

**South San Antonio Independent School District**  
**Five Palms Elementary School**  
**2024-2025 Campus Improvement Plan**



Five Palms  
Elementary

# Mission Statement

Inspiring, educating, and preparing all SSAISD students for success beyond the classroom, by providing a safe, nurturing, and challenging learning environment, empowering students to reach their full potential, and engaging the community in our shared commitment to excellence.

Inspirar, educar y preparar a todos los estudiantes de SSAISD para el éxito más allá del aula, brindando un entorno de aprendizaje seguro, enriquecedor y desafiante, capacitando a los estudiantes para que alcancen su máximo potencial e involucrando a la comunidad en nuestro compromiso compartido con la excelencia.

## Vision

To empower all students in SSAISD to achieve academic excellence and personal success by providing equitable access to high-quality education, resources, and opportunities.

Empoderar a todos los estudiantes de SSAISD para que alcancen la excelencia académica y el éxito personal brindándoles acceso equitativo a educación, recursos y oportunidades de alta calidad.

## Core Beliefs

### We believe that:

1. All of us must be bold, student-focused advocates, making collaborative decisions to ensure a united vision that enhances educational opportunities.
2. Trust is an active process and essential to ensure the academic wellness, safety, and success of our students, staff, and community.
3. All of us deserve to be cherished, challenged and stretched to reach our highest level of contribution.

4. All of us must take responsibility for our learning journey to achieve the goals we set for ourselves.

5. Authentic transformation requires being comfortable with being uncomfortable.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Five Palms Elementary is one of eight elementary schools in the South San Antonio District and, as of June 2023, had a total student enrollment of 527. Based on the 2021-2022 TAPR, our student population had a total enrollment of 450 students. Notably, our student enrollment increased by 77 for the 2022-2023 academic year. Table 1 shows the 2021-2022 student information based on the Texas Academic Performance Report.

#### Table 1.

Staff Information	Count/Average
Total Staff	44.0
Professional Staff:	34.9
Teachers	28.4
Professional Support	4.5
Campus Administration (School Leadership)	2.0
Educational Aides:	9.1
<b>Librarians and Counselors (Headcount):</b>	
Full-time Librarians	1.0
Part-time Librarians	0.0
Full-time Counselors	1.0
Part-time Counselors	0.0
Total Minority Staff:	35.5
<b>Teachers by Ethnicity:</b>	
African American	0.2
Hispanic	22.6
White	5.6
American Indian	0.0
Asian	0.0
Pacific Islander	0.0
Two or More Races	0.0
<b>Teachers by Sex:</b>	
Males	2.0
Females	26.4
<b>Teachers by Highest Degree Held:</b>	
No Degree	1.7
Bachelors	16.8
Masters	9.9
Doctorate	0.0
<b>Teachers by Years of Experience:</b>	
Beginning Teachers	2.0
1-5 Years Experience	6.7
6-10 Years Experience	5.0
11-20 Years Experience	9.7
21-30 Years Experience	4.0
Over 30 Years Experience	1.0

*2022-2023 Student Information*

The teacher retention rate from 2021-2022 was 68%. Based on teachers' self-reported intentions for the 2023-2024 school year, the school can possibly expect to have six new teachers on staff.

The school's Principal, Ramona Vedia, is completing her second year in this post. The Assistant Principal, Fernando Gonzalez, is in his 1st year at Five Palms Elementary. The members of the leadership team consist of the school counselor, one classroom teacher from each grade level, the parent liaison, a district service center member, a community business owner, and the administration.

The daily attendance rate for students is approximately 92.6%. The student mobility rate was reported at 14.8%, and teachers and staff

indicated that the transient nature of many of their students significantly impacts their achievement. Five Palms Elementary's current-year discipline report pulled from Skyward states that as of June 2024, there have been a total of 18 office discipline referrals for the 2023-2024 school year.

Grade Level	Staff
PreK/Head Start	3 Teachers (1 Bilingual)
Kinder	3 (2 bilingual)
1st Grade	3 Teachers (2 bilingual)
2nd Grade	4 Teachers (2 Bilingual)
3rd Grade	4 Teachers (2 Bilingual)
4th Grade	4 Teachers (2 Bilingual)
5th Grade	4 Teacher (2 Bilingual)

### **Emergent Bilingual 2022 vs. 2023 READING STAAR Results**

- A 2% decrease in the Approaches performance level
- A 7% decrease in the Meets performance level
- A 3% decrease in the Masters performance level

### **Emergent Bilingual 2022 vs. 2023 MATH STAAR Results**

- A 6% decrease in the Approaches performance level
- A 5% increase in the Meets performance level
- A 1% decrease in the Masters performance level

### **Spec Ed 2022 vs. 2023 READING STAAR Results**

- A 6% decrease in the Approaches performance level
- A 2% increase in the Meets performance level
- An 0% increase in the Masters performance level

### **Spec Ed 2022 vs. 2023 MATH STAAR Results**

- A 2% decrease in the Approaches performance level
- A 5% increase in the Meets performance level
- An 0% increase in the Masters performance level

## [2024 Comparison Group LINK](#)

### **Demographics Strengths**

- Our community has always supported our students and staff, and they actively participate in school events
- 100% STAAR test participation
- 8 % increase in students who scored Meets in the Math STAAR compared to 2022 STAAR.
- 15% increase in students who scored at approaches grade level or above in the Science STAAR.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 71% of Emergent Bilingual students in 3rd-5th grade levels score between Beginning and Intermediate proficiency levels in the 2024 TELPAS Composite exam. **Root Cause:** Lack of in-depth knowledge to implement culturally responsive teaching, data-informed decisions, and targeted instruction that impacts the four domains (reading, writing, speaking, and listening) tested in TELPAS.

**Problem Statement 2:** 76% of Special Ed students do not perform at approach grade level or above on all subjects in the 2022-2023 STAAR. **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, data-informed decisions, differentiated instruction, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

# Student Learning

## Student Learning Summary

### [Data Tables and Graphs LINK](#)

Five Palms Elementary received an overall State rating of C (72) with no Academic Distinctions

No ratings for 2023		

### 2022 vs. 2023 READING STAAR Results

- A 0% increase in the Approaches performance level
- A 4% decrease in the Meets performance level
- A 3% decrease in the Masters performance level

### 2022 vs. 2023 MATH STAAR Results

- A 4% increase in the Approaches performance level
- A 8% increase in the Meets performance level
- No change in the in the Masters performance level

### 2022 vs. 2023 SCIENCE STAAR Results

- A 15% increase in the Approaches performance level
- No change in the Meets performance level
- No change in the Masters performance level

In 2023, Five Palms scored above district (approaches and meets) in math. Unfortunately, that is not the case in reading or science.

Also, when dealing with emergent bilingual students, it is essential to analyze the Texas English Language Proficiency Assessment System (TELPAS).

### TELPAS 2023



- 3rd Grade- 89% of our EB students score between Beginning and Intermediate.
- 3rd Grade- 11% of our EB students score between Advanced and Advanced High.
- 4th Grade- 61% of our EB students score between Beginning and Intermediate.
- 4th Grade- 38% of our EB students score between Advanced and Advanced High.
- 5th Grade- 63% of our EB students score between Beginning and Intermediate.
- 5th Grade- 38% of our EB students score between Advanced and Advanced High.

### **Student Learning Strengths**

#### **2023 READING STAAR Results**

- A 0% increase in the Approaches performance level
- A 4% increase in the Meets performance level
- A 3% decrease in the Masters performance level

\*When comparing 2022 to 2023 scores

#### **2022 MATH STAAR Results**

- A 4% increase in the Approaches performance level
- A 8% increase in the Meets performance level
- A 0% increase in the Masters performance level

\*When comparing 2022 to 2023 scores

#### **Emergent Bilingual 2022 MATH STAAR Results**

- A 6% decrease in the Approaches performance level
- A 5% increase in the Meets performance level
- A 1% decrease in the Meets performance level

\*When comparing 2022 to 2023 scores

#### **Emergent Bilingual 2022 READING STAAR Results**

- A 2% decrease in the Approaches performance level
- A 7% decrease in the Meets performance level
- A 3% decrease in the Meets performance level

\*When comparing 2022 to 2023 scores

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 52% of students school-wide did not perform at approaches grade level or above on the 2022-2023 Reading STAAR. **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

**Problem Statement 2 (Prioritized):** 45% of students school-wide did not perform at approaches grade level or above on the 2022-2023 Math STAAR. **Root Cause:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

# School Processes & Programs

## School Processes & Programs Summary

### Professional Practices

The district plans professional development to address new trends in education and reinforce the best teaching practices and new classroom technology integration. Professional development is provided throughout the school year and during the summer. Professional development to target the implementation of the curriculum adopted by the district. The administrator sets expectations for each teacher's professional growth, and teachers must submit a schedule of professional development classes they plan to attend. Professional development to train teachers on implementing the core curriculum is provided throughout the school year. Administrators support professional growth by providing qualified substitute teachers so that teachers can attend staff development provided during the school day. Every effort is made to support and encourage continuous professional growth for all professionals and paraprofessionals; this positively impacts teachers' delivery methods, technology integration, student engagement, and academic growth. Professional growth for administration is addressed through a week-long leadership academy and monthly administrator meetings. We will implement teacher-led committees and decision-making groups to allow teachers and staff to be involved in the decision-making process of improving student achievement best. The following decision-making committees are being implemented:

- **SBDM-** Site-Based Decision Making Committee includes the campus principal, teachers, school staff, parents, and business and community representatives. They meet monthly to discuss and approve any curriculum, material, and activity teachers may want to purchase or initiate.
- **PTO-** makes decisions about fundraising, student activities, and parental involvement at Five Palms Elementary. This group consists of parents and teachers.
- **Attendance Committee-** consists of teachers and attendance clerk who discuss strategies and activities to increase student attendance which is important for state accountability.
- **Discipline Committee-** consists of teachers who discuss strategies and decide how to create a safe and conducive environment for learning.
- **AR Committee-** consists of teachers who discuss reading goals and how to reward students for meeting their AR goals.
- **Human Capital Committee-** consists of teachers who discuss strategies and make decisions to improve school culture and morale to retain high-quality professionals.
- **Cultura Committee-** Ensures to create a multicultural environment where students' language, culture, and traditions are celebrated.
- **PLCs** are held once a week. PLC collaborations are vital for addressing the needs of individual students and the campus. Teachers collaborate on lessons, review data and discuss ways to implement technology and increase student engagement and academic achievement. The following questions will be used during PLC meetings:

1. What do we want all students to know and be able to do?

2. How will we know if they learn it?
  3. How will we respond when some students do not learn?
  4. How will we extend the learning for students who are already proficient?
- The Soul Connectors committee consists of the principal, assistant principal, instructional coach, counselor, secretary, parent liaison, and attendance clerk and will meet every Monday at 8:30 am. This allows an opportunity for campus leaders to address any concerns, student needs, and teacher needs. We can discuss our perspective areas and ideas for improvement or make decisions about changes needed to improve student achievement.
  - RTI- Administrators, teachers, and TCLAS interventionists hold RTI meetings every two weeks to discuss and monitor individual students' needs. Decisions are made on addressing these students best academically and improving student achievement.
  - ARD- meetings are held as needed to address the needs of special education students.
  - Grade Level Meetings- Teachers meet once every week with the principal and/or by themselves to discuss data, accountability standards, student issues, and any other pertinent information the principal needs to share.
  - Staff Meetings- The principal meets weekly with all staff to address district, campus, student, and personnel issues and initiatives.

### **Programs and Opportunities for Students**

Teachers and district personnel are responsible for developing the academic curriculum, and scope and sequence aligned to the TEKS. This teacher-developed curriculum, scope and sequence, campus-based assessments, and STAAR exams guide curriculum, instruction, intervention, tutorials, enrichment, and assessments. To ensure that all students, especially those at risk, are given opportunities to meet challenging state academic standards, teachers are provided with various resources to guarantee that all student needs are being met. Special courses and programs such as special education, dyslexia, and ELL instruction use the same standard assessments as their students' grade levels.

## **[23/24 SSAISD Curriculum Resources LINK](#)**

Our teachers have a vast number of curriculum resources at their disposal but have difficulty implementing all of them due to time constraints. Teachers need to be selective in choosing resources and only utilize those that will impact student achievement. Grade-level meetings will also be held weekly with administrators to ensure that teachers can voice their concerns or ideas and have more time to collaborate with colleagues. Grade levels will also have a planning day once every nine weeks.

### **School Processes & Programs Strengths**

- Five Palms teachers meet regularly with grade-level teams and instructional coach
- PLCs by grade level have been

- The administrators on campus are highly visible and can meet with teachers regularly to provide support.
- New teachers receive a mentor and ongoing training, support, and guidance from the mentor, administrators, and instructional coach.
- CLASS Grant Mentor Teachers
- CLASS Grant Collaborative Learning Leaders
- CLASS Grant that will support and train bilingual teachers and campus administrators.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Most classrooms have minimal student conversations or group activities, making lessons teacher-centered. **Root Cause:** Teachers have not been adequately trained on implementing standard-based strategies nor received coaching feedback to improve instructional practices that should be implemented in Tier 1 instruction.

**Problem Statement 2:** Administration and Instructional coaches do not have the time to focus on instruction and dedicate too much time to school management. **Root Cause:** Systems and processes have not been established and followed with fidelity.

**Problem Statement 3:** PLCs are not a priority and are often canceled or rescheduled. **Root Cause:** Time constraints, demands, lack of classroom coverage, and lack of systems and processes established and followed with fidelity

**Problem Statement 4:** Teachers have too many instructional resources they are unaware of or lack training on. **Root Cause:** Time constraints and demands diminish the time available to review, select, and implement instructional resources.

# Perceptions

## Perceptions Summary

### Climate, Culture, and Values

The new Five Palms principal has examined the Climate, culture, and values, and expectations for staff have been set to maintain a culture of respect, high expectations for learning, and habits of excellence at all times.

In a survey administered to all staff members in December 2023, teachers were asked the following three questions:

1. What are two things you would like to change at Five Palms?
2. What are two things you want to keep doing at Five Palms?
3. What are two things we need to stop as at Five Palms?

The results are the following

- 96% of the teachers mentioned that the campus needed a school culture and climate change.
- 96% of the teachers said they would like more student activities, such as dances, festivals, school parades, etc.
- 64% of the teachers stated they would like more parent-involvement activities.
- 89% of the teachers said they would like a PLC room.
- 18% of the teachers stated they would like more time for PLC.
- 82% of teachers said they would like to stop meeting for PLCs.
- 96% of teachers said they would like to change the dismissal process.
- 57% of the teachers want to continue meeting as a grade level.
- 100% of the bilingual teachers stated they needed more resources in Spanish.
- 100% of the bilingual teachers said they would like the test to be correctly translated.
- 96% of the teachers want to start attendance incentives. The teacher retention rate from 2021-2022 was 68%.

### Safety

Our campus continues to ensure a safe learning environment for our students and staff. A video ring bell has been installed on the second floor but will be moved to the first floor to ensure quick access. Our campus has passed all audits done by TEA. Our students, parents, and school personnel feel secure and safe on campus during instructional time, but parents have requested security during events. Staff members

can report unsafe or dangerous behaviors through the Navigate app on their phones and set alarms. We are currently taking new measures to ensure student safety at all times. We have a closed campus during the day; all doors (exterior and interior) are always locked. A safety gate has been installed in front of the campus. All staff carries identification badges at all times.

### **Family and Community**

Parents are encouraged to volunteer and participate in the school's decision-making process. In the 2022-23 year, we shared a parent liaison with two other campuses. Also, an initial attempt was made to create a PTO, but it was unsuccessful. On the other hand, we had several highly successful community events, such as the community egg hunt, read across America, fiesta parade, mothers Day celebration, dances, spring festivals, etc. This year will continue to facilitate and create more opportunities for parent involvement. Teachers will start communicating with parents regularly to discuss student performance and behavior. Attendance must be monitored closely to maintain attendance percentage goals and increase students' academic achievement and growth.

### **Perceptions Strengths**

- Community involvement is high.
- Parents enjoy and appreciate communicating in their native language with administrators and most of the staff.
- Successful intermediate sports program
- New Parent room that is dedicated to hosting parents and families while they express their needs and concerns.
- SA Youth afterschool program.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teachers need continued support and professional learning opportunities that address differentiation and individualized learning for all students. **Root Cause:** Teachers must evaluate and plan to address the learning gaps students are experiencing due to interrupted schooling and inconsistencies tied to virtual learning.

**Problem Statement 2:** Economic, Language, and cultural barriers often prevent parents from participating in school events and activities. **Root Cause:** Traditional avenues of parent outreach, such as PTAs, Booster Clubs, and other parent organizations, do not have the ability or the know-how to overcome the economic, language, or cultural barriers that prevent parent participation.

**Problem Statement 3:** Low school morale and deficit thinking by overall staff. **Root Cause:** Teachers do not feel recognized and appreciated and display the six characteristics of deficit thinking.

**Problem Statement 4:** There is a need to support all students' emotional well-being and mental health **Root Cause:** No staff development on supporting the social-emotional and mental health needs of students.



# Priority Problem Statements

**Problem Statement 1:** 52% of students school-wide did not perform at approaches grade level or above on the 2022-2023 Reading STAAR.

**Root Cause 1:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 45% of students school-wide did not perform at approaches grade level or above on the 2022-2023 Math STAAR.

**Root Cause 2:** Lack of in-depth knowledge to implement deeper learning strategies, culturally responsive teaching, data-informed decisions, efficient Tier 1 instruction that meet the needs and accelerate learning, and a lack of robust PLCs that allow us to make data-informed decisions and collaboration.

**Problem Statement 2 Areas:** Student Learning





# Goals

**Goal 1:** Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

**Performance Objective 1:** At Five Palms Elementary, 10% of our students will move from the 1st to 40th percentile into the 41st to 60th percentile on the NWEA Math MAP Growth assessment (36% to 26%)

**High Priority**

**Evaluation Data Sources:** BOY, MOY and EOY NWEA Math MAP Growth assessment.  
36% to 26%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will increase their knowledge on the implementation of evidence-based math practices to positively impact student math achievement during Tier I instruction with a focus on students with dyslexia, economically disadvantaged students, Hispanic students, and students receiving intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in MOY NWEA Math MAP Growth Plan</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal IC Reading Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

**Performance Objective 2:** At Five Palms Elementary, 15% of our 3rd-5th grade students will move from the 1st to 40th percentile into the 41st to 60th percentile on the NWEA Reading MAP Growth assessment. (51% to 36%)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increase in MOY NWEA Math MAP Growth Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Five Palms Students will utilize Typing.com to improve their typing skills during STAAR 2.0.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to improve their typing skills</p> <p><b>Staff Responsible for Monitoring:</b> Computer Lab Aide Principal AP Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

**Performance Objective 3:** At Five Palms Elementary, all K-3 teachers, interventionists, and IC will utilize standards-based Tier II and Tier III instructional resources during designated intervention time both during the school day and after school, Saturday Academies, and Intersession with a focus on students with dyslexia, SpEd students, RTI, and any student requiring intervention.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Teachers will focus on the specificity of the state standards (readiness and supporting) to ensure students demonstrate mastery and academic growth of each standard.





**Goal 1:** Five Palms Elementary will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

**Performance Objective 4:** Five Palms Elementary will improve its overall academic rating, as measured by the state accountability system, from a letter grade "C" to a letter grade "B" by the end of the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Five Palms leaders and teachers will self-assess and monitor progress toward PLC growth weekly. Teachers will be trained on the rubric and success criteria.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agendas PLC sign in sheets</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Five Palms students will be exposed to STAAR 2.0 questioning through Sirius Educational Solutions and Step up to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will complete exit tickets through Sirius Educational Solutions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal IC Reading Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Five Palms students will be exposed to STAAR 2. 0 questioning through Lowman STAAR BLITZ.  <b>Strategy's Expected Result/Impact:</b> The students will complete STAAR BLITZ.</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Five Palms students will be exposed to STAAR 2. 0 questioning through GF Educators.  <b>Strategy's Expected Result/Impact:</b> The students will complete GF Educators  <b>Staff Responsible for Monitoring:</b> VP teachers            IC</p> <p><b>Title I:</b>            2.4, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 2:** Five Palms Elementary will recruit, develop, support and retain effective teachers, principals, and other instructional staff.





**Performance Objective 1:** Five Palms Elementary will be fully staffed by August 2024.

**Evaluation Data Sources:** Staff Roster, Staff Vacancies

**Goal 2:** Five Palms Elementary will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

**Performance Objective 2:** Five Palms will develop a strong support system to provide meaningful and innovative instruction promoting critical thinking and problem-solving.

**Evaluation Data Sources:** Staff Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Five Palms CLL teachers will utilize technology to create TEEMS meeting agendas and notes and display the curriculum on the whiteboard using a laptop.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> 211 E 11 6395 00 109 4 30 0 00 - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Five Palms teachers will attend Elevate Conference sessions that are grounded in evidence-based strategies with a practitioner's lens, and cover all content areas, classroom management, SEL, science of reading.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2:** Five Palms Elementary will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

**Performance Objective 3:** Five Palms Elementary staff will participate in The Conference for the Advancement of Mathematics Teaching (CAMT) an annual conference for K-12 mathematics educators and leaders and Elevate:take teaching to new heights.

**High Priority**





**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Principal will attend Elevate: take teaching to new heights to develop a strong support system and promote innovative instruction within the staff.</p> <p><b>Strategy's Expected Result/Impact:</b> To develop a strong support system and promote innovative instruction within the staff. Stronger PLC, School culture, and school leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

**Goal 3:** Five Palms Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

**Performance Objective 1:** Students in grades 3rd--5th will participate in the campus esports program and STEM end-of-year project to assist with post-secondary education and career paths.





**Evaluation Data Sources:** Esports district tournament

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All 3rd-5th grade students will create rollercoasters to support STEM projects.  <b>Title I:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 4:** Five Palms Elementary will collaborate with parents and the community to ensure all students receive a high-quality education.

**Performance Objective 1:** Five Palms will have Parent coffee meetings during the 2024-2025 school year to inform parents of services provided in and out of school that can support their student's academic growth.

**Evaluation Data Sources:** Parent Sign-in sheets and Agenda





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host a parent and family engagement meeting to review the parent and family engagement policy, school events, school performance, parent training, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be informed and engaged in their student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal.</p> <p><b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Five Palms Elementary will collaborate with parents and the community to ensure all students receive a high-quality education.

**Performance Objective 2:** Five Palms will have back-to-school nights, orientation events, Data nights, and STAAR nights for students and parents.

**Evaluation Data Sources:** Parent Sign-in sheets and agenda

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Five Palms will have Thanksgiving Loteria Night, where parents will play and receive school updates concerning scores, testing, and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be informed.</p> <p><b>Staff Responsible for Monitoring:</b> Parent sign-in sheet</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The parents and students will play family engagement math pack during STAAR math night.</p> <p><b>Strategy's Expected Result/Impact:</b> parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP IC</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Five Palms families will receive a Multiplication and Division Everyday Practice book to support family interactions and math scores.</p> <p><b>Strategy's Expected Result/Impact:</b> improve family engagement and family interactions Improve math skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP IC</p> <p><b>Title I:</b> 2.4, 2.5, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Five Palms will have data nights every seven weeks, where students will showcase their student portfolios to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> improve family engagement and family interactions Improve math and reading skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP IC teachers</p> <p><b>Title I:</b> 2.4, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	211 E 11 6395 00 109 4 30 0 00		\$4,000.00
<b>Sub-Total</b>					<b>\$4,000.00</b>

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Eugene Tovar	8/12/2024	Joel Gaines	8/12/2024