

# PHARR-SAN JUAN-ALAMO ISD



## Graciela Garcia Elementary School



## Campus Improvement Plan 2024-2025

Board Approved:

## **Vision Statement**

We envision Graciela Garcia Elementary to be a model school where children, parent, and the community are actively involved in the learning process. Students are surrounded by an environment that will challenge and encourage all student to become creative and independent thinkers. Receiving a well-balanced, quality education through innovative teaching strategies, will allow them to cooperatively explore, inquire, and learn at higher levels of thinking.

## **Mission Statement**

Graciela Garcia Elementary, together with the parents and community, is committed to educate the whole child by providing a meaningful and rigorous learning environment that aims for academic excellence. Rich experiences are offered to foster both multicultural and international-mindedness; striving to develop caring, service-minded life-long learners, while valuing each child's uniqueness.

# 2022-2023 School Board Members and Superintendent's Cabinet



## Board Members

Dr. Cynthia Gutierrez/President  
Carlos Villegas/Vice President  
Diana Serna/Secretary Jesus  
Yolanda Castillo/Assistant Secretary

Jesse Vela/Member  
Jesse Zambrano/Member  
Jorge Zambrano/Member

## Superintendent's Cabinet

Dr. Alejandro Elias, Ed.D./Superintendent  
Ranulfo Marquez/Assistant Superintendent for Academics  
Dr. Rebecca Garza/Chief of Human Resources  
Rebecca Gonzales/Chief Financial Officer

# GRACIELA GARCIA ELEMENTARY SCHOOL

## 2023-2024 SBDM Committee



Members	Name	Members	Name
<b>School Administration</b>		<b>Paraprofessional</b>	Elodia de la Rosa
Principal	Jennifer Burden		
Assistant Principal	Rene Treviño, Jr.	<b>Support Staff</b>	Rigoberto Ramirez
Counselor	Debbie Lopez		
Life Coach	Tracy Southwell	<b>District Resource</b>	Fidencio Camacho
IB Coach	Fernanda Sanchez		
Librarian	Sheila Sinapuelas	<b>Parent</b>	Enedina Coronado
<b>Professionals</b>			
Pre-Kinder	Julianne Martinez	<b>Community Representative</b>	
Kinder	Maria Santoyo		
1st	Natividad Villarreal		
2 <sup>nd</sup>	Sylvia Garcia		
3rd	Virginia de la Garza		
4th	Sandra Rodriguez		
5th	Esmeralda Chavez		
SPED Resource	Nayeli Guerra		

# GRACIELA GARCIA ELEMENTARY SCHOOL

## 2023-2024 SBDM Committee Timeline



Date	Agenda
<b>September 21, 2024</b>	Analyze data and conduct a Campus Needs Assessment Targeting each Goal and Focus Area. Review Budget: Local & Title One Reviewed Balances and discussed future expenditures.
<b>November 9<sup>th</sup>, 2024</b>	Review Campus Plan Make Revisions Review Balances and discuss future expenditures.
<b>March 7<sup>th</sup>, 2025</b>	Review Campus Plan Make Revisions Review Balances and discuss future expenditures.
<b>June 13<sup>th</sup>, 2024</b>	Review Campus Plan Make Revisions Review Balances and discuss future expenditures.



## Executive Summary

### Campus Improvement Plan: School Year 2024-2025

#### Campus Name: Graciela Garcia Elementary

**Mission:** Graciela Garcia Elementary, together with the parents and community, is committed to educate the whole child by providing a meaningful and rigorous learning environment that aims for academic excellence. Rich experiences are offered to foster both multicultural and international-mindedness; striving to develop caring, service-minded life-long learners, while valuing each child's uniqueness.

**Demographics Summary:** As of September 2024, student enrollment at Garcia Elementary is 357. The student population at Garcia Elementary is predominantly Hispanic. Approximately 95.4 % of our students are considered low socio-economic. 2.0% of the student enrollment represent our migrant group. Approximately 10.6% of our student population receive special education services, while .08% receive accommodations under 504. Just over 0.4% of our students participate in the Gifted and Talented program while 75.5% of our students, whose home language is Spanish, make up our English Learner population. The campus attendance rate averaged 94.63% at the end of the 2023-2024 school year. Most of the students that attend Garcia Elementary live in the neighborhoods that surround our campus. Currently, there are 18 students who attend Garcia Elementary that do not live in the area and commute daily from neighboring school districts.

**Comprehensive Needs Assessment Summary:** Garcia Elementary received an overall grade of 87.5 based on performance in three domains. In Domain 1 Student Achievement, Garcia earned 79, which shows how much students know and achieved at the end of the school year. In Domain 2 School Progress, Part A-Academic Growth, Garcia earned 90 which shows how students perform over time and how that growth compares to similar schools. In Domain 2 School Progress, Part B-Relative Performance, Garcia earned 89, which shows how our Economically Disadvantaged (95.6%), students performed on the STAAR assessment. Garcia scored 92 on Domain 3 Closing the Gaps, which shows how well student groups within our school are performing.



## Executive Summary

### Campus Improvement Plan: School Year 2024-2025

#### Campus Name: Graciela Garcia Elementary

**Curriculum/ Instruction and Assessment:** As an International Baccalaureate and Dual Language School, Graciela Garcia Elementary School, aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. In order to make learning rigorous and relevant, we focus on inquiry and project- based learning using our IB units of study. As a Dual Language campus, Garcia Elementary strives to create bilingual, bi-literate, and bicultural individuals which is vital in fostering peace and understanding at a global level. We are committed to educating the whole child by focusing on the social, emotional, and cognitive development of students. Our goal is to provide a safe, engaging and nurturing school environment that is conducive to learning. Through these programs, students will be encouraged to become active, compassionate lifelong learners who understand that other people, with their differences, can also be right.

**Summary of Goals:** Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction, Increase the number of students scoring at Meets and Masters, ensuring that ALL students will grow by 6% to meet the target of 60% in reading while they will grow by 6% in Math also meeting the target of 60% at Meets while 90% of all students will read on grade level from grades 1<sup>st</sup>-5<sup>th</sup> and improve in overall literacy and comprehension. A goal is to also develop student's academic, social and emotional wellbeing, Focus on International-mindedness and strong personal values, Nurture independent learning skills, encouraging every student to take responsibility for their learning, Incorporate local and global issues into the curriculum through six related transdisciplinary themes, Understanding the connections between the six themes, "Who we are", Where we are in place and time" "How we organize ourselves", "How we express ourselves", and "How the world works", Developing Bilingual, Bi-literate, and Bicultural individuals.

*Jennifer Burden*

**Principal**

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## 2024-2025 DISTRICT and BOARD GOALS



### **Board of Education Goals: Goal 1 (Pending)**

The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2025.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase from 25% to 34% by 2025.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase 25% to 34% by 2025.

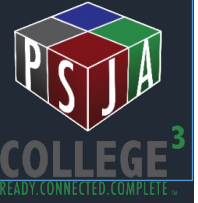
Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase from 23% to 32% by 2025.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase 15% to 23% by 2025.



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## 2024-2025 DISTRICT and BOARD GOALS



### **Board of Education Goals: Goal 2 (Pending)**

The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2025.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2025. Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2025. Goal

Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2025.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2025.

# PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## 2024-2025 DISTRICT and BOARD GOALS



### **Board of Education Goals: Goal 3 (Pending)**

The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2025.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2025.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2025.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2025.

# PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## 2024-2025 DISTRICT and BOARD GOALS



### **Board of Education Goals: Goal 4 (Pending)**

The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2025.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2025.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2025.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2025.

## **Data Resources Reviewed**

1. 2024-25 STAAR Campus Summary Report
2. K-5<sup>th</sup>-TELPAS Scores
3. 2023-24 Attendance
4. PEIMS Demographics
5. PK-CIRCLE Scores
6. K-Tx KEA Scores
7. 1<sup>st</sup>-3<sup>rd</sup>-TPRI/Tejas Lee Scores
8. T-TESS Teacher Evaluations
9. Teacher Certifications
10. Walk-through Data
11. Professional Development Plan
12. Discipline Referrals/IB Reflections
13. Campus RTI practices,  
Intervention Plans
15. Parental Involvement Data
16. Technology Inventories
17. PBMAS

# Graciela Garcia Elementary

## 2024-2025 Comprehensive Needs Assessment



### **Demographics Summary: Special Education**

The following accountability sources were used to review the Special Education data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students.

#### **Results/Needs:**

- In STAAR Math, Target for Special Education students was 29, Garcia Elementary scored a 21%.
- In STAAR Reading, Target for Special Education students was 26, Garcia Elementary scored a 18%.
- Differentiate instruction in order to increase the Meets Grade Level Standard for Special Education students.

#### **Personnel Professional Development Needs:**

- Special Ed. teacher will attend Professional Development offered to general education teachers.
- The Campus will work closely with Special Education Department and provide PD in the area of co-teaching to implement the inclusion model effectively.
- Special Ed. teacher will co-teach in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade classrooms where SPED Students are enrolled.
- Special Ed. teacher will use the Depth of Knowledge questioning techniques throughout her lessons.
- All Teachers will be trained on differentiation in instruction.

# Graciela Garcia Elementary

## 2024-2025 Goals, Objectives, Strategies and Action Plans



### Demographics Summary: English Language Learners (EL)

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students.

#### Results/Needs:

As evidenced in the STAAR assessments , the results are as follow:

Subject	Approaches	Meets	Masters
Reading	81%	53%	22%
Math	81%	52%	20%
Science	66%	27%	13%

\*Scores from 2024 TAPR Report

- In Reading, the achievement gap between EL and All students is 0% in the Meets, and 2% in Masters.
- In Mathematics, the achievement gap between EL and All students is 4% in Meets.
- In Science, the achievement gap between EL and All students is +5% in the Meets.

#### Personnel Professional Development Needs:

Provide teachers PK-5<sup>th</sup> the opportunity to attend in-services/workshops and 6-hour yearly update.

# Graciela Garcia Elementary

## 2023-2024 Comprehensive Needs Assessment



### Demographics Summary: Economically Disadvantaged

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

#### Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

Subject	Approaches	Meets	Masters
Reading	81%	58%	29%
Math	82%	56%	19%
Science	70%	43%	16%

\*Scores from 2023 TAPR Report

- In Reading, the achievement gap between Econ Dis and All students is 1% in Approaches, Meets, and Masters.
- In Math, the achievement gap between Eco Dis and All students is 1% in Approaches, 1% in Meets, and 1% in Masters.
- In Science, the achievement gap between Eco Dis and All students is 1% in Approaches and Meets.

#### Personnel Professional Development Needs:

Provide teachers the opportunity to attend professional development that will help close the achievement gap and increase the percent of students performing at meets and masters.

# Graciela Garcia Elementary

## 2023-2024 Comprehensive Needs Assessment



### Demographics Summary: Attendance (All students)

#### Needs:

In 2023-2024, attendance rate was 92.64%.

#### Interventions:

- Establish an Attendance Committee which will meet biweekly.
- Campus Leadership Team will create a calendar for Parent Meetings that will inform parents and students of the importance of attendance.
- Attendance calls will be made by every teacher, PEIMS clerk, and Parent Educator
- Classroom teachers will keep an attendance log to document calls/inform parents about attendance.
- Teachers will send parents a “Missed you Today” message on Class Dojo
- Classroom teacher & PEIMS clerk will implement a reward system/tangible visual tool (marble jar, prizes, extra time at playground, cupcakes, ice cream etc.) to track and celebrate attendance.
- Announce weekly attendance on Fridays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.



**Graciela Garcia Elementary**  
**2024-2025 CAMPUS**  
**DEMOGRAPHICS**



	ALL	SPED	LEP	MIGRANT	ECD	GT	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ ALASKAN
#	357	38	233	8	320	16	355	0	1	1	0
%	100%	10.6%	65.3%	2.2%	89.86%	2%	99.5%	0%	0.01%	0.01%	0%

# Graciela Garcia Elementary

## Accountability Rating Summary 2024-2025



Domain	Component Score	Scaled Score	Rating
Domain 1 Student Achievement	52	79	C
Domain 2 School Progress, Part A – Academic Growth	80	90	A
Domain 2 School Progress, Part B – Relative Performance	52	89	B
Domain 3 Closing the Gaps	79	92	A
Overall		91	A

# Gra ciela Garcia Elementary

## Achievment Summary and Goals 2024-2025



STAAR 2024	Student Achievement					
	Reading	Mathematics	Science	Totals	Percentages	Goals
Approaches	51	48	24	123	79%	90%
Meets	41	58	9	108	49%	60%
Masters	49	35	8	92	22%	30%

# Graciela Garcia Elementary /PSJA ISD 2024-2025

## Goals, Objectives, Strategies, and Action Plans



- Goal Area 1-Student Achievement
- Goal Area 2-Special Population Goals & Strategies
- Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention
- Goal Area 4-Increase Staff Quality, Recruitment and Retention

## Goal Area 1-Student Achievement



### Goal Area 1-Reading/Language Arts, and Literacy

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress in Reading. Students achieving Meets and Masters will increase from 53% to 60% as measured by 2025 STAAR Reading Assessment. At least 80% of students will move up on performance level as reported by STAAR Assessment.

**Measurable Objective:** The percent of students reading on or above grade level will increase by 5% each six weeks.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
<b>Literacy Development</b> in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	Principal Asst. Principal, Teachers District Reading interventionist Life Coach Reading Coach Librarian	Local Fund-199 Title 1 Funds 211	September 2024-August 2025	Walk-throughs Lesson Plans TTESS Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1 <sup>st</sup> 3 <sup>rd</sup> -TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3 <sup>rd</sup> -5 <sup>th</sup> - CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

### Goal Area 1-Reading Language Arts and Literacy Action Steps

- CLC Meetings
- Reading Academies for K-1<sup>st</sup> Grade Teachers-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
- PK 3 & 4 and Kinder-Daily Phonemic Awareness practice, Teacher read aloud , student comprehension
- Phonemic Awareness Checks every 6wks.
- 1<sup>st</sup>-3<sup>rd</sup>-Phonics, Fluency, and Reading Comprehension, Fluency checks every 6wks.
- 4<sup>th</sup>-5<sup>th</sup>-Fluency with Comprehension
- Fluency and Lexile Norms & Strategies
- English/Spanish Resources: Weekly Phonemic Awareness Lessons, Sing, Spell, Read, & Write, Leer Jugando, Estrellitas, Diana Ramirez
- Technology Resources: MyON/Accelerated Reading, I-Ready Reading
- IB, & Dual Language Programs

## Goal Area 1-Student Achievement



### Goal Area 1-Reading/Language Arts, and Literacy

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress in Reading. Students achieving Meets and Masters will increase from 53% to 60% as measured by 2023 STAAR Reading Assessment. At least 80% of students will move up on performance level as reported by STAAR Assessment.

**Measurable Objective:** The percent of students reading on, or above grade level will increase by 5% each six weeks.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Implement <b>Best Practices/CIF strategies</b> to improve student literacy, fluency and comprehension.	Principal Asst. Principal, Teachers and District Reading interventionist Life Coach Reading Coach	Title 1 211, Local Funds 199	September 2024-August 2025	Walk-throughs TTESS Observations Lesson Plans	Increased Student Progress as measured by Progress and Report Cards, CBA & BM test scores, and STAAR	SLO assessments, CBAs, BMs, STAAR, TELPAS	Title -#2

### Goal Area 1-Reading Language Arts and Literacy Action Steps

**Best Practices/CIF strategies will be implemented daily: literacy groups, four corners, gallery walk, graffiti walk, think pair & share and write to learn**

- CLC Meetings
- Cold Reading and Fluency strategies such as choral reading, paired/partner reading, & echo reading will be implemented daily.
- Hands on activities, foldables
- Research presentations
- Integration of curriculum
- Small group instruction
- Implementation of centers, Word walls, Word bank, vocabulary games, a print rich environment
- Readers Theater
- Graphic organizers, Thinking Maps

## Goal Area 1-Student Achievement



### Goal Area 1-Reading/Language Arts, and Literacy

**Annual Goal:** For the 2024-2025 school year 100% of students will make measurable progress in writing as evidence on **STAAR Reading Assessment**.



**Measurable Objective:** Each student will improve by one performance level in two or more areas of the writing rubric.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Grammar and Writing Instruction will be vertically aligned campus-wide. Monitor grammar and writing skills and the development of the writing process in English and Spanish.	Principal Asst. Principal, Teachers District Reading interventionist Life Coach Reading Coach	Title 1 211, Local Funds 199	September 2023-August 2024	Lesson Plans, Completed Curriculum documents, Composition prompts, DL writing rubric, Walk-throughs, TTESS Observations,	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports, WFTB Rubric and DL writing spreadsheet	SLO assessments, CBAs, BMs, STAAR, TELPAS	Title 1 #2 #4 #8

### Goal Area 1-Reading Language Arts and Literacy Action Steps

**Monitor grammar and writing skills and the development of the writing process through the implementation and maintenance of:**

- **CLC Meetings**
- **Grammar and Writing Instruction will be aligned district-wide. (Writing timelines)**
- **Writing samples show cased each six weeks using DL Rubric and WFTB Rubric**
- **Write from the Beginning-Weekly guided compositions-required at each grade level**
- **Writing Best Practices (Forde Ferrier)**
- **PYP portfolios, Project-Based instruction**
- **Writing and Reflective journals**

## Goal Area 1-Student Achievement



### Goal Area 1-Reading/Language Arts, and Literacy

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress in Reading. Students achieving Meets and Masters will increase from 53% to 60% as measured by 2025 STAAR Reading Assessment. At least 80% of students will advance on performance level as reported by STAAR Assessment by **differentiating instruction.**

**Measurable Objective:** The percent of students reading on, or above grade level will increase by 5% each six weeks with the use of differentiated instruction.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Implement differentiated instruction with fidelity.	Principals, Asst. Principal, District Reading interventionist Life Coach Reading Coach	Local Funds, Title 1 Funds Title 1 SCE 166	September 2024-August 2025	Walk-through documentation TTESS evaluations/Observations	CBAs, Benchmarks Student achievement gains, Progress and Report cards	SLO Assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 #2 #3 #4

### Goal Area 1-Reading Language Arts and Literacy Action Steps

Use CLC meetings to help teachers with differentiated instruction by:

- Monitoring student progress as measured by Progress and Report cards, CBA and BM test scores.
- Analysis of data to create intervention plans, and plan for differentiated instruction based on need.
- Monitor the implementation of the curriculum weekly: lesson plans, instructional plans, and student differentiated instruction.
- Address students at all levels (approaches, meets, and mastery)
- Enrichment/Reteach Hour, Intervention (during school, after school and Saturday), and Summer School
- Hire small group tutors



## Goal Area 1-Student Achievement



### Goal Area 1-Reading/Language Arts, and Literacy

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress in Reading. Students achieving Meets and Masters will increase from 53% to 60% as measured by 2025 STAAR Reading Assessment. At least 80% of students will advance on performance level as reported by STAAR Assessment by **protecting instructional time**.

**Measurable Objective:** The percent of students reading on or above grade level will increase by 5% each six weeks by protecting instructional time.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Protect instructional time with fidelity to increase student reading level on or above grade level. Use CLC meetings to help teachers understand the importance of protecting instructional time.	Principal Asst. Principal, Teachers District Reading interventionist Life Coach Reading Coach	Title 1 211, Local Funds 199 Tittle 1 SCE 166	September 2024- August 2025	Walk-throughs TTESS Observations Lesson Plans	Increased Student Progress as measured by CBA test scores, Benchmark Assessments, report cards, progress reports, TELPAS, STAAR scores	SLO assessments, CBAs, BMs, STAAR, TELPAS	Title -#2c

### Goal Area 1-Reading Language Arts and Literacy Action Steps

#### Protect Instructional time:

- Announcements early in the morning and in the afternoon.
- Schedule Extra-curricular activities afterschool.
- Flexible schedules
- Virtual Learning (Synchronous and Asynchronous)
- Acceleration –During school, After school, and Summer School
- Enrichment/Reteach Hour daily

## Goal Area 1-Student Achievement



### Goal Area 1-Mathematics

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress in the Mathematics STAAR Assessment.



**Measurable Objective:** Students achieving Meets and Masters will increase from 65% to 68% as measured by 2023 STAAR Mathematics Assessment.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Use CLC meetings to provide training on math curriculum, effective teaching strategies for all teachers including SPED teachers and teacher assistants on using online resources for asynchronous instruction and intervention.	Principal Asst. Principal, Teachers District Content Coordinators, and Life Coach	Title 1 211, Local Funds 199 Title 1 SCE 166	September 2024-August 2025	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption	Increased Student Progress for all students including sub- groups as measured on CBAs, BMs, STAAR	SLO Assessments, CBAs, BMs, STAAR, TELPAS Weekly test	Title 1 - #2abc #4abc #9abc

## Goal Area 1: Mathematics Action Steps

### • Improve student learning outcomes in Math

#### PK-Frog Street and PK Guidelines

**Kinder- Pearlized Math (Numbers & Operation Applications, Concepts, Enrichment, and Skills)**

**1<sup>st</sup> Grade- Pearlized Math (Facts and Applications, Concepts, and Enrichment)**

**2<sup>nd</sup>-4<sup>th</sup> Grade-Eureka Math (Problem Solving, Basic Facts, Skills, and Concept Lesson)**

**5<sup>th</sup> Grade-Eureka Math (Problem Solving, Skills, Review and Concept Lesson)**

- Differentiate instruction, STAAR Math-Increase % in Meet and Master , Focus on growth and progress.
- Use CLC meetings to provide teachers with training on Virtual teaching and learning using Google Classroom, & implementation/integration of technology; increase on-line resource use: Imagine Math, Sharon Wells, & Think Central for asynchronous instruction and intervention.
- Enrichment/reteach hour, Intervention (During school, after school), and Summer School.

## Goal Area 1-Student Achievement



COLLEGE<sup>3</sup>  
READY.CONNECTED.COMPLETE.

### Goal Area 1-Science

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress on STAAR Assessments. Tutorials will be provided for the various subgroups in each phase of accountability to ensure students improve their scores to the Meets and Master levels on the STAAR assessments.

**Measurable Objective:** Decrease the student achievement gap among all subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Campus Performance Reviews (CPRs) will be held following each district level CBA or BM for in-depth analysis of the data.	Campus Principals, Asst. Principal Life Coach	DMAC reports	September 2024-August 2025	Action/ Intervention Plans Calendar of Spiraling Activities	Increase in student achievement	SLO Assessments , CBAs, BMs, STAAR, TELPAS	Title 1 – #2abc #4abc #6ac #8abc #9abc

### Goal Area 1-Science Action Steps

Data analysis will be used to drive instruction. Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subgroup.

- Data will be used to inform tutorial lessons and to identify spiraled skills. Students will be identified for extended learning opportunities.
- Teachers will receive assessment data for their students within 48 hours of the test administration.
- Teachers will create action/acceleration plans, and calendar of Spiraling Activities.
- Teachers will identify students in each phase of accountability Including Subgroups, following each CBA and BM using DMAC reports in order to form targeted tutorial groups and differentiate instruction.
- Data Room will be available to monitor assessment results, complete data analysis discuss and plan appropriate targeted instructional interventions. and monitor student growth.
- Monitor the progress of all students including all subgroups to ensure they are on-track to meet state passing standards on STAAR and decrease the student achievement gap among all subgroups. Review RTI, 504 students' performance and progress and provide accommodations and interventions.

## Goal Area 1-Student Achievement



### Goal Area 1-College, Career and Military Readiness

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress in College, Career, and Military Readiness by participating in the Dual Language and IB programs.

**Measurable Objective:** Students will increase their proficiency level in TELPAS and participate in real life project-based actions through IB planners.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
As an International Baccalaureate and Dual Language School we will develop bilingual, bi-literate, and bicultural individuals, make learning rigorous and relevant and create individuals who will become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	Principal Asst. Principal Instructional Life Coach IB Coordinator	Title 1 Funds Local Funds 199,	September 2024- August 2025	Lesson Plans, IB Planners Student & Teacher Reflections on planners	Benchmark scores, student achievement gains  Walk-throughs, Pre and Post Conferences	SLO assessments, CBAs, BMs, STAAR, Progress & Report Cards	Title 1 #1 c #2 abc #4 abc

### Goal Area 1-College, Career, and Military Readiness Action Steps

- **IB-**Provide teachers the opportunity to attend in-services/workshops: Visitation to other districts in and out of state, IB strategies, Inquiry based instruction, Level I, II & III training , International conference, Other trainings related to IB, CLC weekly meetings to reflect on IB units of study and make needed adjustments, and IB coordinator will help grade levels write IB units of study, create DOK questions, student action/product, connection to real life situations, & share innovative ideas
- **Dual Language Department** and campus will provide teachers the opportunity to attend: 30 hours of training for new teachers, 6-hour yearly update for all veteran bilingual teachers, TABE Conference, Region 1 Trainings/In services, Campus/District In-services to develop bilingual, bi-literate, and bicultural individuals who will be College, Career, & Military Ready. Develop bilingual, bi-literate, and bicultural individuals who will be College, Career, & Military ready by providing teachers with training and resources

## Goal Area 1-Student Achievement



### Goal Area 1-Instructional Technology

**Annual Goal:** Provide ongoing support for the implementation/ integration of technology into the curriculum.

**Measurable Objective:** Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide teachers with training through modules on Synchronous and Asynchronous Virtual teaching and learning, using Google Classroom. Campus CIT will provide ongoing support and training for staff.	CIT Life Coach Librarian Principal Asst. Principal	Online resources Hoonuit, Google Classroom Modules, Computers Laptops Software, hardware Cannon Copy machine, copy graphics, service and maintenance on copy machine.	September 2024-August 2025	Teacher module certificates Google classrooms Increase in participants in technology sessions (sign in sheets). Increased enrollment in technology camps.	Synchronous and Asynchronous Virtual teaching Increased student scores. Technology projects in core classes. Student evaluations of technology camps.	Observations Walk through	Title 1 #1 c #2 abc #3 c #4 abc #8 c Title 1

### Goal Area 1-Instructional Technology Action Steps

**Staff Development** on Synchronous and Asynchronous teaching and learning, modules which include Google Classroom, Google Forms, Google Slides and Google Docs on Hoonuit, Each teacher will complete at least 8 hours of training, submit their certificates, and each will set up their Google Classroom.

**Campus Instructional Technologists (CIT)** will provide ongoing support for the implementation/ integration of technology in the curriculum and instruction and increase the use of student technology for instructional rigor. CIT will set dates for teacher technology training sessions, create a calendar with topics, and provide training on programs used by district. These programs include Google Classroom, I Ready Reading, Eureka Math, Think Central, Class Dojo, myON and others that support virtual teaching and learning, and other web sites mandated by the district.

## Goal Area 1-Student Achievement



### Goal Area 1-Instructional Technology

**Annual Goal:** Provide on-going support for the implementation/ integration of technology into the curriculum.



**Measurable Objective:** Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Support computer assisted instruction in <b>Computer Labs</b> .	Principal Asst. Principal Computer Lab Manager Teachers	I-station Reading, Imagine Math Summit K12	September 2024- August 2025	Computer Lab Schedules Usage reports.	Increased scores on technology benchmarks and state tests.  Increase in student achievement	BOY, MOY, & EOY Assessments and State Assessments, Reports Walk throughs	Title 1 #1 c #2 abc #3 c #4 abc #8 c

### Goal Area 1-Instructional Technology Action Steps

Campus computer labs: Students will work in Computer Lab at least 4 times a week for 30-45 minutes, Programs will be used asynchronously during virtual teaching and learning, Three-year computer hardware replacement for all campus computer labs which are using computer assisted instruction.

## Goal Area 1-Student Achievement



### Goal Area 1-Instructional Technology

**Annual Goal:** Provide on-going support for the implementation/ integration of technology into the curriculum.

**Measurable Objective:** Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide technology and multimedia resources for students, teachers and other support staff to facilitate and reinforce reading, math & science development for all students.	Principal Asst. Principal Computer Lab Manager Teachers CIT Librarian	Core content curriculum resources. I-station Reading, Imagine Math Learning.com myON Summit K12 Cannon Copy machine, copy graphics, service and maintenance on copy machine.	September 2024-August 2025	Computer Lab Schedules Reports Usage reports.  Increase in student achievement.	Increased scores on technology benchmarks and state tests.  Increase in student achievement	BOY, MOY, & EOY Assessments and State Assessments, Reports Observations Walk through	Title 1 #1 c #2 abc #3 c #4 abc #8 c  Title 1

### Goal Area 1-Instructional Technology Action Steps

Purchase devices: computers, laptops, iPad and iPad insurance, chrome books/win books for classrooms and students.

Purchase: Printers, Toner/Ink for printers, Headphones, Age-appropriate keyboards, Speakers, and electrical cords/power strips

Provide software: I Ready Reading, Eureka Math, Think Central, Summit K12, etc.

- Storage devices (USB), Computer programs, Educational websites, Smart board/Promethean, Interactive Flat Panel Boards & Associated Items
- Document readers, copiers, copier usage/rental, data projectors/lamps

## Goal Area 2: Closing the Gaps



### Goal Area 2-Special Education Program

**Annual Goal:** For the 2024-2025 school year, 100% of our Special Education students will make measurable progress in the STAAR and STAAR ALT Assessments and TELPAS.

**Measurable Objective:** Implement research-based methodologies that strengthen the content knowledge and skills of Special Education students to ensure they demonstrate progress and meet state passing standards on the 2024 STAAR/STAAR ALT, and TELPAS Assessments.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide Staff Development on policies and procedures specific for Special Ed. students, implement research-based methodologies that strengthen the content knowledge and skills of SPED students, and ensure that SPED students receive in class support or resource by a trained special education staff member.	Principal, Assistant Principal, Life Coach, SPED Teacher, Classroom Teachers	Special Ed 224 Title 1 211, Local Funds 199	September 2024- August 2025	Lesson Plans and Walk-throughs, TTESS Observations Agendas and Sign-in Sheets, Annual ARD meetings	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

### Goal Area 2-Special Education Program Action Steps

#### **Provide Staff Development on policies and procedures specific for Special Ed. Students:**

RTI Referral, options and monitoring process, & SPED Referral Process-modifications, accommodations, strategies for differentiation, different disabilities, and behavior modifications. Region One In services, Mainstreaming In services, District In services, Autism, Inclusion for Special Ed., Dyslexia-Esperanza/Herman Method, & CO-Teaching Program.

#### **Implement and ensure SPED services are provided to students with disabilities.**

Apply modifications/accommodations for SPED students, monitor progress, use data analysis to drive instruction, and differentiate instruction, appropriately designed instruction, Follow IEP, accommodations, modifications to meet student needs in the regular classroom setting, SPED teachers will be provided with professional development and assist general education teachers, SPED teachers will use the Depth of Knowledge questioning techniques through lessons, provide SPED teachers with training on strategies designed for students with different disabilities and updated modifications/accommodations for state assessments.



## Goal Area 2-Closing the Gaps



### Goal Area 2-Emergent Bilingual Students

**Annual Goal:** For the 2023-2024 school year, 100% of our English Learners will make measurable progress in the STAAR Assessment and TELPAS.

**Measurable Objective:** Implement research-based methodologies that strengthen the content knowledge and skills of English Learners, to ensure they are on track to meet state passing standards on the 2024 STAAR and TELPAS.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide teachers the opportunity to attend in-services, implementation of ELPS strategies to accelerate the progress of Els and implement a TELPAS Action Plan.	Principal Asst. Principal Life Coach	Title 1 Funds Title 1 211, Local Funds 199 Title III 224, 263 State Comp 199, SPED 224	September 2024-August 2025	Agendas and Sign-in Sheets Walk-throughs. LPAC notes, Lesson Plans Completed Curriculum Documents	CBAs, BMs, Student achievement gains, closing achievement gaps Progress and Report cards	CBAs, BMs, STAAR, PRE-LAS, LAS, TELPAS	Title 1 #1abc #2abc #4abc #9abc

### Goal Area 2-Emergent Bilingual Action Steps

- **Ensure that all English Learners receive instruction from highly qualified Bilingual Certified Teachers**
- **Provide teachers the opportunity to attend Staff Development:** 6-hour yearly update, 30-hour training for new teacher, Region 1/District/Campus In-services, TABE Conference
- **Implementation of ELPS strategies :** Ensure that all EL students develop academic skills and vocabulary and increase language acquisition in Spanish and English, and curriculum documents will include ELPS strategies for EL students and Supplemental Aids for Special Education students.
- **Implement a TELPAS Action Plan to monitor language proficiency and growth:** Develop academic skills, vocabulary, increase language acquisition in Spanish and English, use data, CIF Strategies, and ESL strategies.
- All teachers will use Summit K-12
- **Use data** analysis to drive instruction, and differentiate instruction, increase the percentage of students scoring Meets and Masters on the STARR test focus on growth and progress

## Goal Area 2-Closing the Gaps



### Goal Area 2-Gifted and Talented Program

**Annual Goal:** For the 2023-2024 school year, 100% of our Gifted and Talented students will make measurable progress in the STAAR Assessment and TELPAS.



**Measurable Objective:** Implement research-based methodologies that strengthen the content knowledge and skills of Gifted and Talented students to ensure they are on track to meet state passing standards on the 2024 STAAR.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide teachers the opportunity to attend Gifted and Talented training. This will help us serve the academic and social needs of all students including all sub-groups through enrichment, extracurricular school organizations, clubs & sports	Principal Asst. Principal Life Coach	Title 1 Funds 211, Local Funds 199 Title III 224 Special Ed 224	September 2024-August 2025	Agendas and Sign-in Sheets Lesson Plans, Increase student engagement Participation Logs	Benchmark scores, student achievement gains Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

### Goal Area 2-Gifted & Talented Program Action Steps

Professional Development: 30-hour training for new teachers, 6-hour yearly update, G.T. Training for testing future GT students, Region 1 and District G.T. Workshops, best practices, DOK questioning, provide GT teachers with training on virtual teaching and learning using Google Classroom, CIT will provide training on the implementation/integration of technology; increase on-line resource use.

#### **Provide Academic Enrichment, Extracurricular opportunities for all students.**

Reading Laureate Program, Battle of the Books, Destination Imagination, Texas Bluebonnet Book Club, Technology Club, UIL Competition  
Fine Arts & Athletic Programs (Folkloric Dance Team, Music Club, Choir, Flag Football, Soccer, Softball, Volleyball)

## Goal Area 2-Closing the Gaps



### Goal Area 2-International Baccalaureate Program

**Annual Goal:** For the 2024-2025 school year, 100% of our Gifted and Talented students will make measurable progress in the STAAR/STAAR ALT Assessments and TELPAS.

**Measurable Objective:** Implement research-based methodologies that strengthen the content knowledge and skills of students to ensure they are on track to meet state passing standards on the 2024 STAAR.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide teachers the opportunity to attend International Baccalaureate training. This will help us serve the academic and social needs of all students including all sub-groups.	Principal Asst. Principal IB Coach	Title 1 Funds 211, Local Funds 199 Title III 224 Special Ed 224	September 2024-August 2025	Agendas and Sign-in Sheets Lesson Plans, IB Planners Increase student engagement Participation Logs	Benchmark scores, student achievement gains Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

### Goal Area 2-International Baccalaureate Program Action Steps

- Provide teachers the opportunity to attend in-services/workshops
- Visitation to other districts in and out of state
- Level I, II & III training , International conference, & other trainings related to IB
- IB coach will meet weekly with grade levels to reflect on IB units of study and adjust, create DOK questions, student action/product, connection to real life situations, & share innovative ideas, & review strategies and inquiry-based instruction.
- IB Art/Drama Teacher-Provide connection and enrichment to units of study through Art/Drama.

## Goal Area 2-Closing the Gaps



### Goal Area 2-Migrant Students

**Annual Goal:** For the 2024-2025 school year, 100% of our Migrant students will make measurable progress in the STAAR Assessment and TELPAS.

**Measurable Objective:** Implement research-based methodologies that strengthen the content knowledge and skills of Migrant students to ensure they are on track to meet state passing standards on the 2025 STAAR.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Implement research-based best practices to provide all Migrant students with support and to monitor growth.	Migrant Director, Principals, AP, Migrant Tutor, Teachers	Migrant Funds 212	September 2024- August 2025	Classwork, Lesson Plans from Teacher and Tutor	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

### Goal Area 2-Migrant Program Action Steps

- Train teachers to implement research-based best practices.
- Ensure that all Migrant students receive necessary support to strengthen their content and skills knowledge.
- Monitor through data analysis to drive instruction, and differentiate instruction
- STAAR Math and Reading-Increase % in Meet and Master, Focus on growth and progress

## Goal Area 2-Closing the Gaps



### Goal Area 2-Dyslexia Students

**Annual Goal:** For the 2024-2025 school year, 100% of our Dyslexia students will make measurable progress in the STAAR Assessment and TELPAS.

**Measurable Objective:** Provide research-based methodologies/services that strengthen the literacy skills of students with Dyslexia to ensure they are on track to meet state passing standards on the 2025 STAAR.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Provide teachers with training on research-based instruction for students with Dyslexia, provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee or SPED ARD Committee. Use data analysis to monitor and ensure student growth.	Principal, Asst. Principal, Life Coach Counselor Dyslexia Interventionist, Classroom Teacher	Title 1 211, Local Funds 199	September 2024-August 2025	Dyslexia Progress Sheets, Walk-throughs, lesson plans, Progress Monitoring Reports, TTESS observations, 504 Meetings, SPED ARD Meetings	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

### Goal Area 2-Dyslexia Action Steps

- Increase the number of trained Dyslexia Teachers and interventionists.
- Ensure that all Dyslexia students receive designed instruction and dyslexia services for students identified with Dyslexia. (Herman Method or Esperanza)
- Use data analysis to drive instruction, and differentiate instruction, STAAR Reading-Increase % in Meet and Master, Focus on growth and progress

## Goal Area 2-Closing the Gaps



### Goal Area 2-Response to Intervention

**Annual Goal:** For the 2024-2025 school year, 100% of our students will make measurable progress on STAAR Assessments. Tutorials will be provided for the various subgroups in each phase of accountability to ensure students improve their scores to the Meets and Master levels on the STAAR assessments.

**Measurable Objective:** Decrease the student achievement gap among all students and subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide additional academic support to accelerate and differentiate instruction through intervention services.	Principals, Asst. Principal, Life Coach	Local 199, Title I -211 , St Comp 199, Migrant 212 , Title III 263, SPED 224	September 2024-August 2025	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reports	SLO Assessments, CBAs, BMs, STAAR, TELPAS	Title 1 #2 abc #4 abc #8 abc #9 abc

### Goal Area 2-Response to Intervention Action Steps

- Use CLC meetings to provide additional academic support to accelerate and differentiate instruction.
- Extended day, Saturday tutoring, computer intervention programs, and pull-out reading programs
- Provide enrichment/reteach hour to support and differentiate for all students, Gifted and Talented Students and all subgroup.
- Hiring of Title One Tutors, Summer school
- Purchase and implement Instructional Resources/Supplies
- Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: Dictionaries, Nonlinguistic Representation, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, I Ready eady Learning, Eureka Math, Herman Method, Esperanza, TPRI/Tejas LEE Strategies, CIF Protocols, IB Planners
- Hire consultants to train and address needs specific to campus: Pearson, Diana Ramirez, Pearlized Math, Sharon Wells, Forde-Ferrier, etc.

## Goal Area 2-Closing the Gaps



### Goal Area 2-Response to Intervention

**Annual Goal:** For the 2023-2024 school year, 100% of our students will make measurable progress on STAAR Assessments. Tutorials will be provided for the various subgroups in each phase of accountability to ensure students improve their scores to the Meets and Master levels on the STAAR assessments.

**Measurable Objective:** Decrease the student achievement gap among all subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Campus Performance Reviews (CPRs) will be held following each district level BM for in-depth analysis of the data.	Campus Principals, Asst. Principal Life Coach	DMAC reports	September 2024-August 2025	Action/ Intervention Plans Calendar of Spiraling Activities	Increase in student achievement	SLO Assessments, CBAs, BMs, STAAR, TELPAS	Title 1 – #2abc #4abc #6ac #8abc #9abc

### Goal Area 2-Response to Intervention Action Steps

Data analysis will be used to drive instruction. Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subgroup.

- Data will be used to inform tutorial lessons and to identify spiraled skills. Students will be identified for extended learning opportunities.
- Teachers will receive assessment data for their students within 48 hours of the test administration.
- Teachers will create action/acceleration plans, and calendar of Spiraling Activities.
- Teachers will identify students in each phase of accountability Including Subgroups, following each CBA and BM using DMAC reports in order to form targeted tutorial groups and differentiate instruction.
- Data Room will be available to monitor assessment results, complete data analysis discuss and plan appropriate targeted instructional interventions. and monitor student growth.
- Monitor the progress of all students including all subgroups to ensure they are on-track to meet state passing standards on STAAR and decrease the student achievement gap among all subgroups. Review RTI, 504 students' performance and progress and provide accommodations and interventions.

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



### Goal Area 3-Attendance

**Annual Goal:** For the 2023-2024 school year, we will make measurable progress in attendance.

**Measurable Objective:** Implement an attendance plan to promote high attendance and improve attendance rate.

Measurable Objective: Implement an attendance plan to promote high attendance and to improve attendance rate.	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide awareness meetings for parents on attendance, communicate with parents of students who are absent often and provide incentives for perfect attendance.	Principal Asst. Principal Teachers Attendance Committee Counselor Parent Educator	Local Fund 199, Activity Fund Uniform voucher Title 1 Part C	September 2024- August 2025	Student Roster Parent Communication log Truancy Policy	Increased Attendance, Student Achievement Growth & Progress	Report cards Progress Repots	Title 1 #6a #9abc

### Goal Area 3-Attendance Action Steps

Provide awareness meetings for parents on the importance of student attendance and guidelines on state mandated attendance. Encourage and communicate with all students and subgroups of the importance of attendance.

- Establish an Attendance Committee
- Communicate with parents or guardians on a needed basis about students who are absent through phone calls, home visits, ARP Letter, and parent conferences.
- Promote perfect attendance and Academic Achievement with students by celebrating and rewarding them on a weekly and six weeks basis with a Star Parade, certificates, and snacks.
- Migrant students receive uniform vouchers to encourage attendance.



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



### Goal Area 3-Bullying Prevention

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Training of Staff on student Bullying Prevention, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Teachers	Local Funds	September 2024- August 2025	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals	Documentation/ Follow up	Title 1 #6a #10c

### Goal Area 3-Bullying Prevention Action Steps

- Counselor will conduct guidance lessons (SEL) for students to address- motivation to achieve, Bullying, Drug/Safety Awareness, Response to Behavior, Career Awareness, Communication Skills, Interpersonal Effectiveness, Decision Making Skills, Cross Cultural Effectiveness, and Self Confidence.
- IB Reflection will be used to help students reflect on their actions. Student Participation in morning announcements (Pledge of Allegiance, Texas Pledge, Moment of Silence)
- Positive self-concept: Morning announcements, Acknowledging student accomplishments, student birthdays, and positive messages shared on Google Classroom, and Class Dojo.

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



### Goal Area3-Child Abuse & Sexual Abuse Prevention

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Counselor will provide staff training on Child abuse, Sexual abuse and neglect, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Nurse	Local Funds	September 2024- August 2025	Sign-In Sheets, Certificates, PEIMS Data Discipline	Awareness and prevention of child abuse & sexual abuse.	Documentation/ Follow up	Title 1 #4a #10ac

### Goal Area 3-Child Abuse & Sexual Abuse Prevention Action Steps

- Counselor will address and provide individual counseling to students who are identified at risk and refer to outside agencies if needed.
- Guidance lessons (SEL) will be provided for all students, including sub-groups and students identified at risk through small group, and individual counseling.

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



### Goal Area 3-Suicide Prevention

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Training of Staff on Suicide Prevention, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Nurse	Local Funds  Counseling Calendar	September 2024- August 2025	Sign-In Sheets, Certificates, PEIMS Data Discipline Counseling Calendar	Decrease in referrals	Side by side data analysis	Title 1 #6a #10c

### Goal Area 3: Suicide Prevention Action Steps

- Counselor will conduct guidance lessons (SEL) for students to address- motivation to achieve, Bullying, Drug/Safety Awareness, Response to Behavior, Career Awareness, Communication Skills, Interpersonal Effectiveness, Decision Making Skills, Cross Cultural Effectiveness, and Self Confidence.
- Provide early counseling presentation/intervention for students by: Providing regular scheduled counseling sessions for identified students, providing scheduled classroom presentations, developing behavior plans, and rewarding positive behavior
- Counselor will address and provide individual counseling to students who are identified at risk and refer to outside agencies if needed.

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



### Goal Area 3-Discipline Management

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Train staff on managing discipline and maintaining safe environments.	Principal Asst. Principal Counselor Teachers IB Coordinator Nurse Custodians Coaches	Local Funds	September 2024- August 2025	Agendas, Sign-In Sheets, PEIMS Discipline Data Reflection Binder	Decreased discipline problems on campus	Student Reflections	Title 1 #6a #10c

### Goal Area 3: Discipline Management Action Steps

**Training of staff** on student referral protocols, de-escalation and restorative practices.

**Provide PAC** meetings for parents on Discipline management (behavioral strategies) and safe positive and nurturing environments.

Inform parents of Student Code of Conduct

**Provide guidance lessons** for students (individual and small group) including subgroups to address the importance of discipline and a safe environment.

**IB-Provide** Character Education lessons through IB program, Implementing student profile, and reflection.

**Practice safety procedures**, fire drills, lock down procedures, bus evacuation drills and other emergency codes, Revising and modifying the Emergency Response Plan/Team annually, Establish a Safety Committee, Train staff on managing students while emergency is taking place, Provide CPR training for staff, CPI training for staff, Using radios to communicate,

**Acknowledging appropriate behavior** by rewarding students, displaying motivational bulletin boards, banners, instilling pride in one-self and amongst each other, promoting and modeling a high degree of respect for students and one another, respecting school property, & maintaining a clean environment.

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



### Goal Area 3-Social Emotional Learning /Mental Health

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible / Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Train all staff on good customer service, conduct meetings to inform parents about different topics, and communicate with parents in various platforms like google classroom, class dojo, Facebook school page, and other educational media platforms.	Principal Asst. Principal Counselor Parent Educator	Local Funds Parent/Teacher Pact Emergency Information Form Guest Speakers/ Presenters Title I Survey Progress & Report Card	September 2024- August 2025	Agendas, Sign-in Sheets, Telephone Logs Parent Logs Results of Survey Progress Report Report Card	Improve interactions and scores Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee Student achievement	Title I- #1 ab #2a #6abcd #7abd #10abc

### Goal Area 3-Social Emotional Learning /Mental Health

#### Good Customer Service

Parent Meetings: Curriculum, State Tests and Accountability System, academic achievement, Special Programs: IB & DL, PAC meetings on selected topics such as Title 1, State and Federal mandates, Guest speakers, Recruit parent volunteers, Meet the Teacher, Open House, Dissemination of information to parents, Literacy Parent Nights, Home visits/conferences as needed, Home school compact for parents and students.

Provide parents opportunities to serve on school committees: LPAC, SBDM, & PAC

Distribute the Title I Survey and use the results to improve and structure parent-school relationship

Communicate through memos, letters, flyers, marquee, phone calls, home visits, Class Dojo in English and Spanish.

Adult Education Center: Provides parents and adults from community with continued education.

Celebrate: Thanksgiving Luncheon, Christmas Program, International Week, Spring Program, 5<sup>th</sup> Grade Exhibition, End-of the Year Awards, Parents

Student clinic: Make parents aware of student clinic by providing ongoing health assistance and services.

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



### Goal Area 3-Parent and Community Involvement

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible / Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Train all staff on good customer service, conduct meetings to inform parents about different topics, and communicate with parents in various platforms like google classroom, class dojo, Facebook school page, and other educational media platforms.	Principal Asst. Principal Counselor Parent Educator	Local Funds Parent/Teacher Pact Emergency Information Form Guest Speakers/ Presenters Title I Survey Progress & Report Card	September 2024- August 2025	Agendas, Sign-in Sheets, Telephone Logs Parent Logs Results of Survey Progress Report Report Card	Improve interactions and scores Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee Student achievement	Title I- #1 ab #2a #6abcd #7abd #10abc

### Goal Area 3-Parent and Community Involvement Action Steps

#### Good Customer Service

Parent Meetings: Curriculum, State Tests and Accountability System, academic achievement, Special Programs: IB & DL, PAC meetings on selected topics such as Title 1, State and Federal mandates, Guest speakers, Recruit parent volunteers, Meet the Teacher, Open House, Dissemination of information to parents, Literacy Parent Nights, Home visits/conferences as needed, Home school compact for parents and students.

Provide parents opportunities to serve on school committees: LPAC, SBDM, & PAC

Distribute the Title I Survey and use the results to improve and structure parent-school relationship

Communicate through memos, letters, flyers, marquee, phone calls, home visits, Class Dojo in English and Spanish.

Adult Education Center: Provides parents and adults from community with continued education.

Celebrate: Thanksgiving Luncheon, Christmas Program, International Week, Spring Program, 5<sup>th</sup> Grade Exhibition, End-of the Year Awards, Parents

Student clinic: Make parents aware of student clinic by providing ongoing health assistance and services.

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



### Goal Area 4: Analysis of TTESS Evaluations

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
TTESS, and TPESS –Principal, Assistant Principal, CLL, & Teachers will attend training on the evaluation system.	Principal Asst. Principal Life Coach	Title 1 Funds	September 2024 August 2025	Agendas and Sign-in Sheets	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 #4abc

### Goal Area 4: Analysis TTESS Evaluation Action Steps

- Principal and Asst. Principal and Instructional Coach will attend collaborative meetings on leadership and TTESS and TPESS Evaluation Training
- Teacher Self-Assessment
- Teacher Professional Development Plan (Goal Setting)
- Directed Professional Development Plan (Growth)
- SGM's-Student growth measure prepared and entered on TEEMS.
- Pre and post evaluation conferences
- Two teacher observations (Focus on Lesson Cycle), one announced and one unannounced.
- Mid-year Conference & Progress
- Teacher summary Evaluation
- Final Conference and Goal Setting
- Summary Score Review
- Teacher Collaborative Learning Communities

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



### Goal Area 4: Bilingual/ESL Certified Teachers

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Implement a plan for Bilingual/ESL certified teacher selection and retention.	Principal Asst. Principal	Staffing needs projections	September 2024-August 2025	Staff hired High teacher retention rate	Student Success	Screen all applicants for best candidates	Title 1 #5bc

### Goal Area 4: Bilingual/ESL Certified Teachers Action Steps

**All classrooms will have a highly qualified teacher that is prepared to deliver instruction and who will support student success with content expertise.**

- Bilingual/ESL certified
- Core area certifications
- Masters' degrees
- Resume, references
- Previous observations
- TTESS proficiency level
- Utilize Grade Level Chairpersons to assist with interviews



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



### Goal Area 4: Professional Development Trainings

**Annual Goal:** In the 2023-2024 school year 100% of all staff members will be trained in research based best practices responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide Professional Development throughout school year for teachers and paraprofessionals on student population, subgroups, and educational programs, processes, and procedures	Principal Asst. Principal, Life Coach Grade Level Chair-persons,	Local Funds Title 1 Funds	September 2024-August 2025	Sign in logs	Highly qualified teachers and teacher retention.	Progress reports Report cards	Title 1 #3 abc #4 abc #5 abc

### Goal Area 4: Professional Development Trainings Action Steps

- Professional Development**

District in-services, Outside Consultants, New teacher academies-1<sup>st</sup> yr., Region One In-services, Dual Language Institute, IB Training, Campus staff development , Grade level Meetings, & CLC Meetings

- Subgroups**

Migrant, ELL's, Special Education, Curriculum, Content Vocabulary, Classroom/Discipline Management, & IB Program, Dual language Program

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



### Goal Area 4: Instructional Coaching, Mentoring, and Support

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Instructional coaching support for First year teachers and other teachers needing support.	Principal Asst. Principal Life Coach	Title 1 Local funds I3 Invest in Innovation funds	September 2024- August 2025	Sign-In Sheets Coaching logs Coaching schedules	TTESS Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	TTESS Self Evaluation, Teacher Observations, Walk-throughs, Mid yr., & Summative Evaluation, SLO obtainment, CBAs, BMs, STAAR, TELPAS	Title 1 #5bc

### Goal Area 4: Instructional Coaching, Mentoring, and Support Action Steps

- Assign a mentor and Support first year teachers and new staff, attend New Teacher Academies,
- Support teachers, with on-going Professional Development & Instructional Rounds
- TTESS Evaluation Training, Teacher Self-Assessment, Assist teachers with Professional Development Plan (Growth), and Preparing SLOs
- CLCs: Teacher Collaborative Learning Communities-provide training on research-based best teaching practices.
- Curriculum support, Lesson planning, Classroom management, Discipline, Procedures and Policies, CIF strategies, Data analysis, literacy, fluency etc.
- Acknowledgement of staff accomplishments: Plaques, Certificates, Incentives

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



### Goal Area 4: Proficiency Levels of Teachers

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.



**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide coaching and training on research-based best teaching practices in order to assist growth/maintain their proficiency level.	Principal Assistant Principal Life Coach	TTESS CIF strategies	September 2024-August 2025	Lesson plans Walk throughs Observations	Improved Proficiency Level	Self Assessment Observations Summary Score	Title 1 #4abc

### Goal Area 4: Proficiency Levels of Teachers Action Steps

- **TTESS Evaluation Training**
- Teacher Self-Assessment
- Teacher Professional Development Plan (Goal Setting)
- Directed Professional Development Plan (Growth)
- SLOs-Student learning objectives prepared and entered on TEEMS.
- Pre and post evaluation conferences
- Two teacher observations (Focus on Lesson Cycle), one announced and one unannounced.
- Mid-year Conference & Progress
- Teacher summary Evaluation
- Final Conference and Goal Setting
- Summary Score Review
- Teacher Collaborative Learning Communities-provide training on **research-based teaching practices**.  
Classroom management, Discipline, Procedures and Policies, CIF strategies, Data analysis, literacy, fluency etc.

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



**COLLEGE<sup>3</sup>**  
READY. CONNECTED. COMPLETE.

### Goal Area 4: Process of Effective Staff Interviews

**Annual Goal:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

**Measurable Objective:** Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Recruit highly qualified staff: Implement a plan for teacher selection and retention and celebrate accomplishments.	Principal Asst. Principal Life Coach Committee Members	Local Funds Title 1 Funds  Staffing needs	September 2024- August 2025	Staff hired High teacher retention rate	High teacher retention Highly qualified teacher Student success	Screen all applicants for best candidates  Report cards Progress Reposts	Title 1 #5bc

### Goal Area 4: Process for Effective Staff Interviews Action Steps

#### Recruitment

Advertising vacancy through HR & district web-page, Set up interview committee, Use criteria for hiring, Verify previous employment , Contact references , Make selection based on Highly Qualified Teachers, and Utilize SBDM members/Grade Level Chairpersons to assist with interviews.

#### Retention

Bilingual/ESL certified, Special Education certified, Core area certifications, Masters degrees, CTE certified , & Advance Placement certified.

**Celebrate and acknowledge staff accomplishments:** Plaques, Certificates, Incentives



**COLLEGE**<sup>3</sup>  
READY. CONNECTED. COMPLETE.

## Professional Development Plan

Date	PD Topic	PD Format & Audience	PD Resources	CIP Goal Alignment
<b>Monday Aug. 21, 2024</b>	Campus Procedures, Bullying/Cyberbullying, Student & Adult Sexual Harassment, Copyright Presentation, Teacher Handbook/Campus procedures, Math/Science Curriculum Rollout, PK3 & PK4 Curriculum Rollout, Fine Arts, Physical Education, Campus based Safety Procedures, Review Google Classroom, Instructional Technology.	All Staff, on campus	Campus Handbook, Power Points, School Map, Sample Schedules	Goal Areas: 1-4
<b>Tuesday Aug. 23, 2024</b>	Campus Data Analysis AM District Convocation PM	All Staff, on campus	Power Points	Goal Areas: 3, 4
<b>Wednesday Aug. 24, 2024</b>	PK3 Outcomes, PK4 Guidelines, Campus Planning, Science Curriculum Rollout, Fine Arts Session, PE Session	All Staff, on campus	Power Point	Goal Areas: 1, 2, 4
<b>Thursday Aug. 22, 2024</b>	Early Literacy Frog Street, Campus, Planning, dual Language Estudios Sociales, Sharon Wells Math, Language Arts Curriculum Rollout, Science Lab Rollout, N2Y, Current Trends, PE session	All Staff, on campus	Power Point	Goal Areas: 1, 2, 4
<b>Friday Aug. 25, 2024</b>	Staff Workday	All Staff, Campus Workday	Power Point	Goal Areas: 1, 2, 4

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

## Appendix B

**Presenter: Jennifer Burden**  
September 23, 2024

# PHARR **SAN JUAN** ALAMO ISD

Graciela Garcia Elementary



	Name	Grade Level	Signature
1	Jennifer Burden	Principal	
2	Rene Treviño, Jr.	Assistant Principal	
3	Tracy Southwell	Life Coach	
4	Debbie Lopez	Counselor	
5	Fernanda Sanchez	IB Coach	
6	Julianne Martinez	PK 3 & 4	
7	Maria Santoyo	Kinder	
8	Natividad Villarreal	1 <sup>st</sup>	
9	Sylvia Garcia	2 <sup>nd</sup>	
10	Virginia de la Garza	3 <sup>rd</sup> & Coaches	
11	Sandra Rodriguez	4 <sup>th</sup> & Unit	
12	Esmeralda Chavez	5 <sup>th</sup> , Sci. Lab & SPED Resource	
13	Fidencio Camacho	District Resource	
14	Enedina Coronado	Parent	
15		Community Representative	