



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## Campus Improvement Plan

### Vida Clover Elementary



2024-2025





OPPORTUNITIES FOR ALL



## **OUR VISION**

Through global awareness and real life experiences, we will empower our students to become productive citizens and critical thinkers who will live a sustainable life.

## **OUR MISSION**

At Vida N. Clover Elementary, our mission is to celebrate diversity by providing a safe and nurturing environment that will empower future leaders.

## **SCHOOL MOTTO**

# PSJA School Board and Superintendent's Cabinet



## PSJA School Board

Carlos G. Villegas, Jr.



*President*

Diana Serna



*Vice-President*

Yolanda Castillo



*Secretary*

Jorge Zambrano



*Member*

Dr. Cynthia A. Gutierrez



*Member*

Jesus A. "Jesse"  
Zambrano



*Member*



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

## What we Believe In Guiding Principals

**Student-Centered Learning:** We prioritize the needs, interests, and abilities of each student, fostering a supportive environment where every child can thrive academically and personally.

**Respect and Responsibility:** We cultivate a culture of respect for oneself, others, and our environment. Students are encouraged to take responsibility for their actions and contribute positively to the school community.

**Inclusive and Safe Environment:** We are committed to creating an inclusive and safe environment where all students feel valued, respected, and supported. Diversity is celebrated, and every student can succeed.

**Community Partnership:** We believe in the power of collaboration between the school, families, and the broader community. Strong partnerships enhance the educational experience and foster a sense of belonging.

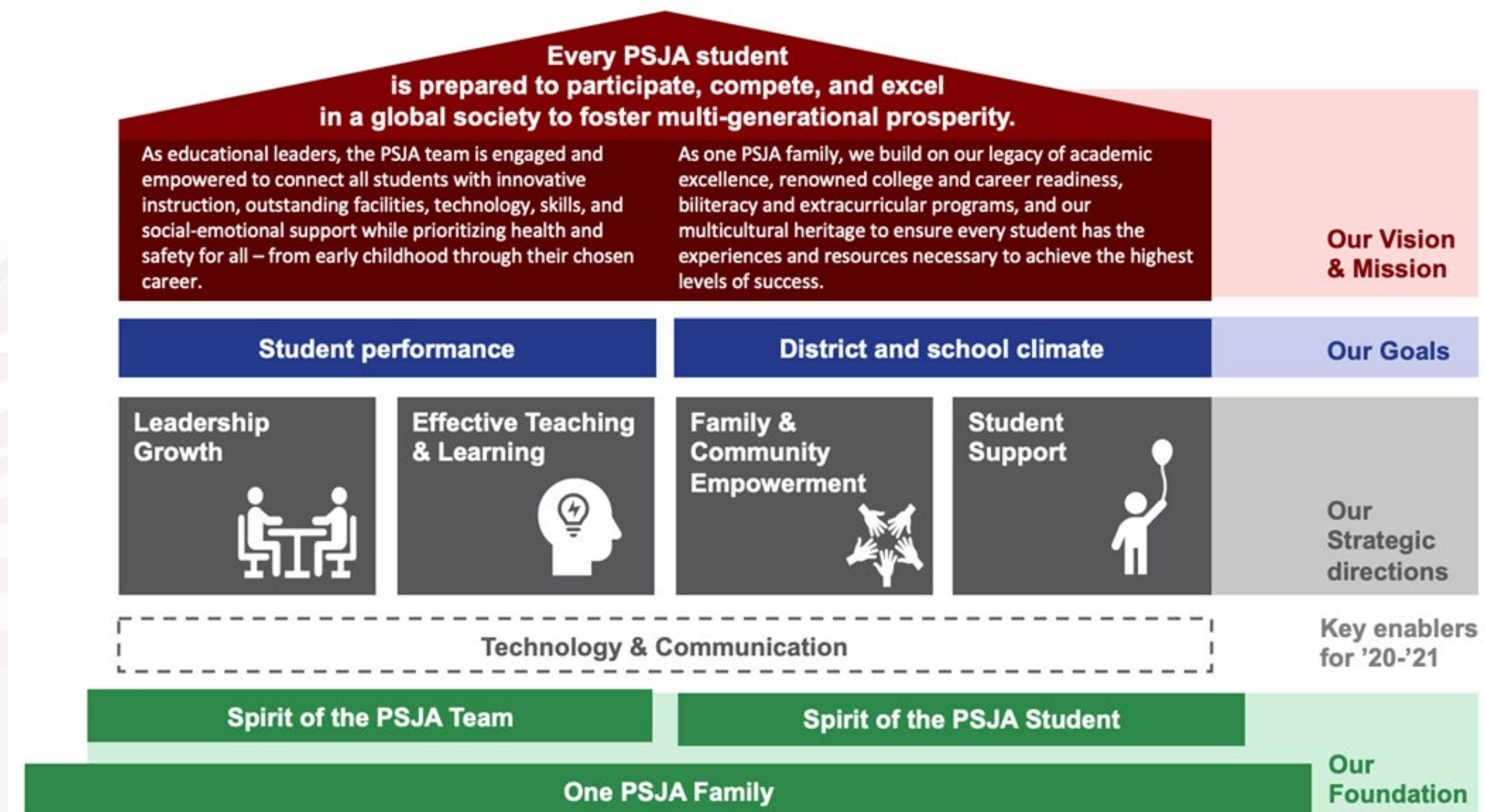
**High Expectations and Excellence:** We set high expectations for both students and staff, striving for excellence in all areas. Continuous improvement and a growth mindset are central to our approach.

## What we want to Accomplish

We aim to cultivate responsible, curious, and resilient individuals who are prepared to thrive in an ever-changing world.



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS



# Campus Site-Based Decision Committee



## Members

| Name                                 | Title                         |
|--------------------------------------|-------------------------------|
| Dr. Kristine Garza                   | Principal                     |
| Eira Hernandez                       | Assistant Principal           |
| Jesse Martinez                       | Counselor                     |
| Lucia Hernandez                      | Collaborative Learning Leader |
| Sharon Flores                        | Reading Interventionist       |
| Myriam Cabrera                       | Teacher                       |
| Maricela Romero                      | Teacher                       |
| Bianca Loreda                        | Teacher                       |
| Veronica Gomez                       | Special Education Teacher     |
| Leticia Gomez                        | CPE coach                     |
| Diana Duran                          | Computer Lab Manager          |
| Erica Renteria-Silva- Security First | Business Representative       |
| Emily Rubio                          | Parent                        |



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Executive Summary



**Mission:** At Vida N. Clover Elementary, our mission is to celebrate diversity by providing a safe and nurturing environment that will empower future leaders.

**Demographics Summary:** The current enrollment of Vida Clover Elementary as of August 2024 is 442 students. The student population at Vida Clover Elementary consists of 99.48% Hispanic and 0.52% White. Our students represent economically disadvantaged status of approximately 95.4% with .8% migrant students. Approximately 13.6% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 3.3% of our student population. The bilingual population is approximately 45.2% where most of the students' home language is Spanish. . The attendance rate for the campus was 93.88%. Most of our students live in low-socioeconomic neighborhoods surrounding the school.

**Comprehensive Needs Assessment Summary:** Vida Clover Elementary received an overall grade of 74 out of 100, based on performance across three domains. In the Student Achievement domain, the school earned a score of 67, reflecting the average of all test scores divided by the number of passing students. In the School Progress domain, Vida Clover scored 75 in Part A, which measures student progress in 4th and 5th grade Reading and Math compared to the previous year, and 75 in Part B, which considers the Economic Disadvantage percentage and the Student Achievement score. The school also earned a 69% in the Closing Gaps domain, which evaluates the performance of different student groups, including a component from TELPAS.

**Curriculum and Instruction and Assessment:** . All students engage with the Sustainable Development Goals, which serve as a framework for building a more sustainable and equitable future. These goals address global challenges such as poverty, inequality, climate change, environmental degradation, prosperity, and peace and justice across all subjects. Our campus implements a one-way dual language program with the mission to cultivate bilingual, biliterate, and bicultural students. To support this mission, we foster Social Emotional Learning, and meaningful literacy instruction, particularly in writing, to help students make real-world connections through written expression.

**Summary of Goals:** To enhance student mastery of grade-level TEKS, we will implement TEKS-based, data-driven instruction to increase the percentage of students scoring at the Meets or Masters level on STAAR to 90-60-30 across all subjects and subgroups. Students in grades K-2 will demonstrate a 10% increase in Tier 1 performance, as measured by TPRI/Tejas Lee in reading and iReady math. Each grade level will show a 10% increase in students reading at grade level. We will also improve high-engagement, rigorous instruction for all students, aiming for a 10% increase in state data across Domains I, II, and III. Our goal is to provide a safe, rigorous, and engaging learning environment for all students and staff, achieving a 10% increase in academic performance across all subgroups and closing the achievement gap by 10% between economically disadvantaged, special education, and non-continuously enrolled students. Additionally, we will ensure 100% of parents have opportunities to participate in school events and activities, while continuing to partner with community stakeholders to support student and campus success.



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Campus Demographics



| October 2023 | ALL | MALE | FEMALE | SPED | EB  | M1 | M2 | SPED | MIGRANT | ECD | GT |
|--------------|-----|------|--------|------|-----|----|----|------|---------|-----|----|
|              | 442 | 204  | 185    | 53   | 176 | 0  | 0  | 53   | 3       | 367 | 13 |

# THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## GOALS:

**GOAL 1 – Student Achievement**

**GOAL 2- Closing the Gaps**

**GOAL 3 – Improve Safety, Public Support, Culture and Climate**

**GOAL 4 – Increase Staff Quality, Recruitment and Retention**



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Title I, Part A School Wide Components



1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a Staterun preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

## Data Resources Reviewed

1. 2023- 2024 STAAR Campus Summary
2. Report TPRI, Tejas Lee, CLI, TXKEA
3. 23-24 Attendance/Enrollment
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. Software Reports: Summit K-12, AR, Imagine Math, Summit K-12, Footsteps to Brilliance



# Comprehensive Needs Assessment

| % in MASTERS LEVEL |                 |      |         |      |      |      |         |      |
|--------------------|-----------------|------|---------|------|------|------|---------|------|
| SUB POPULATION     | STUDENTS TESTED |      | READING |      | MATH |      | SCIENCE |      |
|                    | 2023            | 2024 | 2023    | 2024 | 2023 | 2024 | 2023    | 2024 |
| ALL STUDENTS       | 191             | 184  | 15%     | 20%  | 15%  | 9%   | 6%      | 2%   |
| HISPANIC           | 191             | 183  | 15%     | 20%  | 15%  | 9%   | 6%      | 2%   |
| WHITE              | 0               | 0    |         | 0    |      | 0    |         | 0    |
| ECD                | 177             | 174  | 13%     | 17%  | 15%  | 8%   | 7%      | 2%   |
| MIGRANT            | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| EB/EL              | 88              | 86   | 7%      | 8%   | 10%  | 1%   | 3%      | 0%   |
| HOMELESS           | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| SPECIAL EDUCATION  | 20              | 26   | 10%     | 8%   | 5%   | 12%  | 0       | 0    |



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Comprehensive Needs Assessment

| % in MEETS LEVEL  |                 |      |         |      |      |      |         |      |
|-------------------|-----------------|------|---------|------|------|------|---------|------|
| SUB POPULATION    | STUDENTS TESTED |      | READING |      | MATH |      | SCIENCE |      |
|                   | 2023            | 2024 | 2023    | 2024 | 2023 | 2024 | 2023    | 2024 |
| ALL STUDENTS      | 191             | 184  | 42%     | 40%  | 40%  | 34%  | 17%     | 4%   |
| HISPANIC          | 191             | 183  | 42%     | 40%  | 40%  | 34%  | 17%     | 4%   |
| WHITE             | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| ECD               | 177             | 174  | 39%     | 37%  | 38%  | 31%  | 12%     | 4%   |
| MIGRANT           | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| EB/EL             | 88              | 86   | 25%     | 21%  | 25%  | 22%  | 10%     | 0    |
| HOMELESS          | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| SPECIAL EDUCATION | 20              | 26   | 15%     | 19%  | 15%  | 23%  | 0       | 0    |



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Comprehensive Needs Assessment

| % in APPROACHES LEVEL |                 |      |         |      |      |      |         |      |
|-----------------------|-----------------|------|---------|------|------|------|---------|------|
| SUB POPULATION        | STUDENTS TESTED |      | READING |      | MATH |      | SCIENCE |      |
|                       | 2023            | 2024 | 2023    | 2024 | 2023 | 2024 | 2023    | 2024 |
| ALL STUDENTS          | 191             | 184  | 63%     | 72%  | 64%  | 65%  | 52%     | 42%  |
| HISPANIC              | 191             | 183  | 63%     | 73%  | 64%  | 65%  | 52%     | 42%  |
| WHITE                 | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| ECD                   | 177             | 174  | 61%     | 71%  | 62%  | 64%  | 47%     | 42%  |
| MIGRANT               | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| EB/EL                 | 88              | 86   | 44%     | 58%  | 53%  | 52%  | 33%     | 31%  |
| HOMELESS              | 0               | 0    | 0       | 0    | 0    | 0    | 0       | 0    |
| SPECIAL EDUCATION     | 20              | 26   | 45%     | 62%  | 25%  | 54%  | 11%     | 40%  |



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Comprehensive Needs Assessment

| DOMAIN 1 2024 STAAR PERFORMANCE |         |      |         |                          |
|---------------------------------|---------|------|---------|--------------------------|
| STAAR PERFORMANCE               | READING | MATH | SCIENCE | ALL TESTS / ALL STUDENTS |
| TOTAL TESTS                     | 157     | 174  | 51      | 382                      |
| APPROACHES GL or ABOVE          | 75%     | 66%  | 43%     | 68                       |
| MEETS GL or ABOVE               | 41%     | 33%  | 4%      | 34                       |
| MASTERS GL                      | 22%     | 8%   | 2%      | 14                       |
| TOTAL PERCENTAGE POINTS         | 39      |      |         |                          |
| COMPONENT SCORE                 | 39      |      |         |                          |
| SCALE SCORE                     | 67      |      |         |                          |



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Special Education, ECD and Emergent Bilingual:

The following sources from across our campus were used to review the Special Education, ECD, and Emergent Bilingual data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) indicators to determine strengths and needs of our Special Education, ECD and Emergent Bilingual students.

#### Needs:

As evidenced in the 2023-2024 STAAR assessments , the results show an achievement Meets level gap as follows:

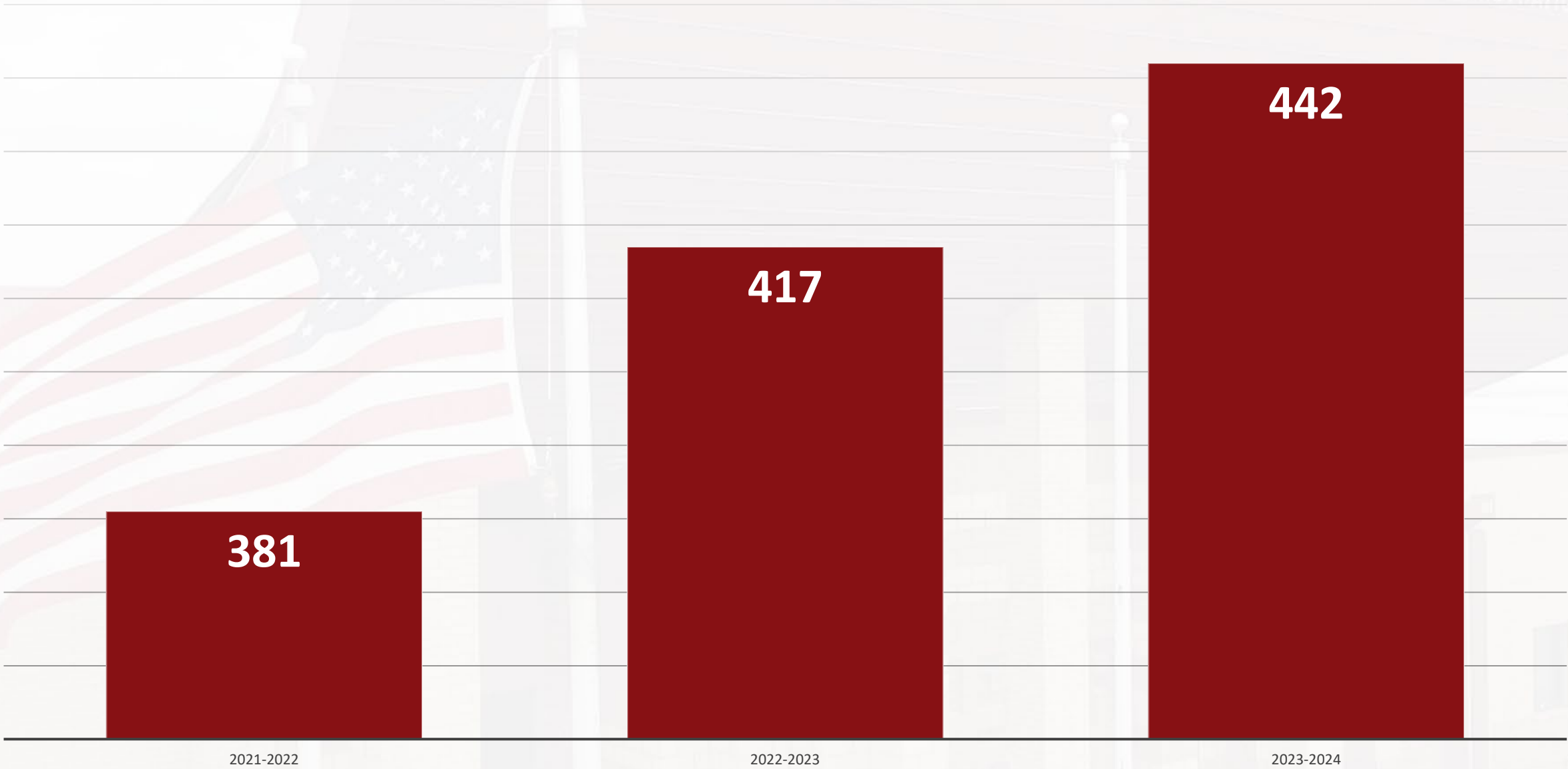
- In Reading, the achievement
  - gap between Sp. Ed. and All students is 7%.
  - gap between Emergent Bilingual and All students is 8%.
- In Mathematics, the achievement
  - gap between Emergent Bilingual and All students is 5%.
- In Science, the achievement
  - gap between Sp. Ed. and All students is 10%.
  - gap between Emergent Bilingual and All students is 21%.
- **Strengths:**
  - In TELPAS, the achievement growth in all domains was from 46% to a 51%

#### Personnel Needs:

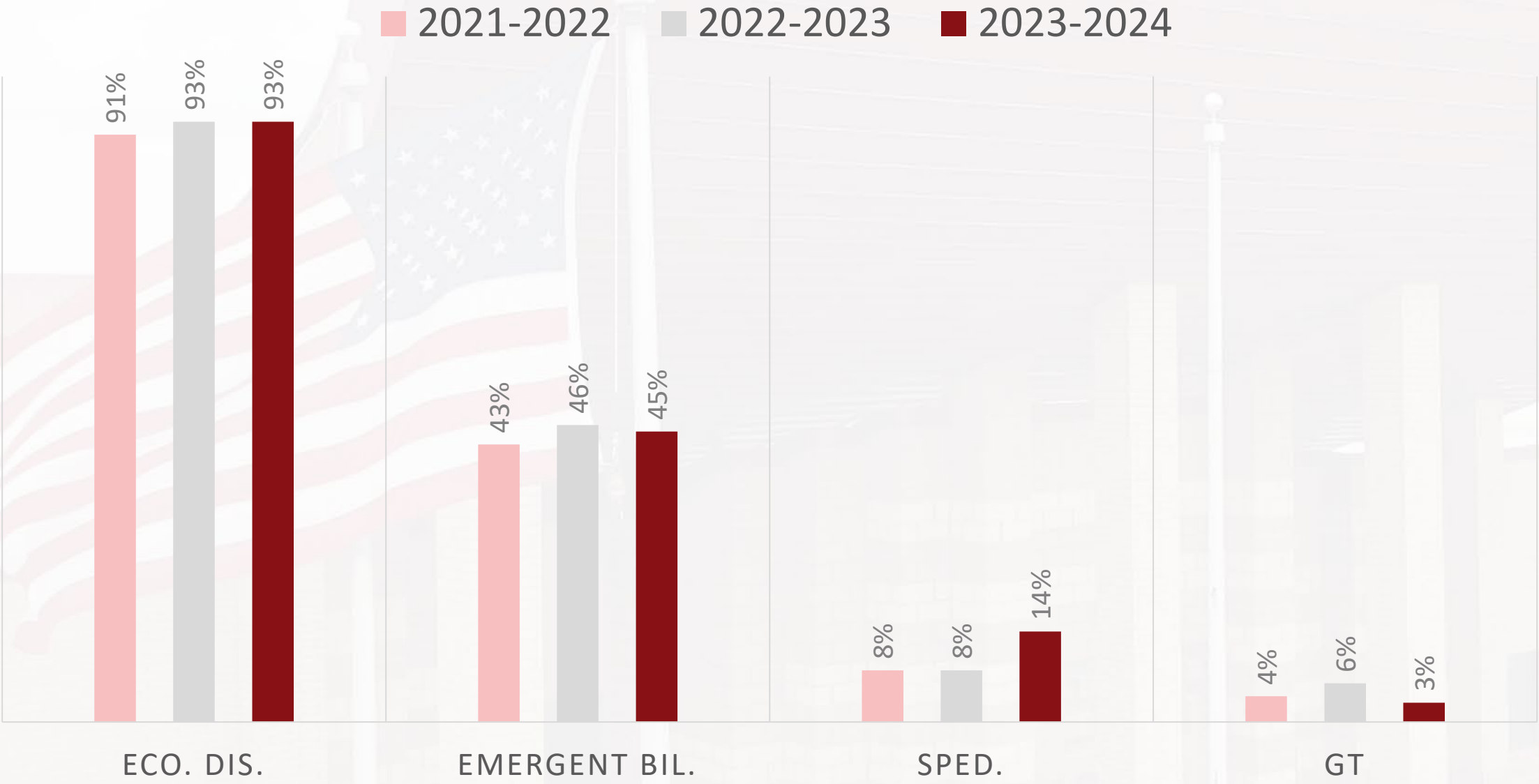
Clover Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

# Comprehensive Needs Assessment

Overall Enrollment



## 3 YEAR SPECIAL POPULATIONS ENROLLMENT



# Comprehensive Needs Assessment

## 1<sup>st</sup> Grade TPRI and TejasLee EOY

|                   | G01 TPRI EOY<br>2018-2019 |     | G01 TPRI EOY<br>2020-2021 |     | G01 TPRI EOY<br>2021-2022 |     | G01 TPRI EOY<br>2022-2023 |     | G01 TPRI EOY<br>2023-2024 |     |
|-------------------|---------------------------|-----|---------------------------|-----|---------------------------|-----|---------------------------|-----|---------------------------|-----|
| Total             | 40                        |     | 31                        |     | 36                        |     | 35                        |     | 35                        |     |
| 1-Masters         | 21                        | 53% | 17                        | 55% | 24                        | 67% | 22                        | 63% | 25                        | 71% |
| 2- Meets          | 9                         | 23% | 7                         | 23% | 2                         | 6%  | 5                         | 14% | 5                         | 14% |
| 3- Approaches     | 5                         | 13% | 7                         | 23% | 5                         | 14% | 4                         | 11% | 1                         | 3%  |
| 4-Does Not Meet + | 3                         | 8%  | 0                         | 0%  | 2                         | 6%  | 1                         | 3%  | 4                         | 11% |
| 5- Does not Meet  | 2                         | 5%  | 0                         | 0%  | 3                         | 8%  | 3                         | 9%  | 0                         | 0%  |

|                   | G01 TJL EOY<br>2018-2019 |     | G01 TJL EOY<br>2020-2021 |     | G01 TJL EOY<br>2021-2022 |     | G01 TJL EOY<br>2022-2023 |     | G01 TJL EOY<br>2023-2024 |     |
|-------------------|--------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|
| Total             | 39                       |     | 19                       |     | 29                       |     | 24                       |     | 27                       |     |
| 1-Masters         | 27                       | 69% | 6                        | 32% | 15                       | 52% | 12                       | 50% | 20                       | 75% |
| 2- Meets          | 3                        | 8%  | 5                        | 26% | 4                        | 14% | 9                        | 38% | 4                        | 15% |
| 3- Approaches     | 5                        | 13% | 4                        | 21% | 3                        | 10% | 2                        | 8%  | 3                        | 11% |
| 4-Does Not Meet + | 4                        | 11% | 3                        | 16% | 6                        | 21% | 1                        | 4%  | 0                        | 0%  |
| 5- Does not Meet  | 0                        | 0%  | 1                        | 5%  | 1                        | 3%  | 0                        | 0%  | 0                        | 0%  |

# Comprehensive Needs Assessment

## 2<sup>nd</sup> Grade TPRI and TejasLee EOY

|                   | G02 TPRI EOY<br>2018-2019 |     | G02 TPRI EOY<br>2020-2021 |     | G02 TPRI EOY<br>2021-2022 |     | G02 TPRI EOY<br>2022-2023 |     | G02 TPRI EOY<br>2023-2024 |     |
|-------------------|---------------------------|-----|---------------------------|-----|---------------------------|-----|---------------------------|-----|---------------------------|-----|
| Total             | 48                        |     | 24                        |     | 32                        |     | 44                        |     | 42                        |     |
| 1-Masters         | 31                        | 65% | 13                        | 54% | 16                        | 50% | 23                        | 52% | 25                        | 60% |
| 2- Meets          | 9                         | 19% | 5                         | 21% | 6                         | 19% | 8                         | 18% | 4                         | 10% |
| 3- Approaches     | 3                         | 6%  | 2                         | 8%  | 4                         | 13% | 3                         | 7%  | 2                         | 5%  |
| 4-Does Not Meet + | 1                         | 2%  | 2                         | 8%  | 2                         | 6%  | 2                         | 5%  | 2                         | 5%  |
| 5- Does not Meet  | 4                         | 8%  | 2                         | 8%  | 4                         | 13% | 8                         | 18% | 9                         | 21% |

|                   | G02 TJL EOY<br>2018-2019 |     | G02 TJL EOY<br>2020-2021 |     | G02 TJL EOY<br>2021-2022 |     | G02 TJL EOY<br>2022-2023 |     | G02 TJL EOY<br>2023-2024 |     |
|-------------------|--------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|--------------------------|-----|
| Total             | 37                       |     | 28                       |     | 21                       |     | 20                       |     | 16                       |     |
| 1-Masters         | 34                       | 92% | 17                       | 61% | 17                       | 81% | 6                        | 30% | 5                        | 31% |
| 2- Meets          | 1                        | 3%  | 3                        | 11% | 3                        | 14% | 8                        | 40% | 3                        | 19% |
| 3- Approaches     | 0                        | 0%  | 0                        | 0%  | 0                        | 0%  | 2                        | 10% | 3                        | 19% |
| 4-Does Not Meet + | 1                        | 3%  | 1                        | 4%  | 0                        | 0%  | 1                        | 5%  | 0                        | 0%  |
| 5- Does not Meet  | 1                        | 3%  | 7                        | 25% | 1                        | 5%  | 3                        | 15% | 5                        | 32% |

# Comprehensive Needs Assessment

## Goal 1 – 4 Summary of Findings

| GOAL                            | Area Reviewed               | Summary of Strengths                                                                                                                                                                                                                                            | Summary of Needs                                                                                                                                                                                                                                                                           | Priorities                                                                                                                                                                                                    |
|---------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>Student Achievement | <b>Academic Achievement</b> | <ul style="list-style-type: none"> <li>3rd Grade Reading- Approaches-72%</li> <li>4th Grade Reading- Approaches – 78%</li> <li>5th Grade Math Approaches- 72%</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>3rd Grade Math Approaches – 63%</li> <li>4th Grade Math Approaches – 59%</li> <li>5th Grade Reading Approaches – 66%</li> <li>5th Grade Science Approaches – 42%</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Increase teacher knowledge and skill in content</li> <li>Increase student engagement</li> <li>Increase teacher implementation of differentiated instruction</li> </ul> |
|                                 | <b>Technology</b>           | <ul style="list-style-type: none"> <li>Monthly trainings are provided by district personnel and campus CIT</li> <li>All students have devices</li> <li>Teachers have New Line, ipads, and laptops</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Updated curriculum integration with technology</li> <li>Lesson internalization for technology use integrated with all subjects</li> <li>Move from substitute level to creation</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>                                                             |
|                                 | <b>Special Pops</b>         | EB's Growth in TELPAS 46%-51%                                                                                                                                                                                                                                   | Special Ed Reading, Math, Science – Meets<br>Special Ed - Meets<br>Reading 2024 (15) Math 2024 (15),<br>Science 2024 (0)                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Create a calendar with due dates for Writing checks</li> <li>Increase English written and oral language development</li> </ul>                                         |
| <b>2</b><br>Closing the Gaps    | <b>Student Targets</b>      | <b>Academic Achievement Reading</b><br>High focus– 38 / Target 37<br>Hispanic – 41 / Target 39<br><b>Academic Growth Reading</b><br>All students – 71 / Target 64<br>High focus – 71 / Target 61<br>Hispanic – 71 / Target 61<br><b>Target = Meets or Above</b> | <b>Academic Achievement Math</b><br>All students – 36 / Target 49<br>High focus– 33 / Target 42<br>Hispanic – 36 / Target 44<br><b>Academic Growth Math</b><br>All students – 63 / Target 69<br>High focus – 71 / Target 61<br>Hispanic – 71 / Target 61<br><b>Target = Meets or Above</b> | <ul style="list-style-type: none"> <li>Increase teacher implementation of differentiated instruction</li> <li>Progress monitoring, student conferencing, parent conferencing</li> </ul>                       |
|                                 | <b>Academic Growth</b>      | Total with 1 point 124 tests<br>Total with ½ point 18 tests                                                                                                                                                                                                     | Total with no points 69 tests<br>Total with ½ point- 18 tests                                                                                                                                                                                                                              | Teachers analyze data and identify student growth scores then create detailed lesson plans using the accelerated HB 1416                                                                                      |

# Comprehensive Needs Assessment

## Goal 1 – 4 Summary of Findings

| GOAL                                                                  | Area Reviewed                                    | Summary of Strengths                                                                                                                                                                                                                     | Summary of Needs                                                                                                                                                            | Priorities                                                                                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b><br>Improve<br>Safety, Public Support,<br>Culture and Climate | <b>Family and Community Involvement</b>          | <ul style="list-style-type: none"> <li>• Open House</li> <li>• Meet the Teacher Night</li> <li>• Evening Programs</li> <li>• Parent contact</li> <li>• Academic Night</li> <li>• Literacy Evening</li> <li>• Customer service</li> </ul> | <ul style="list-style-type: none"> <li>• Partner with high school and middle schools to engage students in the community</li> <li>• Parent Conferences</li> </ul>           | <ul style="list-style-type: none"> <li>• Increase parent/community members to events</li> </ul>                                  |
|                                                                       | <b>School Culture and Climate</b>                | <ul style="list-style-type: none"> <li>• Training for faculty and staff on student sexual abuse and neglect, bullying and suicide.</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Improve the management, attendance education and care of children with needs</li> </ul>                                            | <ul style="list-style-type: none"> <li>• Improve the management, attendance education and care of children with needs</li> </ul> |
|                                                                       | <b>Attendance and Recruitment</b>                | <ul style="list-style-type: none"> <li>• Increase of Enrollment</li> </ul>                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Attendance</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• Increase attendance by 4% to reach goal of 97%</li> </ul>                               |
| <b>4</b><br>Increase Staff Quality, Recruitment,<br>and Retention     | <b>Staff Quality, Recruitment, and Retention</b> | <ul style="list-style-type: none"> <li>• Continued staff retention</li> <li>• Recruit highly qualified staff by attending job fairs</li> <li>• All HQ teachers</li> <li>• Staff recognition</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Staff development and support for new teachers and 2nd year teachers</li> <li>• Align TTESS observation and walkthrough</li> </ul> | <ul style="list-style-type: none"> <li>• Staff development and support for new teachers and 2nd year teachers</li> </ul>         |
|                                                                       | <b>Increase Learning Time</b>                    | <ul style="list-style-type: none"> <li>• Morning routines for technology software</li> <li>• Tutoring</li> <li>• Quick transitions</li> <li>• School Wide initiatives</li> </ul>                                                         | <ul style="list-style-type: none"> <li>• Schedule/program fidelity</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Schedule/program fidelity</li> </ul>                                                    |

# Vida N. Clover Goal: 90-60-30

## Student Achievement Summary 2024

### Vida N. Clover Elementary STAAR 2024-2025 STAAR

| Mathematics    |      |      |      |      |
|----------------|------|------|------|------|
| Grade          | 2021 | 2022 | 2023 | 2024 |
| 3rd Approaches | 29%  | 57%  | 58%  | 65%  |
| 3rd Meets      | 17%  | 27%  | 41%  | 26%  |
| 3rd Masters    | 5%   | 14%  | 21%  | 5%   |
| Total          | 17%  | 33%  | 40%  | 32%  |
| 4th Approaches | 21%  | 54%  | 68%  | 64%  |
| 4th Meets      | 9%   | 31%  | 44%  | 41%  |
| 4th Masters    | 3%   | 16%  | 16%  | 18%  |
| Total          | 33%  | 34%  | 43%  | 41%  |
| 5th Approaches | 33%  | 68%  | 64%  | 76%  |
| 5th Meets      | 28%  | 48%  | 38%  | 42%  |
| 5th Masters    | 22%  | 15%  | 9%   | 8%   |
| Total          | 28%  | 44%  | 37%  | 42%  |

| Reading        |      |      |      |      |
|----------------|------|------|------|------|
| Grade          | 2021 | 2022 | 2023 | 2024 |
| 3rd Approaches | 55%  | 57%  | 57%  | 74%  |
| 3rd Meets      | 19%  | 29%  | 36%  | 44%  |
| 3rd Masters    | 10%  | 16%  | 19%  | 23%  |
| Total          | 28%  | 34%  | 37%  | 47%  |
| 4th Approaches | 36%  | 55%  | 64%  | 80%  |
| 4th Meets      | 12%  | 31%  | 41%  | 43%  |
| 4th Masters    | 3%   | 15%  | 10%  | 20%  |
| Total          | 17%  | 34%  | 38%  | 48%  |
| 5th Approaches | 39%  | 68%  | 72%  | 66%  |
| 5th Meets      | 17%  | 45%  | 51%  | 36%  |
| 5th Masters    | 11%  | 23%  | 16%  | 18%  |
| Total          | 22%  | 45%  | 46%  | 40%  |

| Science        |      |      |      |      |
|----------------|------|------|------|------|
| Grade          | 2021 | 2022 | 2023 | 2024 |
| 5th Approaches | 22%  | 53%  | 52%  | 44%  |
| 5th Meets      | 6%   | 29%  | 17%  | 4%   |
| 5th Masters    | 0%   | 7%   | 6%   | 2%   |
| Total          | 9%   | 30%  | 25%  | 17%  |



# 2024 -2025 Campus Goals



- The following charts reflect the State Accountability results in 2023- 2024(STAAR), including the mathematics 3-5, and all populations.
- This will allow us to analyze our needs and set attainable goals for the 2024-2025 school year.

# 2024 -2025 Goal Areas



## Goal Area 1 – Student Achievement

Reading 3<sup>rd</sup>-5<sup>th</sup>  
Math 3<sup>rd</sup>-5<sup>th</sup>  
Science -5<sup>th</sup>  
College, Career and Military Readiness  
College Readiness (ES, MS, HS)

## Goal Area 2: Closing the Gaps

Special Education Program  
Gifted & Talented Program  
Focus  
Dyslexia  
Emergent Bilingual  
STAAR/EOC Performance  
Participation TELPAS-Listening,  
Speaking, Reading and Writing &  
Composite Scores  
Special Education Placement in Instructional  
Setting 40/41  
Student Groups:  
All Students  
African American  
Hispanic  
White  
Asian  
Economically Disadvantaged  
EB/EL (Current and Monitored)  
Special Education (Current)  
Continuously Enrolled  
Non continuously Enrolled

## Goal Area 3: Improve Culture and Climate

Attendance  
Schoolwide Discipline Management  
Bullying Prevention  
Child Abuse  
& Sexual Abuse Prevention  
Suicide Prevention  
Safe Environments  
Social Emotional Learning

## Goal Area 4 – Increase Staff Quality, Recruitment and Retention

Focus Area 6- Increase Learning Time  
  
Focus Area 8- Staff Quality  
Recruitment and Retention  
Professional Development Training  
Instructional Coaching and Support  
Teacher Mentors  
Increase: Proficient,  
Accomplished, Distinguished  
Process for Effective Staff Interviews  
Screening of Staff  
Teacher Feedback & Coaching  
New Teacher Support  
Multiple site job postings  
Stipends for hard to staff positions

## 2024 -2025 Goal Areas



|                                                                                                                                                                  |                                                                                                                                                                          |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------|
| <b>Goal Area 1:</b>                                                                                                                                              | Student Achievement                                                                                                                                                      |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| <b>Annual Goal 1:</b>                                                                                                                                            | The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 5% points.                                                    |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| <b>Objective 2:</b>                                                                                                                                              | The percentage of students performing at approaches, meets, and masters on STAAR Reading 3-5 will increase from 77% to 82% approaches, 48% to 53% meets, and 22% to 27%. |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| <b>Strategy 1</b>                                                                                                                                                | <b>Persons Responsible/Title</b>                                                                                                                                         | <b>Resources</b>                                                                                                                                                      | <b>Timeline</b>             | <b>Evidence of Implementation</b>                                                                                                                                                 | <b>Evidence of Impact</b>                                                                                                                                    | <b>Formative/ Summative Assessment</b>                          | <b>Title-I School- wide Component</b> |
| Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.                          | -Principal<br>-Asst. Principal<br>- CLL<br>-Reading Interventionist<br>-Homeroom teachers                                                                                | DMAC Reports, STAAR released test, STAAR question stems, Progress monitoring template, Pearson, iReady, Sing Spell Read and Write, Estrellitas, Heggerty, Story Works | September 2024- August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BMI & II<br>-STAAR<br>-TELPAS | Title 1 - #1, 2                       |
| <b>Action Steps</b>                                                                                                                                              |                                                                                                                                                                          |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, BMI&II, Practice Listening & Speaking Sets)     |                                                                                                                                                                          |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments                                       |                                                                                                                                                                          |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| 3)Use assessment data to drive intervention plans and build intervention time into the day at every level                                                        |                                                                                                                                                                          |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |
| 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring) |                                                                                                                                                                          |                                                                                                                                                                       |                             |                                                                                                                                                                                   |                                                                                                                                                              |                                                                 |                                       |



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| Strategy 2                                                                                                                                                                      | Persons Responsible/Title                                                                | Resources                                                                                                                                                                                                                                                                                        | Timeline                    | Evidence of Implementation                                                                                                                                                                                    | Evidence of Impact                                                                                                                                           | Formative/ Summative Assessment                                  | Title I School- wide Component |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------|
| Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs, tailored professional development, and small group instruction.                                | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | DMAC Reports<br>Fluency progress monitoring template<br>Curriculum / Pearson (TPRI)/Tejas Lee<br>Checklists Pre-K and Kinder<br>iReady Reports (Reading/Math)<br>Campus Based Assessments<br>Fluency Testing<br>AR Reports<br>Star Reports<br>CLI Reports<br>T-TESS<br>AR<br>MyOn<br>Story Works | September 2024- August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments<br>-CLC roadmap and agendas | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                             |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 1. Strategically group students for differentiated instruction and implement differentiated instruction.                                                                        |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 2. Monitor and assess implementation of instruction.                                                                                                                            |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 3. Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)             |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 4. CLC Roadmap focused on literacy                                                                                                                                              |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| Strategy 3                                                                                                                                                                      | Persons Responsible/Title                                                                | Resources                                                                                                                                                                                                                                                                                        | Timeline                    | Evidence of Implementation                                                                                                                                                                                    | Evidence of Impact                                                                                                                                           | Formative/ Summative Assessment                                  | Title I School- wide Component |
| Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS). The Science of Reading through CLC's.                     | Principal<br>Assistant Principal<br>CLL<br>Teachers                                      | DMAC<br>DMAC Reports<br>STAAR released test<br>STAAR question stems<br>Progress monitoring template<br>Curriculum / Pearson<br>The Science of Reading                                                                                                                                            | September 2024- August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments                             | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                             |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.                                                                                                 |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards. |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies                                                                             |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 4) Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.                                                                             |                                                                                          |                                                                                                                                                                                                                                                                                                  |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |

## 2024 -2025 Goal Areas



| Goal Area: 1                                                                                                                                                     | Student Achievement                                                                                                                         |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------|
| Annual Goal:1                                                                                                                                                    | By Spring 2025, Clover Elementary will achieve an overall 60% meets performance level in all students, all grades, and all subjects tested. |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
| Objective:1                                                                                                                                                      | By June 2025, student achievement in STAAR reading at the meets level from 33% to 60% in all grades.                                        |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
| Strategy 1                                                                                                                                                       | Persons Responsible/Title                                                                                                                   | Resources                                                                                                                                                     | Timeline                    | Evidence of Implementation                                                                                                                                                                              | Evidence of Impact                                                                                                                                           | Formative/ Summative Assessment                                                     | Title-I School- wide Component |
| Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.                          | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers                                                    | DMAC Reports, STAAR released test STAAR question stems, Progress monitoring template, Pearson DMR resources, Sing Spell Read and Write, Estrellitas, Heggerty | September 2024- August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments<br><br>Fluency checks | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-Fluency Checks<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                              |                                                                                                                                             |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
| 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)    |                                                                                                                                             |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
| 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments                                       |                                                                                                                                             |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
| 3)Use assessment data to drive intervention plans and build intervention time into the day at every level                                                        |                                                                                                                                             |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |
| 4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring) |                                                                                                                                             |                                                                                                                                                               |                             |                                                                                                                                                                                                         |                                                                                                                                                              |                                                                                     |                                |



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| Strategy 2                                                                                                                                                                                                                                                                                           | Persons Responsible/Title                                                                | Resources                                                                                                                                                                                                                                                       | Timeline                    | Evidence of Implementation                                                                                                                 | Evidence of Impact                                                                                                                                           | Formative/ Summative Assessment                                                | Title-I School- wide Component |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------|
| The Campus Leadership Team will monitor the implementation of the curriculum through walkthroughs. Collecting and assessing student data to drive interventions.                                                                                                                                     | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | DMAC Reports<br>Fluency progress monitoring template<br>Curriculum / Pearson (TPRI)/Tejas Lee<br>Checklists Pre-K and Kinder<br>Imagine Learning Reports<br>Campus Based Assessments<br>Fluency Testing<br>AR Reports<br>Star Reports<br>iReady<br>T-TESS<br>AR | September 2024- August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Fluency Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-In house assessment<br>-BM I & II<br>-STAAR<br>-TELPAS | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                                                                                                                                                  |                                                                                          |                                                                                                                                                                                                                                                                 |                             |                                                                                                                                            |                                                                                                                                                              |                                                                                |                                |
| 1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, My View, Fluency Checks, My View Progress Monitoring, Intervention Strategies Schedule additional computer time before/ after school |                                                                                          |                                                                                                                                                                                                                                                                 |                             |                                                                                                                                            |                                                                                                                                                              |                                                                                |                                |
| 2) Implement fluency intervention blocks for all grade levels                                                                                                                                                                                                                                        |                                                                                          |                                                                                                                                                                                                                                                                 |                             |                                                                                                                                            |                                                                                                                                                              |                                                                                |                                |
| 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies                                                                                                                                                                                                  |                                                                                          |                                                                                                                                                                                                                                                                 |                             |                                                                                                                                            |                                                                                                                                                              |                                                                                |                                |
| 4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks with campus Reading Interventionist                                                                                                                                                       |                                                                                          |                                                                                                                                                                                                                                                                 |                             |                                                                                                                                            |                                                                                                                                                              |                                                                                |                                |



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| Strategy 3                                                                                                                                                          | Persons Responsible/Title                                                                | Resources                                                                                                                                                                                           | Timeline                    | Evidence of Implementation                                                                                                                                                                                    | Evidence of Impact                                                                                                                                           | Formative/ Summative Assessment                                  | Title-I School- wide Component |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------|
| Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs, tailored professional development, and small group instruction.                    | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | Training Material<br>Training Agenda<br>District Curriculum, pacing guide, Year- at- a- Glance, Weekly Lessons<br>State and Local Data<br>Forde Ferrier WB<br>Mentoring Minds WB<br>STAAR Master WB | September 2024- August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-LPAC notes<br>-Lesson Plans<br>-Teacher created assessments<br>-CLC roadmap and agendas | - Increase in Student Achievement in all identified student groups.<br>-Increase academic performance of all student groups in all BM and STAAR assessments. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-TELPAS | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                 |                                                                                          |                                                                                                                                                                                                     |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 1. Strategically group students for differentiated instruction and implement differentiated instruction.                                                            |                                                                                          |                                                                                                                                                                                                     |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 2. Monitor and assess implementation of instruction.                                                                                                                |                                                                                          |                                                                                                                                                                                                     |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 3. Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) |                                                                                          |                                                                                                                                                                                                     |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |
| 4. CLC Roadmap focused on literacy                                                                                                                                  |                                                                                          |                                                                                                                                                                                                     |                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                  |                                |

## 2024 -2025 Goal Areas



| Goal Area 1:                                                                                                                                       | Student Achievement                                                                                                                                                                                             |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------|
| Annual Goal 2:                                                                                                                                     | The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 27-22% points by August 2025.                                                                   |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
| Objective 1:                                                                                                                                       | Increase the number of students achieving "Approaches" on the Math STAAR from 66% to 90% and "Meets" from 33% to 60% and "Masters" from 8% to 30% by having access to a standard aligned and viable curriculum. |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
| Strategy 1                                                                                                                                         | Persons Responsible/Title                                                                                                                                                                                       | Resources                                                                                                                                         | Timeline                       | Evidence of Implementation                                              | Evidence of Impact                                                                                   | Formative/ Summative Assessment                                          | Title-I School- wide Component                               |
| The Campus Leadership team will monitor implementation of the curriculum at each classroom through teamed-up walkthroughs and formal observations. | -Principal<br>-Assistant Principal<br>-CLL<br>-Content Coordinators                                                                                                                                             | -TEKS resources<br>-Forde Ferrier WB<br>-District Curriculum (Eureka Math)<br>-iReady Math<br>-STAAR Release Assessments<br>-Local and state data | September 2024-<br>August 2025 | -Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans | ALI checks and BM1 /BM2 scores show increases in student achievement and student performance growth. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR/EOC<br>-ALI Checks | Title I, II, III, IV<br>State Bilingual Funds<br>State Comp. |
| Action Steps                                                                                                                                       |                                                                                                                                                                                                                 |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
| 1.) Ensure appropriate pacing of the curriculum based on the timelines provided by the Math Curriculum Department.                                 |                                                                                                                                                                                                                 |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
| 2) Observe and provide feedback to teachers on effective and rigorous instructional practices and strategies.                                      |                                                                                                                                                                                                                 |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
| 3) Conduct Team Walks, with the campus leadership team, monthly to calibrate and provide growth opportunities for teachers.                        |                                                                                                                                                                                                                 |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |
| 4.) Create a schedule for classroom visits monthly.                                                                                                |                                                                                                                                                                                                                 |                                                                                                                                                   |                                |                                                                         |                                                                                                      |                                                                          |                                                              |



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| Strategy 2                                                                                                                                          | Persons Responsible/Title                                        | Resources                                                                                                                                         | Timeline                       | Evidence of Implementation                                                                                                      | Evidence of Impact                                                                                                                                               | Formative/ Summative Assessment                                      | Title-I School- wide Component                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------|
| Collect and assess data to monitor weekly student progress in Math and drive interventions.                                                         | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-CLL | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LIFE Coach                                                                           | September 2024-<br>August 2025 | -Lesson Plans<br>-DMAC data reports<br>-Action Plans<br>-Progress Monitoring Reports<br>-Walk-through feedback                  | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM and STAAR                                    | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-ALI Checks | Title I, II, III, IV<br>State Bilingual Funds<br>State Comp. |
| <b>Action Steps</b>                                                                                                                                 |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 1.) Use disaggregated data to drive intervention plans that are related to students' needs. (interventions, tutorials, enrichment camps)            |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 2.) Use district formative and summative assessments such as weekly assessments (Eureka Math), unit (6 weeks assessment), ALI checks, CBA, and BMs. |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 3.) Disaggregate campus data from student assessments to determine student progress at each performance standard.                                   |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| Strategy 3                                                                                                                                          | Persons Responsible/Title                                        | Resources                                                                                                                                         | Timeline                       | Evidence of Implementation                                                                                                      | Evidence of Impact                                                                                                                                               | Formative/ Summative Assessment                                      | Title-I School- wide Component                               |
| Small group instruction will be provided in Math to students in need through tutoring by their respective teachers.                                 | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-CLL | -TEKS resources<br>-Forde Ferrier WB<br>-District Curriculum (Eureka Math)<br>-iReady Math<br>-STAAR Release Assessments<br>-Local and state data | September 2024-<br>August 2025 | -Lesson Plans<br>-DMAC data reports<br>-Attendance rosters (tutoring)<br>-Progress Monitoring Reports<br>-Walk-through feedback | BM1 and BM2 scores show increases in student achievement and growth<br>Increase performance of students at Approaches, Meets & Master performance level on STAAR | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-ALI Checks | Title I, II, III, IV<br>State Bilingual Funds<br>State Comp. |
| <b>Action Steps</b>                                                                                                                                 |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 1.) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.         |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 2.) Disaggregate data to create small groups based on specific areas of need.                                                                       |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 3.) Create a target group of students that will need extra help and remediation and gather data on those students.                                  |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |
| 4.) Continuous student monitoring to adjust instruction and interventions as needed.                                                                |                                                                  |                                                                                                                                                   |                                |                                                                                                                                 |                                                                                                                                                                  |                                                                      |                                                              |



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| Goal Area 1:                                                                                                                                                                                      |                                                                         | Student Achievement                                                                                                                                                |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Annual Goal 2:                                                                                                                                                                                    |                                                                         | The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 5% points by August 2025.                          |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| Objective 2:                                                                                                                                                                                      |                                                                         | By August 2025, the percentage of student performance will increase 5% points in all STAAR Math standards by implementing effectively data driven interventions.   |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| Strategy 1                                                                                                                                                                                        | Persons Responsible/Title                                               | Resources                                                                                                                                                          | Timeline                       | Evidence of Implementation                                                                                                                                          | Evidence of Impact                                                                               | Formative/ Summative Assessment                                      | Title-I School- wide Component                                                              |
| Use research-based practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS).                                                                   | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LIFE Coach | -Education Galaxy<br>-DMAC Reports<br>-STAAR released test<br>-STAAR question stems<br>-Progress monitoring template<br>-Eureka Math<br>-Pearlized math<br>-IREADY | September 2024-<br>August 2025 | -DMAC data reports<br>-IREADY & Education Galaxy Reports<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments | ALI Checks, BM1, and BM2 scores show increase in student achievement student performance growth. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-ALI Checks | -Title I<br>- Title II<br>- Title III<br>- Special Ed. & Bilingual Funds<br>- Migrant Funds |
| Action Steps                                                                                                                                                                                      |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.                                                                                                                   |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| 2.) Alignment of TEKS with lesson objective, activities, exit ticket, and instructional strategies for student achievement...                                                                     |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| 3) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher. |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
|                                                                                                                                                                                                   |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |



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| Strategy 2                                                                                                                                                                                                                                 | Persons Responsible/Title                                               | Resources                                                                                                                                                          | Timeline                       | Evidence of Implementation                                                                                                                                                        | Evidence of Impact                                                                                                                             | Formative/ Summative Assessment                                      | Title-I School- wide Component                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs. | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LIFE Coach | -Education Galaxy<br>-DMAC Reports<br>-STAAR released test<br>-STAAR question stems<br>-Progress monitoring template<br>-Eureka Math<br>-Pearlized math<br>-IREADY | September 2024-<br>August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments & exit tickets | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-ALI Checks | -Title I<br>- Title II<br>- Title III<br>- Special Ed. & Bilingual Funds<br>- Migrant Funds |
| <b>Action Steps</b>                                                                                                                                                                                                                        |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 1.) Provide a hierarchy of preventions and interventions that includes classroom-based practices and strategies that all teachers implement                                                                                                |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 2.) Identify the 10% of students who need the highest level of interventions and create plans to support them.                                                                                                                             |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 3.) Create an assessment action plan that addresses misconceptions and misunderstandings                                                                                                                                                   |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 4.) Use assessment data to drive intervention plans and build intervention time into the day at every level.                                                                                                                               |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| Strategy 3                                                                                                                                                                                                                                 | Persons Responsible/Title                                               | Resources                                                                                                                                                          | Timeline                       | Evidence of Implementation                                                                                                                                                        | Evidence of Impact                                                                                                                             | Formative/ Summative Assessment                                      | Title-I School- wide Component                                                              |
| Create a series of Professional Development (PD) trainings along with our LIFE Coach that will develop the teachers' instructional strategies and best practices.                                                                          | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LIFE Coach | -Education Galaxy<br>-DMAC Reports<br>-STAAR released test<br>-STAAR question stems<br>-Progress monitoring template<br>-Eureka Math<br>-Pearlized math<br>-IREADY | September 2024-<br>August 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments & exit tickets | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-ALI Checks | -Title I<br>- Title II<br>- Title III<br>- Special Ed. & Bilingual Funds<br>- Migrant Funds |
| <b>Action Steps</b>                                                                                                                                                                                                                        |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 1) Assess current instructional strategies.                                                                                                                                                                                                |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 2) Identify the strategies to improve engagement                                                                                                                                                                                           |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 3) Implement PD to inspire commitment                                                                                                                                                                                                      |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |
| 4.) Monitor implementation of the strategies.                                                                                                                                                                                              |                                                                         |                                                                                                                                                                    |                                |                                                                                                                                                                                   |                                                                                                                                                |                                                                      |                                                                                             |

## 2024 -2025 Goal Areas



| Goal Area 1:                                                                                                                                                                                      | Student Achievement                                                                                                                                              |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Annual Goal 2:                                                                                                                                                                                    | The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 5% points by August 2025.                        |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| Objective 2:                                                                                                                                                                                      | By August 2025, the percentage of student performance will increase 5% points in all STAAR Math standards by implementing effectively data driven interventions. |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| Strategy 1                                                                                                                                                                                        | Persons Responsible/Title                                                                                                                                        | Resources                                                                                                                                                          | Timeline              | Evidence of Implementation                                                                                                                                          | Evidence of Impact                                                                               | Formative/ Summative Assessment                                      | Title I School- wide Component                                                              |
| Use research-based practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS).                                                                   | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LFE Coach                                                                                           | -Education Galaxy<br>-DMAC Reports<br>-STAAR released test<br>-STAAR question stems<br>-Progress monitoring template<br>-Eureka Math<br>-Pearlized math<br>-IREADY | June 2024 – Aug. 2025 | -DMAC data reports<br>-IREADY & Education Galaxy Reports<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments | ALI Checks, BM1, and BM2 scores show increase in student achievement student performance growth. | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-ALI Checks | -Title I<br>- Title II<br>- Title III<br>- Special Ed. & Bilingual Funds<br>- Migrant Funds |
| Action Steps                                                                                                                                                                                      |                                                                                                                                                                  |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.                                                                                                                   |                                                                                                                                                                  |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| 2.) Alignment of TEKS with lesson objective, activities, exit ticket, and instructional strategies for student achievement.                                                                       |                                                                                                                                                                  |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
| 3) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher. |                                                                                                                                                                  |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |
|                                                                                                                                                                                                   |                                                                                                                                                                  |                                                                                                                                                                    |                       |                                                                                                                                                                     |                                                                                                  |                                                                      |                                                                                             |



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| Strategy 2                                                                                                                                                                                                                                 | Persons Responsible/Title                                               | Resources                                                                                                                                                          | Timeline              | Evidence of Implementation                                                                                                                                                        | Evidence of Impact                                                                                                                             | Formative/ Summative Assessment                                     | Title I School- wide Component                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Differentiation implemented in every classroom. Interventions are focused on students who have significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs. | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LIFE Coach | -Education Galaxy<br>-DMAC Reports<br>-STAAR released test<br>-STAAR question stems<br>-Progress monitoring template<br>-Eureka Math<br>-Pearlized math<br>-IREADY | June 2024 – Aug. 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments & exit tickets | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-AU Checks | -Title I<br>- Title II<br>- Title III<br>- Special Ed. & Bilingual Funds<br>- Migrant Funds |
| <b>Action Steps</b>                                                                                                                                                                                                                        |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 1.) Provide a hierarchy of preventions and interventions that includes classroom-based practices and strategies that all teachers implement                                                                                                |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 2.) Identify the 10% of students who need the highest level of interventions and create plans to support them.                                                                                                                             |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 3.) Create an assessment action plan that addresses misconceptions and misunderstandings                                                                                                                                                   |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 4.) Use assessment data to drive intervention plans and build intervention time into the day at every level.                                                                                                                               |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| Strategy 3                                                                                                                                                                                                                                 | Persons Responsible/Title                                               | Resources                                                                                                                                                          | Timeline              | Evidence of Implementation                                                                                                                                                        | Evidence of Impact                                                                                                                             | Formative/ Summative Assessment                                     | Title I School- wide Component                                                              |
| Create a series of Professional Development (PD) trainings along with our LIFE Coach that will develop the teachers' instructional strategies and best practices.                                                                          | -Principal<br>-Assistant Principal<br>-Homeroom teachers<br>-LIFE Coach | -Education Galaxy<br>-DMAC Reports<br>-STAAR released test<br>-STAAR question stems<br>-Progress monitoring template<br>-Eureka Math<br>-Pearlized math<br>-IREADY | June 2024 – Aug. 2025 | -DMAC data reports<br>-Campus Performance Reviews (CPR)<br>-Progress Monitoring Reports<br>-Walk-through feedback<br>-Lesson Plans<br>-Teacher created assessments & exit tickets | -Closing the achievement gap among student groups<br>-Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects | -Weekly Assessments<br>-CBA I<br>-BM I & II<br>-STAAR<br>-AU Checks | -Title I<br>- Title II<br>- Title III<br>- Special Ed. & Bilingual Funds<br>- Migrant Funds |
| <b>Action Steps</b>                                                                                                                                                                                                                        |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 1) Assess current instructional strategies.                                                                                                                                                                                                |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 2) Identify the strategies to improve engagement                                                                                                                                                                                           |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 3) Implement PD to inspire commitment                                                                                                                                                                                                      |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |
| 4.) Monitor implementation of the strategies.                                                                                                                                                                                              |                                                                         |                                                                                                                                                                    |                       |                                                                                                                                                                                   |                                                                                                                                                |                                                                     |                                                                                             |

## 2024 -2025 Goal Areas



|                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Goal Area 1:</b>                                                                                                                                                              | Special Populations Goals & Strategies                                                                                                                                                                                                                   |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| <b>Annual Goal 1:</b>                                                                                                                                                            | The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 8-19% points by August 2025                                                                                                                   |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| <b>Objective 3:</b>                                                                                                                                                              | The percent of students performing at approaches, meets, and masters on STAAR Reading 3-5 will increase from 75% to 90% approaches, 44% to 60% meets, and 22% to 30% masters by integrating cross curricular content through Science and Social Studies. |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| <b>Strategy 1</b>                                                                                                                                                                | <b>Persons Responsible/Title</b>                                                                                                                                                                                                                         | <b>Resources</b>                                                                                                         | <b>Timeline</b>                | <b>Evidence of Implementation</b>                                                                   | <b>Evidence of Impact</b>                                                                                      | <b>Formative/ Summative Assessment</b>                                                           | <b>Title-I School- wide Component</b> |
| All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught and how to integrate cross curricular literacy content. | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers<br>-Content Coordinator                                                                                                                                         | Lead4ward<br>Region 1<br>DMAC Curriculum State and federal accountability reports<br>Scholastic Resources<br>Story Works | September 2024-<br>August 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints<br>Professional development trainings CLC's | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | Formative assessments<br>Progress Monitoring<br>Benchmarks STAAR<br>TELPAS<br>Weekly assessments | Title 1 - #1, 2                       |
| <b>Action Steps</b>                                                                                                                                                              |                                                                                                                                                                                                                                                          |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| Organize comprehensive workshops focused on TEKS analysis and cross-curricular literacy integration.                                                                             |                                                                                                                                                                                                                                                          |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| Establish collaborative planning times where teachers can work together to integrate cross-curricular content.                                                                   |                                                                                                                                                                                                                                                          |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| Provide teachers with access to a variety of materials and resources to aid in TEKS analysis and literacy integration.                                                           |                                                                                                                                                                                                                                                          |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |
| Establish a system for monitoring progress and providing feedback on the integration of cross-curricular literacy content.                                                       |                                                                                                                                                                                                                                                          |                                                                                                                          |                                |                                                                                                     |                                                                                                                |                                                                                                  |                                       |



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| Strategy 2                                                                                                                                                                                 | Persons Responsible/Title                                                                | Resources                                                                                                             | Timeline                   | Evidence of Implementation                                                                                                  | Evidence of Impact                                                                                             | Formative/ Summative Assessment                                              | Title-I School- wide Component |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------|
| Monitor lesson plans to ensure cross curricular literacy is embedded through grade level planning and CLC's                                                                                | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | Lead4ward Region 1 DMAC<br>Curriculum State and federal accountability reports<br>Scholastic Resources<br>Story Works | September 2024-August 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints<br>Professional development trainings<br>CLC's<br>Lesson Plans      | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | Formative assessments<br>Benchmarks<br>STAAR<br>TELPAS<br>Weekly assessments | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                                        |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Conduct systematic reviews of lesson plans to verify the integration of cross-curricular literacy.                                                                                         |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Facilitate collaborative planning sessions focused on embedding literacy across different subjects.                                                                                        |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Provide teachers with checklists and templates to guide the integration of literacy into their lesson plans.                                                                               |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Strategy 3                                                                                                                                                                                 | Persons Responsible/Title                                                                | Resources                                                                                                             | Timeline                   | Evidence of Implementation                                                                                                  | Evidence of Impact                                                                                             | Formative/ Summative Assessment                                              | Title-I School- wide Component |
| Ongoing professional development curriculum training will be provided for teachers and staff on instructional strategies (e.g. CIF) and data analysis.                                     | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | Lead4ward Region 1 DMAC<br>Curriculum State and federal accountability reports<br>Scholastic Resources<br>Story Works | September 2024-August 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints<br>Professional development trainings<br>CLC's<br>Data presentation | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | Formative assessments<br>Benchmarks<br>STAAR<br>TELPAS<br>Weekly assessments | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                                        |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| 1. Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.                                                                                      |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| 2.CLLs will allow for Science and Social Studies lesson planning during CLCs to create consistency among the reading classes being taught.                                                 |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |
| 3.Integrate technology into the curriculum to provide in-person learning with the use of the following platforms: Google Classroom, iReady, Epic, Newsela, Accelerated Reader, Newsomatic. |                                                                                          |                                                                                                                       |                            |                                                                                                                             |                                                                                                                |                                                                              |                                |

## 2024 -2025 Goal Areas



| Goal Area 1:                                                                                                                                                                     | Special Populations Goals & Strategies                                                                                                                                                                                                                   |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------|
| Annual Goal 1:                                                                                                                                                                   | The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 3% points by August 2025                                                                                                                      |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
| Objective 3:                                                                                                                                                                     | The percent of students performing at approaches, meets, and masters on STAAR Reading 3-5 will increase from 68% to 90% approaches, 43% to 60% meets, and 22% to 30% masters by integrating cross curricular content through Science and Social Studies. |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
| Strategy 1                                                                                                                                                                       | Persons Responsible/Title                                                                                                                                                                                                                                | Resources                                                                                                                            | Timeline                    | Evidence of Implementation                                                                          | Evidence of Impact                                                                                             | Formative/ Summative Assessment                                                                     | Title-I School- wide Component |
| All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught and how to integrate cross curricular literacy content. | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers<br>-Content Coordinator                                                                                                                                         | Lead4ward<br>Region 1<br>DMAC<br>District Curriculum State and federal accountability reports<br>Scholastic Resources<br>Story Works | September 2024- August 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints<br>Professional development trainings CLC's | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | Formative assessments<br>Progress Monitoring<br>Benchmarks<br>STAAR<br>TELPAS<br>Weekly assessments | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                              |                                                                                                                                                                                                                                                          |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
| Organize comprehensive workshops focused on TEKS analysis and cross-curricular literacy integration.                                                                             |                                                                                                                                                                                                                                                          |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
| Establish collaborative planning times where teachers can work together to integrate cross-curricular content.                                                                   |                                                                                                                                                                                                                                                          |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
| Provide teachers with access to a variety of materials and resources to aid in TEKS analysis and literacy integration.                                                           |                                                                                                                                                                                                                                                          |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |
| Establish a system for monitoring progress and providing feedback on the integration of cross-curricular literacy content.                                                       |                                                                                                                                                                                                                                                          |                                                                                                                                      |                             |                                                                                                     |                                                                                                                |                                                                                                     |                                |



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| Strategy 2                                                                                                                                                                                 | Persons Responsible/Title                                                                | Resources                                                                                                                   | Timeline                    | Evidence of Implementation                                                                                                  | Evidence of Impact                                                                                             | Formative/ Summative Assessment                                              | Title-I School- wide Component |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------|
| Monitor lesson plans to ensure cross curricular literacy is embedded through grade level planning and CLC's                                                                                | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | Lead4ward<br>Region 1<br>DMAC<br>Curriculum State and federal accountability reports<br>Scholastic Resources<br>Story Works | September 2024- August 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints<br>Professional development trainings<br>CLC's<br>Lesson Plans      | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | Formative assessments<br>Benchmarks<br>STAAR<br>TELPAS<br>Weekly assessments | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                                        |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Conduct systematic reviews of lesson plans to verify the integration of cross-curricular literacy.                                                                                         |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Facilitate collaborative planning sessions focused on embedding literacy across different subjects.                                                                                        |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Provide teachers with checklists and templates to guide the integration of literacy into their lesson plans.                                                                               |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| Strategy 3                                                                                                                                                                                 | Persons Responsible/Title                                                                | Resources                                                                                                                   | Timeline                    | Evidence of Implementation                                                                                                  | Evidence of Impact                                                                                             | Formative/ Summative Assessment                                              | Title-I School- wide Component |
| Ongoing professional development curriculum training will be provided for teachers and staff on instructional strategies (e.g. CIF) and data analysis.                                     | -Principal<br>-Asst. Principal<br>-CLL<br>-Reading Interventionist<br>-Homeroom teachers | Lead4ward<br>Region 1<br>DMAC<br>Curriculum State and federal accountability reports<br>Scholastic Resources<br>Story Works | September 2024- August 2025 | Agenda<br>Sign-in sheets<br>Data reports<br>PowerPoints<br>Professional development trainings<br>CLC's<br>Data presentation | Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS | Formative assessments<br>Benchmarks<br>STAAR<br>TELPAS<br>Weekly assessments | Title 1 - #1, 2                |
| <b>Action Steps</b>                                                                                                                                                                        |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| 1. Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.                                                                                      |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| 2.CLLs will allow for Science and Social Studies lesson planning during CLCs <u>in order to</u> create consistency among the reading classes being taught.                                 |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |
| 3.integrate technology into the curriculum to provide in-person learning with the use of the following platforms: Google Classroom, iReady, MyOn, Newsela, Accelerated Reader, Newsomatic. |                                                                                          |                                                                                                                             |                             |                                                                                                                             |                                                                                                                |                                                                              |                                |

# OPPORTUNITIES FOR ALL!

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