMAC Reports CLC Agenda and Sign in Sheets Walk throughs	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment CBA Checks	1, 2, 3, 4, 8, 9
Action Steps							

Additional instructional minutes will be provided during school and after school tutorials.

Incorporate School wide intervention block to address needs of all students through Green Jay time and utilizing assessment data to drive instruction.

Flexible instructional schedule (3rd to 5th) to incorporate STAAR Power Hour to target learning needs to close the gaps.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Support the implementation of the reading adoption including the TEKS alignment through CLC and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL Reading Coach	Savvas Easy Bridge ELAR/SLAR TEKS District supplemental curriculum resources (DMR) I-station iReady	Sept 2023 - Aug 2024	Lesson Plans Tracking Sheets DMAC Reports CLC Agenda and Sign in Sheets Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI Checks	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will continue to implement DMR strategies and engaging experiences aligned to TEKS							
Teachers will utilize DOK questions and interactive journals to raise rigor of instruction							
Teachers will utilize thinking maps/graphic organizers to improve students' critical thinking skills during weekly lessons							
Teachers will continue to use sentence frames or stems to scaffold students' oral language development.							
Teachers will include exit tickets that are aligned to daily objectives in every lesson.							
Teachers will integrate PBL (Project Based Learning).							

Goal Area 1: Student Achievement							
Annual Goal 1: The percent of students in grades 3 rd , 4 th , and 5 th who perform at meets grade level or above on STAAR Assessments in all tested subjects will increase from 58% to 68% by June 2023.							
Objective 2: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Math by June 2024.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings.	Classroom Teacher Principal Assistant Principal CLL Reading Coach	DMAC Reports Weekly Sharon Wells Progress Monitoring Math GPS Go Math STAAR Master Math Fast Focus Countdown to STAAR Forde-Ferrier PSJA Warehouse PSJA Curriculum IMath Lead4ward Edcite Data	Sept 2023 - Aug 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda & Sign In Sheets Planning Meetings Walkthroughs	Increased academic performance of all students	District Benchmarks Weekly Assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate the data on all assessments and use the information to plan instruction and intervention.							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices during CLL meetings.							
Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers from the lower grades to support students with an accelerated instruction plan during Green Jay Time Intervention	Classroom Teacher Principal Assistant Principal CLL Reading Coach	Forde Ferrier Step Up to the TEKS TEKSING Towards STAAR PSJA Curriculum Lead4ward IMath	Sept 2023 - Aug 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda & Sign In Sheets Planning Meetings Walkthroughs Goal Folders	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials during Green Jay Power Hour							
Lower grade teachers will work with a small group of students during Green Jay Power time to meet requirements of accelerated instruction plan							
Math centers based on approaches, masters with a flexible schedule on Fridays.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during Math instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL Reading Coach	Imagine Math ST Math Education Galaxy Nearpod IReady Imath Google Classroom	Sept 2023 - Aug 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda & Sign In Sheets Planning Meetings Walkthroughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI Checks	1, 2, 3, 4, 8, 9
Action Steps							
Use Imagine Math/ST Math to teach STAAR objectives and embed strands as needed for 3 rd -5 th grade students and use of Education Galaxy to set lessons based on needs.							
Computer Lab manager will generate reports to identify and communicate students' areas of needs to teacher.							
Use Imagine Math to reinforce aligned curriculum being taught in PK-5 classrooms.							
Purchase classroom computers/devices and headphones for the classroom technology center so all students have accessibility to one on one technology.							

Goal Area 1:		Student Achievement					
Annual Goal 1: The percent of students in grades 3rd, 4th, and 5th who perform at meets grade level or above on STAAR Assessments in all tested subjects will increase from 58% to 68% by June 2024.							
Objective 4: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Science by June 2024.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL Reading Coach	DMAC Reports (Printed in Color) Progress Monitoring Edusmart Education Galaxy Science Lab Think Up IReady Forde-Ferrier	September 2023- June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign In Sheets Planning meetings Walkthroughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI Check CBA's	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate data on all assessments and use the information to plan instruction and intervention.							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices.							
Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and correlate it to sustainability goals.							
Teachers and lead team analyze data reports to create target groups and action plans.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teacher will closely collaborate with Science Lab teacher to support students with an accelerated instruction plan.	Classroom Teacher Principal Assistant Principal CLL Reading Coach Science Lab Teacher	Measuring Up STAAR Master Science IReady Science Fusion Educational Galaxy Science Lab Think Up Forde-Ferrier	September 2023-June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI Check CBA	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials during Green Jay time.							
Science Lab Teacher will work with a small group of students during Green Jay time to meet requirements of accelerated instruction plan. (Only during the Spring based on student need)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during science instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL Science Lab Teacher	Edusmart District Science Curriculum IReady Science Fusion Education Galaxy Nearpod Think Up Summit K12	September 2023-June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Promote utilization of Google apps including Google Classroom, Google Drive, and Nearpod, and Summit K-12, and provide support to campus staff.							
Monitor the use of science instructional technology tools to promote student engagement and learning.							

Goal Area 1:		Student Achievement					
Annual Goal 2:		All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.					
Objective 1:		All students in 1st-3rd Grades will perform at approaches, meets, and masters level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.	Classroom Teacher Instructional Aides Principal Assistant Principal CLL Reading Coach Reading Interventionist	Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Fluency Books IReady IStation	September 2023- June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC Work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI Monthly ISIP TPRI/Tejas LEE Texas KEA	1, 2, 3, 4, 7, 8, 9
Action Steps							
1st and 3rd grade teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation. and phoneme manipulation in their literacy block and reading intervention groups.							
Teachers will explicitly teach early reading strategies using the Florida Center and TPRI/TEJAS LEE activities							
Second, third, and any new teacher to the grade level will complete Texas Reading Academy Modules and implement strategies during instruction							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will Implement Science of Reading strategies in ELAR/SLAR block	Classroom Teacher Principal Assistant Principal CLL Reading Coach Reading Interventionist	Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Adopted Reading Curriculum Texas Reading Academies Resources District Fluency Books	September 2023-June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC Work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly Assessments STAAR Assessment TPRI/TejasLee/TxKEA Assessments Monthly ISIP	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will create a time and treatment block to incorporate balanced literacy components in their daily schedules							
Campus leadership team will monitor the implementation of the balanced literacy components and provide feedback							
New PK-1 st grade teachers will participate and complete balanced literacy training							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during science instruction through various online programs	Classroom Teacher Paraprofessionals CLL Librarian Principal Assistant Principal Reading Coach	ELAR/SLAR TEKS, PK Guideline PAC meeting calendar PAC meeting agenda Nearpod IReady IStation	September 2023-June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment Monthly ISIP	1, 2, 3, 4, 7, 8, 9
Action Steps							
Develop monthly schedule and agenda for PAC meetings and communicate with community through district approved social media outlets.							
Establish campus expectations and procedures for PAC literacy events.							
Teachers will support and provide literacy activities, tips, and material to parents and communicate students' goals.							

Goal Area 1: Student Achievement							
Annual Goal 2: All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.							
Objective 2: All students in Kindergarten will meet district and state goals on Texas-KEA (Kindergarten Entry Assessment) assessments and show adequate progress on beginning, middle, and end of year assessments.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement explicit phonemic awareness and phonics instruction to build reading fluency and decoding strategies	Classroom Teacher Principal Assistant Principal CLL	Florida Center Activities Estrellitas, Sing, Spell, Read, & Write, Reading Phonics Resource, District Adopted Reading Curriculum Texas Reading Academy Resources IStation Education Galaxy IReady	September 2023- June 2024	Lesson Plans, Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments Texas KEA Assessment ALI Check Circle-PreK TPRI- 1st and 2nd Tejas LEE- 1st and 2nd	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will supplement district curriculum with SSRW and Florida Center activities during whole and small group instruction							
Teachers will incorporate these activities into their lesson plans to ensure the provision of explicit and systematic phonemic awareness and phonics instruction							
Evaluators will monitor the implementation of instruction during walkthroughs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Decrease the number of students achieving Support and Monitor levels on TxKEA	Classroom Teacher Principal Assistant Principal CLL	Florida Center Activities Estrellitas Sing Spell Read and Write Voyager Pearson Intervention Phonics Component Texas Reading Academy Resources IStation Education Galaxy IReady	September 2023-June 2024	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments TX KEA Assessment ALI Check Circle-PreK TPRI-1st and 2nd Tejas LEE- 1st and 2nd	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will analyze formative and summative assessments to determine how to best differentiate instruction to meet students' needs							
Teachers will provide differentiated, data-driven instruction to students during small groups							
Campus administration/evaluators will monitor the implementation of differentiated instruction in classrooms							

Goal Area 1:		Student Achievement					
Annual Goal 2:		All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.					
Objective 3:		All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor progress of students' ability to rapidly name/produce letter names/sounds	Classroom Teacher Paraprofessionals Principal Assistant Principal	Frog Street Press Sing, Spell, Read, and Write Florida Center Activities CLI-Engage Activities	Teachers will progress monitor fluency in rapid letter name and sound identification every 6 weeks and assess at BOY, MOY, and EOY.	Phonological awareness block in lesson plans (whole group, small group, and school-wide intervention block) Teachers will turn in six weeks progress monitoring and BOY, MOY, and EOY assessments to Assistant Principal	Students will meet PSJA ISD fluency goals of 90% at approaches, 60% at meets, and 30% at masters level of letter name/sound recognition/production	Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments Formative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will include phonological awareness instruction in their lesson plans. Teachers will teach phonological awareness skills during whole group instruction and small group instruction.							
Teachers will use progress monitoring and fluency assessment data to drive instruction by providing appropriate interventions for students in need during school-wide intervention block.							
Teachers will create a print-rich learning environment in person or virtual to stimulate children's natural curiosity and engage children in classroom lessons.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Parent Communication and Collaboration	Classroom Teacher Principal Assistant Principal	PSJA Fluency Checklist (bi-monthly). PSJA Fluency Assessment (BOY, MOY, EOY) Palmer Parent Communication Log	September 2023-June 2024	Parent Communication Logs Class Dojo	PK teachers will create a learning community by including parents in the goal setting process for their child. Students will meet district fluency goals with the instruction and support of classroom teachers and parental support.	Formative: six weeks progress monitoring and BOY, MOY, and EOY assessments Summative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will communicate district goals to parents and explain progress monitoring/assessment process. Teachers will collaborate with parents to set fluency goals for the students.							
Teachers will keep lines of communication open by informing parents of student's progress and/or any challenges the students may face in a timely manner. Teachers will collaborate with parents to determine root cause of child's challenges.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor progress of students' ability to comprehend literacy through weekly comprehension checks	Classroom teachers Assistant Principal Principal	Frog Street Press Curriculum Progress Monitoring Tracking Sheets	September 2023-June 2024	Teachers will plan for comprehension checks in weekly lesson plans; Teachers will align lessons with comprehension objectives assessed by planning with the end in mind	Teachers monitor students' comprehension through questioning	Formative: bi-monthly progress monitoring: BOY, MOY, and EOY assessments Summative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will align instruction Texas Pre-K Guidelines Emergent Literacy - Reading Domain							
Teachers will assess students' comprehension each week							
Teachers will turn in progress monitoring comprehension results to AP							

Goal Area 2: Closing the Gaps



Goal Area 2:		Closing the Gaps					
Annual Goal 3:		English Learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024					
Objective 1:		Three percent of EL student will move up on PLD in the writing domain of the 2023-2024 TELPAS assessment.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies that target listening proficiency level descriptors (PLDs) into lesson plans.	Teachers Principal Assistant Principal CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder Foot STEPS To Brilliance Sumit K-12	Aug 2023-May 2024	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data	TELPAS Progress Monitoring Holistic Data 2024 TELPAS Writing Scores	Teacher Observations	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' writing proficiency based on 2023-2024 TELPAS scores.							
Teachers will incorporate writing strategies into their lessons from the ELPS Instructional Tool and TELPAS binder.							
Teachers will include targeted ELPS objective on their objective wall.							
Lesson plans will be monitored on a weekly basis to ensure language objective is included.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC and create a campus wide Summit K12 calendar of activities	Teachers Principal Assistant Principal CLL	TELPAS Progress Monitoring Form Individual LEP strategic Plans List of ELPS strategies implemented Summit K-12 SIOP Strategies	August 2023 – May 2024 (Monthly)	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS writing strategies through the daily language objective.							
Teachers will review holistic data during CLC meetings to assess impact of strategies							
Teachers will adjust strategies as student make progress or need additional support for growth							
Teacher will use TELPAS benchmark data and the Summit K-12 data to reflect through CLC and throughout the year.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop writing proficiency.	Teachers Principal Assistant Principal /CTC CLL	TELPAS binder TELPAS online tutorials Summit K-12 Daily attendance log Benchmark reports TELPAS Writing Journal	September 2023-June 2024	Students will show progress in writing domain of TELPAS	Attendance log Summit K12 reports Increase in students' English language listening proficiency	Lab reports Student Writing Journals	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS binder and TELPAS online tutorials from TEA on TFAR or Summit K-12.							
Teachers will create a log on the implementation of TELPAS online modules on a timeline.							
Administration will monitor teacher log for fidelity.							
Student led conferences will be held to showcase to parents their progress in the Summit K-12 program.							

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		English Learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.					
Objective 2:		Three percent of EL student will move up on PLD in the speaking domain of the 2023-2024 TELPAS assessment.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies that target speaking proficiency level descriptors (PLDs) into lesson plans.	Teachers Principal Assistant Principal/CTC CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder Summit K12	Aug 2023-May 2024	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data-Classroom interaction with other students Student Oral Presentation Skills	TELPAS Progress Monitoring Holistic Data, 2024 TELPAS Speaking Scores.	Teacher Observations Student Presentations. Summit K-12 data tracking log	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' speaking proficiency based on 2023-2024 TELPAS scores.							
Teachers will incorporate speaking strategies into their lessons from the ELPS Instructional Tool and TELPAS binder							
Teachers will include targeted ELPS objective on their objective wall.							
Teachers will provide opportunities for students to practice their second language through songs, storytelling, low-stakes classroom activities, and various presentation opportunities.							
Teachers will continue to implement sentence stems or frames to scaffold students' oral language development.							
Lesson plans will be monitored on a weekly basis to ensure language objective is addressed and displayed in class.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal CLL	TELPAS Progress Monitoring Form List of ELPS strategies implemented	6 Weeks	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS speaking strategies through all the disciplines taught.							
Teachers will review holistic data during CLC meetings to assess impact of strategies.							
Teachers will adjust strategies as student make progress or need additional support for growth.							
Teacher will provide multiple opportunities for students to practice speaking their 2nd language in class and through LOD (language of the day) model of the Dual Language program.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop speaking proficiency	Teachers Principal Assistant Principal Computer Lab Manager	TELPAS binder TELPAS online tutorials Summit K-12 Daily attendance log and reports TFAR data	August 2023-June 2024	Students will show progress in speaking domain of TELPAS	Attendance log Summit reports Increase in students' English language speaking proficiency	Lab reports Student data sheet tracker	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS binder and TELPAS online tutorials from TEA on TFAR and/or Summit K-12.							
Teachers will create a log on the implementation of TELPAS online modules.							
Administration will monitor teacher log for fidelity on a six week basis.							

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		English Learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.					
Objective 3:		EL students will show an overall 2% increase on 2023-2024 TELPAS assessment by meeting EL progress and advancing a minimum of one English Language Proficiency Level					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies into lesson plans.	Teachers Principal Assistant Principal CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder Summit K12 TFAR	Aug 2023-May 2024	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data	TELPAS Progress Monitoring Holistic Data 2024 TELPAS Composite Score	Teacher Observations TELPAS scores for 2023-2024	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' overall proficiency based on 2023-2024 TELPAS scores.							
Teachers will incorporate ELPS strategies into their lessons from the ELPS Instructional Tool and TELPAS binder.							
Teachers will include targeted ELPS objective on their objective wall.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal CLL	TELPAS Progress Monitoring Form List of ELPS strategies implemented	Six Weeks basis	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations Summit K-12 Student Data Folders Summit K-12 Data Reports Benchmark Scores	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS strategies contingent upon the lesson and need of students for all domains.							
Teachers will review holistic data during CLC meetings to assess impact of strategies and progress.							
Teachers will adjust strategies as student make progress or need additional support for growth.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TEPAS Online Modules to develop overall proficiency	Teachers Principal Assistant Principal/CTC Computer Lab Manager	TELPAS binder TELPAS online tutorials Daily attendance log TFAR Summit K12 Released Practice Tests and data Summit K-12 modules	August 2023-June 2024	Students will show overall progress in TEPAS	Daily attendance log Summit K-12 reports	Lab reports Student data sheet tracker BOY, MOY, and EOY data Benchmark Data	1, 2, 3, 9
Action Steps							
Students will have access to activities in TEPAS binder and TEPAS online tutorials from TEA on TFAR and/or Summit K-12.							
Teachers will create a log on the implementation of TEPAS online modules and students will track their own progress on their tracking sheets/journals.							
Administration will monitor teacher log for fidelity on a 6 weeks basis.							

Goal Area 2:		Closing the Gaps					
Annual Goal 4:		By June 2024, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.					
Objective 1:		By June 2024, the achievement gap between Special Education students will close by 2% on RLA/SLA STAAR.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts and hands on opportunities.	Classroom teachers Paraprofessionals Principal Assistant Principal/CTC CLL GT Teachers Dyslexia Teacher Special Education Teachers	Reading Curriculum Reading Rockets tity Bitty Book of CIF Unique TPSP Lexia Program Education Galaxy RACE/RACES	Aug 2023-May 2024	Lesson Plans Walk throughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned. Growth on benchmarks taken	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments Computer program reports	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.							
Campus leadership team will monitor strategy implementation during walk throughs.							
Teachers will include targeted ELPS objective on their objective wall.							
Teacher will use with fidelity RACE/RACES and district strategies that are rolled out and turned around to them.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for special education students and follow their IEPs.	Classroom teachers Resource teachers Special Education teachers Principal CLL Reso Spe Principal Assistant	Students' IEP District Curriculum TEKS TEA available resources	August 2023-May 2024	Lesson Plan Student Work Special Education Logs	Students will use appropriate scaffolds to successfully demonstrate mastery of IEP goals and TEKS	Daily Work Benchmarks Assessments STAR	1, 2, 3, 9
Action Steps							
General Education teachers, Resource teachers, and Special Education teachers will keep open lines of communication to agree on students' abilities and goals with each other and parents.							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							

Goal Area 2:		Closing the Gaps					
Annual Goal 4:		By June 2024, the achievement gap between English Learners, Special Education, Migrant, and Economically Disadvantaged students at the Meets level on STAAR will close by 2% in all subjects.					
Objective 2:		By June 2024, the achievement gap between EL students will close by 5%, from a 43% to 48% in all subjects on STAAR.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal CLL	Reading Curriculum Reading Rockets Itty Bitty Book of CIF Reading Academies Strategies RACE/RACES	Aug 2023-May 2024	Lesson Plans Walkthroughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned.	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.							
Campus leadership team will monitor strategy implementation during walk throughs.							
Teachers will include targeted ELPS objective on their objective wall.							
Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for EL students.	Classroom teachers Principal Assistant Principal CLL	District Curriculum TEKS ELPS	August 2023-May 2024	Lesson Plan Student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS and increase in English Language Proficiency	Daily Work Benchmarks Assessments STAAR Weekly Test Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							
Teacher will implement district wide strategies for targeting the new STAAR that's been redesigned such as RACE/RACES.							

Goal Area 2:		Closing the Gaps					
Annual Goal 4:		By June 2023, the achievement gap between English Learners, Special Education, Migrant, and Economically Disadvantaged students at the Meets level on STAAR will close by 2% in all subjects.					
Objective 3:		By June 2024, the achievement gap between Economically Disadvantaged students will close by 2% in all subjects on STAAR.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal CLL	Reading Curriculum Reading Rockets Itty Bitty Book of CIF Reading Academies Strategies	Aug 2023-May 2024	Lesson Plans Walkthroughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.							
Campus leadership team will monitor strategy implementation during walk throughs.							
Teachers will include targeted ELPS objective on their objective wall.							
Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for economically disadvantaged students	Classroom teachers Principal Assistant Principal CLL	District Curriculum TEKS ELPS	August 2023-May 2024	Lesson Plan Student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS; Benchmark and STAAR assessment scores increased	Daily Work Benchmarks Assessments STAAR Weekly Progress Monitoring	1, 2, 3, 9
Action Steps							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							
Teacher will implement district wide strategies for targeting the new STAAR that's been redesigned such as RACE/RACES.							

Goal Area 3: Improve Safety, Public Support, Culture and Climate



Goal Area 3: *Revised 9-5-23		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 1:		By 2024, the culture and climate at Palmer Elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.					
Objective 1:		Train 100% of staff on physical and psychological school safety to create a safe school culture and climate					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Staff development on safety protocols.	Principal Assistant Principal School Nurse Custodians School Staff	Health Services Mandatory Annual Staff Training 2023-2024 Public Health Training Health Services COVID 19 Guidelines Update Fire Safety Procedures Raptor Security Cameras Security Safety Audits	Aug 2023-May 2024	Certificates and sign in sheets PD Workshop Check-in -Agendas -School Mobilemind Certificates	All staff and students report to campus for the continuity of learning.	Campus walk through on safety checklist. Fire Drills End of training quizzes Lockdown Drills	10
Action Steps							
Stay updated with school district guidelines TEA guidelines regarding Covid 19 and TEC mandates							
Train staff on updated onTEA guidelines : lockdown procedures and active threat situation.							
Staff members complete district required Mobilemind online trainings.							
Provide staff development for school wide personnel on safety procedures to increase school safety.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.	Teachers Counselor Principal Staff Community Members Principal Assistant School Community	District approved bullying/ cyberbullying presentations. Stop It App	August 2023-May 2024	Sign in sheets Agendas Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff	Providing a safe environment where they feel safe to come to school.	Decrease the number of bullying cases, behavior intervention reports.	10
Action Steps							
Training for staff on bullying/cyber-bullying awareness, de-escalation , and restorative practices.							
Provide students with Student Code of Conduct policies.							
Train teachers, students and inform parents of the Stop-it App.							
Review number of behavior intervention forms.							
Train teachers on how to use the Case Management App for Behavior Intervention forms and student notes.							

Goal Area 3: Revised 9-5-23		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 2:		By 2024, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students					
Objective 3:		Increase engagement of parents and community members by providing current public information resources					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures.	Principal Assistant Principal Counselor School Nurse Campus PR Representative Teachers	Facebook account Class Dojo Access to PSJA PR information Parent Communication Log Monthly Calendars Event Notices School Website Google Classroom BlackBoard	Aug 2023-May 2024	Increase in the number of followers on Palmer Facebook page Increase in parent-teacher communication via Class Dojo	Parents are consistently aware of school events, policies, and procedures	Facebook Posts Class Dojo Posts School Website	1, 2, 6, 8, 10
Action Steps							
Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school's Facebook page, school website, and Class Dojo.							
One hundred percent of teachers will connect to Class Dojo to 100% of students and parents who have access to technology.							
Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.							
Administration will use Black Board. To connect with parents via e-mail, text messages, and phone calls in both English and Spanish.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Increase parent involvement promoting social school events to promote learning.	Principal Assistant Principal Counselor Campus PR Representative Parental Liaison Teachers	Parent Communication Log PAC Meeting Literacy Nights Curriculum Nights	August 2023-May 2024	Parent Communication Log Sign In Sheets	Increase parent and community involvement and engagement in school activities.	Parent Communication Log Sign In sheets	1, 2, 6, 8, 10
Action Steps							
School personnel will contact parents to inform them of curriculum meetings, literacy, and strategies to help develop a better understanding of the classroom setting.							
Teachers will implement and inform parents of curriculum activities to motivate life learning skills.							
Librarian will conduct Literacy Nights once every six weeks.							

Goal Area 3: Revised 9-5-23		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 3:		By 2024, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.					
Objective 2:		Achieve 98% of student attendance standard					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Establish a Student Attendance Committee to provide incentives for students who meet attendance goals and contribute to the positive school culture	Student Attendance Committee Principal Assistant Principal School Secretary PEIMS Clerk Receptionist Campus PR Representative	Attendance Records Incentives Awards	Aug 2023-May 2024	Attendance Records	Improve student achievement tendance goal met At	Attendance Records	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Implement the use of attendance committee to come up with incentives.							
Attendance committee will schedule incentives every six weeks.							
Attendance committee will advertise incentives on social media and on campus.							
Classroom Shout Outs during Lunch							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Faculty will implement and integrate social emotional learning activities with the students.	SEL Committee Teachers Principal Assistant Principal Counselor School Secretary PEIMS Clerk Receptionist Campus PR Representative	Six Weeks Assemblies Birthday Recognition Character Building King & Queen Alphabet and Sight Words Green Jay Scholar SEL Calendar	August 2023-May 2024	Attendance Records	Improve student achievement tendance goal met At	Attendance Records	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
SEL Committee will create and provide students and parents with monthly SEL activities.							
Teachers will acknowledge student achievements with special awards assemblies and celebrations.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers and staff will communicate with parents using district protocols to prevent a student from being excessively absent.	Student Attendance Committee Principal Assistant School Secretary PEIMS Clerk Receptionist	Parent Communication Log Attendance Records	August 2023-June 2024	Attendance Records	Student's academic Performance increase.	Daily Attendance	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Staff will notify parents when students needs to make up minutes in ARP program							
Parent liaison/Parent educator contacts parents for students that have excessive absences, which may include home visits.							
Teacher contact parents when student is out and document in parent communication logs.							

Goal Area 3: Revised 9-5-2023		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 3:		By 2024, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.					
Objective 3:		Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement district wraparound services designed to give a child non-academic support he or she needs throughout the school day	Principal Assistant Principal Counselor Teachers	District SEL resources	Aug 2023-May 2024	Students are provided with non-academic support so they can be successful in school.	Improve student achievement and student self-esteem.	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases	1, 2, 3, 4, 7, 10
Action Steps							
Wraparound committee will assist and provide resources for students in non-academic need.							
Teachers will assist in identifying students that are in need of wraparound services.							
Counselor will provide community resources available to assist student and parent's needs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Foster a positive campus culture and support the appropriate social-emotional development of students.	Counselor Teachers Principal Assistant Principal	SEL activities/ lessons Districts Counseling Curriculum	August 2023-May 2024	Counselor Curriculum of SEL lessons	Observation of student and teacher interaction while in common areas (cafeteria, gym, hallway, Google Classroom, etc.).	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases	1, 2, 3, 4, 7, 10
Action Steps							
Counselor will provide students will SEL lessons to help student develop self-managing techniques.							
Teacher will be aware of the importance of how SEL activities play an important role in classroom climate-for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.							
Campus expectations for common areas around the school.							
Develop social skills during recess with organized play activities.							

Goal Area 4: Increase Staff Quality, Recruitment, and Retention



Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 1:		Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.					
Objective 1:		Campus Lead Team will support the professional growth of teachers by coaching, monitoring, evaluating, providing feedback, & providing Social Emotional Support.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement an effective instructional coaching system with ongoing feedback to monitor teacher effectiveness.	Principal Assistant Principal Principal CLL	Coaching log Teachers' PD goals CLC Meetings	Aug 2023-May 2024	Observations Informal Walkthroughs Shout Outs PD Goals	Teacher implementation of effective strategies Teacher receives shout outs Increased quality instructional time	Informal observations and Walkthroughs	4, 5
Action Steps							
Administration and CLL will establish a calendar of walkthroughs for teachers who need support and develop an action plan.							
Administration and CLL will conduct walkthroughs based on the calendar and provide teachers with timely feedback.							
Use coaching and communication strategies for coaching sessions cycles							
Provide clear, targeted and actionable feedback, and use Shout Outs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
New teachers will be provided a peer colleague to support their teacher effectiveness development. New teachers include; teachers that are new to the profession, content, grade level, or school.	Principal Assistant Principal CLL Lead Teacher	Mentorship within the school	August 2023- May 2024	Designate planning time during the day for planning instructional best practices and procedures. Meeting and Planning with mentor	Teacher feedback Effective instructional practices in the classroom Meeting Sign-In Sheets	Summative Conference Increased teacher performance	4, 5
Create a schedule where new teacher and peer colleague can meet and collaborate on curriculum and campus procedures.							
Hold monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.							
Peer colleague will provide feedback and guidance during these monthly meetings.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Conduct a book study regarding the book "Professional Learning" with all teachers by Tracey K. Hurst.	Principal Assistant Principal CLL Reading Coach	Reviewing the Professional Learning Meeting Room Paper Pen	August 2023-May 2024	Sign Ins Agenda Products of each book study Sessions	Teachers will implement and reflect on the Professional Learning.	Increased Teacher Performance Implementation of strategies	4,5
Action Steps							

Administration and CLL will conduct a meeting with staff to establish clear expectation for classroom instruction.
Provide timelines and a product for ever fundamental covered for teachers to take.

Brew discussion to have teachers reflect on Professional Learning by Tracey K. Hurst.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide professional development opportunities to maximize the implementation of the Reading Academies coursework and writing in PK3- 3 rd grade classrooms.	Principal Assistant Principal CLL Reading Coach Kinder- 3 rd grade teachers	Reading Academies coursework CLC Meetings	August 2023-May 2024	Sign Ins Agendas Implementation of Reading & writing strategies	Teachers will implement Reading and writing strategies in their classrooms	Increased Teacher Performance Implementation of strategies Improved Reading scores	
Action Steps							

CLL and teachers will review student performance data to determine specific areas of need in Reading.

CLL will develop trainings and schedule PD opportunities for teachers.

Monitor and adjust as needed to support teachers.

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 1:		Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.					
Objective 2:		Campus administrators will provide professional learning opportunities for staff based on observed data and identified Professional goals.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Campus administrators will identify areas of growth by teachers.	Principal Assistant Principal	Instructional walkthroughs focus tool T-TESS observations SGM data Collaborative Learning Communities Journal Reflections	August 2023- May 2024	Walk-Through Data Walk- Through schedule CLC agenda and sign in sheets Admin/teacher conferences PD Goals	Increased quality instructional time Implementation of best practices Observation of CIF	Walk-Through Data Reviews T-TESS Observation Rubric	
Action Steps							
Campus administrators will review data to identify areas of need and growth.							
Campus administrators will develop and monitor professional development goals to address areas of need and growth.							
Campus administrators will review and monitor achievement of professional development goals.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Instructional leadership team members will calibrate on T-TESS rubric to identify areas of growth by teachers and provide effective feedback to teachers.	Principal Assistant Principal CLL	T-TESS Observation Rubric	September 2023- May 2024	Observations Walkthroughs Professional Development	Teacher implementation of effective strategies Rolling out of TTESS Rubric Implementation of best instructional Practices	T-TESS Observation Rubric Creation of Professional Development	4, 5
Action Steps							
Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the TTESS rubric.							
Instructional leadership team will analyze ratings on TTESS rubric, observations, and calibrate after each joint walkthrough.							
Instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.							
Instructional leadership will train and update the staff on the TTESS Rubric.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Campus administration will collect and monitor data supporting maximizing of instructional time.	Principal Assistant Principal	Instructional walkthroughs focus tool T-TESS Observations SGM Data Collaborative Learning Communities Fluency Data TPRI/Tejas LEE STAAR Data TELPAS Data	September 2023- May 2024	Observations Walkthroughs Professional Development	Teacher implementation of effective strategies Increased quality instructional time Implementation of best instructional Practices Student Data Folders	T-TESS Observation Rubric Walk-Through Data reviews	
Action Steps							
Campus administrators will conduct meeting with staff to establish clear expectation for classroom instructional expectations							
Campus administrators will review walkthrough data to identify staff instructional needs and develop an action plan.							
Implement monitor and revise action plan.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 2:		Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.					
Objective 1:		Provide all staff with professional development in the integration of technology into the curriculum.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide teachers and students with access to appropriate technology resources encouraging the use of devices and programs such as Google Classroom, TEAMS, & other platforms	Principal Assistant Principal CLL Campus Instructional Technology Teachers	Curriculum Google Classrooms Teams E-school Clever DMAC Nearpod	August 2023-Sept 2024	Professional Development Sessions	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Rubric	4, 5
Action Steps							
Inform teachers and students about the technology resources that are available during monthly technology meetings.							
Establish expectations and routines on the implementation of technology resources.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide resources for instructional staff to effectively integrate technology into the curriculum provided by the district to implement the TEKS.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings Educational Technology supportive devices and equipment Newline Ipad	August 2023-Sept 2024	Google Classroom Lessons Classroom Technology Technology Training Sign-in Sheets	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Rubric	4, 5
Action Steps							
Develop goals and desired outcomes for the integration of technology into the curriculum.							
Provide trainings based on the desired outcomes.							
Purchase the technology resources needed to ensure the success of the desired outcomes. Equipment & materials for instructional purposes may include computers, chargers, headphones, printers, toner, ink, scanners, paper, Cricut, copier rentals... etc. from varied sources based on the educational need (ex. But not limited to – Lakeshore, Gateway, Scholastic, Cielo, Canon & Copy Graphics... etc)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize technology applications during staff development as a campus source of professional development experiences.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings	August 2023-May 2024	Walkthroughs Classroom Technology Sign Ins Training Certificates	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Rubric	4,5
Action Steps							
Develop goals and desired outcomes for the integration of technology into the curriculum. Provide trainings based on the desired outcomes.							
Implement and model technology applications during staff development, staff meetings, and CLC meetings.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 3:		Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2023					
Objective 1:		Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide CARE training for staff (instructional aides, office staff, nurse, librarian and counselor) on the Spirit of PSJA Evaluation Tool and set expectation as applicable to their roles.	Principal Assistant Principal	Spirit of PSJA training materials CARE Training	Fall 2023 Spring 2024	Use of the Evaluation tool One evaluation entered per staff member Improved positive culture Attendance Enrollment increase	Improved customer service Increased efficiency Happier employees	Spirit of PSJA Evaluation tool	
Action Steps							
Schedule the fall training							
Monitor and review professional development goals to create training based on needs and goals.							
Schedule Spirit of PSJA Categories and behaviors training							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Staff will create SMART Goals	Principal Assistant Principal Employees being evaluated (Instructional aides, office staff, nurse, librarian, and counselor)	Spirit of PSJA Evaluation Timeline	Fall 2023 Spring 2024	Evaluations enter the system	Improved customer service Increased efficiency Happier employees	Goals enter the evaluation system	4, 5
Action Steps							
Train staff on evaluation tool							
Give staff timeline to complete the self-evaluation and goal setting							
Offer growth opportunities to staff							

Appendices



- District Professional Development & Testing Calendar
- Campus CLC Goals & Roadmap ---- Forthcoming – Meeting with AP and CLL in July 2023
- Title 1 Part A Schoolwide Components

PHARR-SAN JUAN-ALAMO ISD

2023 – 2024
PD/Testing Calendar



PHARR-SAN JUAN-ALAMO ISD

Update in July 2023 to collaborate with AP, Counselor, and CLL –



<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e81aeb15-efe5-3611-9f15-2dbc11c86fb6>

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.