PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Geraldine Palmer Elementary
Campus Improvement Plan
Sept. 1, 2024 – Aug. 31, 2025

Board Approved:

Palmer Elementary Vision Statement

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

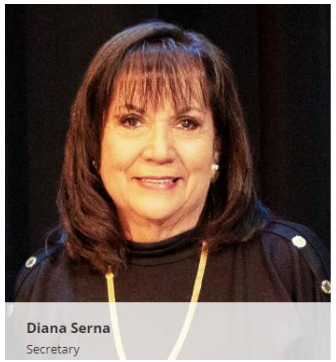
Palmer Elementary Mission Statement

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

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

2024-2025 School Board Members & Superintendent's Cabinet

PSJA School Board



Dr. Alejandro Elias – Superintendent of Schools

Superintendent's Cabinet

Ranulfo Marquez – Assistant Superintendent for Academics
Rebecca Gonzalez – Assistant Superintendent for Finance
Dr. Rebeca Garza – Assistant Superintendent for Human Resources
Dr. Orlando Noyola – Assistant Superintendent for Student Services
Dr. Lauro Davalos – Assistant Superintendent for Technology

Executive Officers

Dr. Nora Cantu – Executive Officer for Academics
Dr. Linda Uribe-Treviño - Executive Officer for College & Career Readiness
Dr. Iris Guajardo – Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza – Executive Officer for Secondary Schools
Dr. Claudia Gonzalez – Executive Officer for Elementary Schools
Virna M. Bazan - Executive Officer for Elementary Schools
Dr. Susana Arredondo - Executive Officer for Elementary Schools
Dr. Yolanda Gomez - Executive Officer for Learning Acceleration
Alfredo Carrillo – Executive Officer for Human Resources
Rafael Gonzalez – Administrator for Operations
Mario Bracamontes – Sustainability Administrator

Site Based Decision Making Committee

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

PSJA ISD

*OPPORTUNITIES FOR **ALL***

LEADERSHIP VALUES

We Build *Relationships*

through effective communication, model ethics, and exhibit emotional intelligence.

P — **Positive Engagement**

We Achieve *Results*

by executing strategic plans, uniting under a shared vision, and demonstrating our expertise.

S — **Student-Centered Excellence**

J — **Joint Empowerment**

We Foster *Collaboration*

inspire action, build capacity, and cultivate leaders.

A — **Adaptive Innovation**

We Manage *Change*

by scanning the environment, acknowledging outcomes, and championing solutions.

PSJA COLLEGE 3 READY.CONNECTED.COMPLETE™

CARE CUSTOMER SERVICE STANDARDS

All PSJA ISD employees must abide by the following standards in order to help us provide excellent customer service to ALL those we serve.

Courteous

- Be kind and greet everyone with a smile
- Treat everyone with respect and dignity
- Listen to understand and help

Attentive

- Communicate in a timely manner
- Stay positive and calm during all conversations
- Treat all concerns and inquiries with professionalism and confidentiality

Responsive

- Be available when customers need you
- Respond to all customer inquiries with a sense of urgency
- Follow up with concerns to ensure customer satisfaction

Exceptional

- Be sympathetic to customers' needs
- Follow the Golden Rule - Treat others as you would like to be treated
- Go above and beyond your call of duty to provide exceptional customer service

INSPIRING GLOBAL THINKERS

PSJA COLLEGE^3
READY.CONNECTED.COMPLETE™

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments have systemically adopted the Sustainable Development Goals (SDGs.

As part of these efforts, PSJA ISD integrated the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

PSJA ISD aims to emphasize sustainability at every level through a systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.

www.psjaisd.us/sustainability

2024-2025 Campus Executive Summary

- **Mission:** As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health. As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.
- **Demographics Summary:** The current enrollment of Geraldine Elementary as of September 5th, 2024 is **648** students. The student population at Geraldine Palmer Elementary consists of 97% Hispanic, 0.15% Asian, 0.62% Black and 2% White. Students classified as low socio-economic status is 91.8% and less than 1% migrant students. Approximately 15% of our student population receive special education services, while 2% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 3% of our student population. The emergent bilingual population is approximately 51% where most of the students' home language is Spanish. The average attendance rate for the campus is 94% and we have an 8.3% mobility rate.
- **Comprehensive Needs Assessment Summary:** Based on Preliminary Scores Geraldine Palmer Elementary will earn a B on the TEA Accountability Rating system, which translates to 88 out of 100 based on the performance in three different domains. In the Student Academic Achievement domain which is gathered 100% from STAAR Mastery of TEKS, based on preliminary scores, Geraldine Palmer's raw score is a 62.5. Palmer's raw score is a 75 in the Academic Growth Domain. This indicates how students at Geraldine Palmer Elementary perform over time and how that growth compares to similar schools. Geraldine Palmer scored 88 in Closing the Gaps, the domain that shows how well subpopulations of students perform within a school. *(Preliminary report from DMAC. AS TEA makes changes to Accountability, these results may change.)*
- **Curriculum/Instruction and Assessment:** Teachers utilize district adopted curriculum and strategies (i.e. Eureka Math, SAVVAS for Science, My View & SAVVAS for Reading, & Forde Ferrier) to teach with a focus on teaching metacognitive strategies. Students that show need will participate in a school-wide intervention period to close the reading fluency gap. Palmer Elementary offers dual-language classrooms in all grade levels. Our goal is to create a campus of fluent readers who demonstrate above average comprehension in their ability to make connections and inferences about the texts they read. Our focus will be on teaching students to share their ideas about what they read through the development of metacognitive and 21st century skills while integrating the 17 sustainability goals and developing their language skills.
- **Summary of Goals:** The Goal of Geraldine Palmer Elementary is to improve student achievement and student progress in Domain I and Domain II. We will do this through the implementation of campus and district systems such as 504, RTI, I-Ready Math & Reading, Reading Boost, SSRW, Estrellitas, Escalera, Summit K12, and DMR. We will increase student mastery of grade level TEKS by utilizing TEKS based, data driven instruction, thus, increasing the number of all students scoring at the Meets and Masters level on STAAR. Our CLL will focus on developing fluency and comprehension through coaching. The Literacy Coach will support ELAR/SLAR through 3rd – 5th grade small pull-out intentional reading support. In addition, we plan to increase consistency of our intervention period to help students reach their academic goals.

Geraldine Palmer Elementary Education Goals

- **Goal Focus Area 1: Student Achievement** - The percent of students who perform at meets grade level or above on STAAR ELAR/SLAR, Mathematics and Science will increase by 10% by June 2025.
- **Goal Focus Area 2: Closing the Gaps** - All identified student groups in the Closing the Gaps domain will meet 100% of the indicators in the Academic Achievement component by June 2025.
- **Goal Focus Area 3: Improve Safety, Public Support, Culture and Climate -** The students' perception for their physical and psychological school safety and attendance will improve by 4% from a 91% to a 95% by June 2025.
- **Goal Focus Area 4: Increase Staff Quality, Recruitment, and Retention** – All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.

Geraldine Palmer Elementary CIP Committee Members

Focus Area 1 – Student Achievement

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Azeneth Razo	Teacher
Selina Perez	Teacher
Gabriela Cantu	Teacher
Lolly Galvan	Teacher

Focus Area 2 – Closing the Gaps

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

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

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

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

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Cynthia Alaniz	Counselor
Lizeth Martinez	CLL
Lolly Galvan	Reading Coach
Jimena Castillo	Teacher/CIT

GERALDINE PALMER DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	**648**	345	303	96	328	6	0	5	595	19
Percent	100%	54.1%	45.9%	14.8%	50.6%	0.9%	0%	0.8%	91.8%	2.9%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	648	629	1	4	14	0
Percent	100	97.06%	.15%	0.62%	2.17%	0

	No. Of Students	%
At Risk	476	73.45%

Student Achievement Summary 2024- Preliminary Scores May 2024

All Students Performance Rates 555 Tests	Performance Target 2024 Approaches	Performance Target 2024 Meets	Performance Target 2024 Masters
Reading (237)	185/237 = 78%	111/237 = 47%	41 /237 = 17%
Math (237)	171/237 = 72%	101/237 = 43%	37/237 = 16%
Science (81)	47/81 = %	27/81 = %	9/81 = %

Student Achievement Summary 2024-2025

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

Student Achievement Summary 2024-2025

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

Student Achievement Summary 2024-2025

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

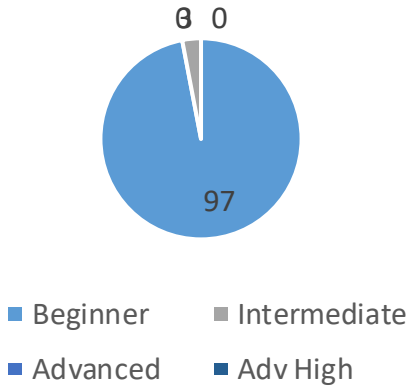
Student Achievement Summary 2024

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

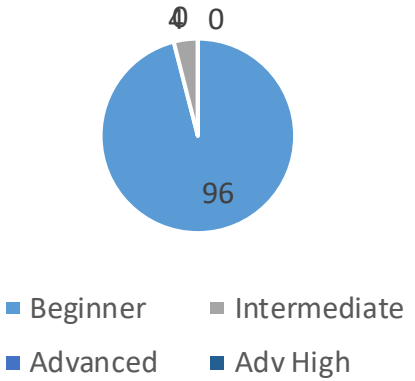
Student Achievement Summary 2024-2025

TELPAS 2024 – Kindergarten

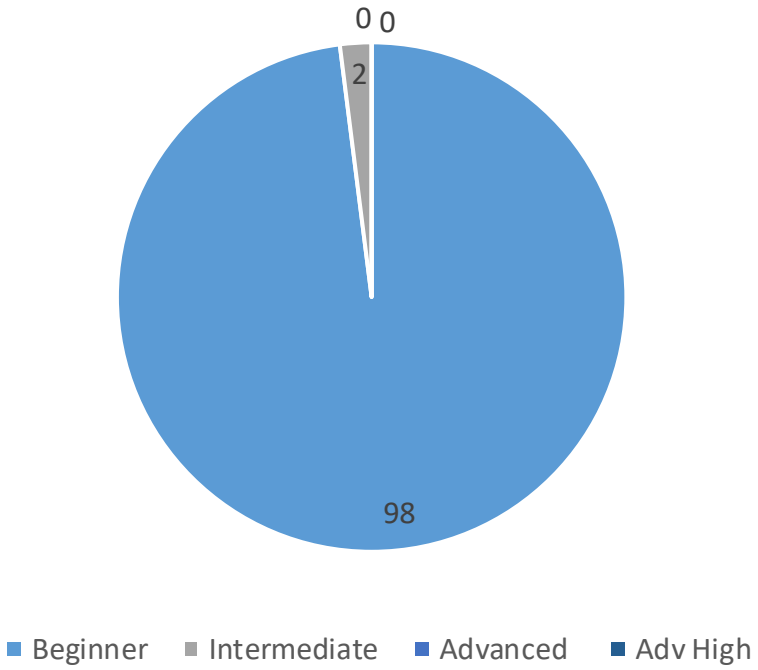
Kinder Listening



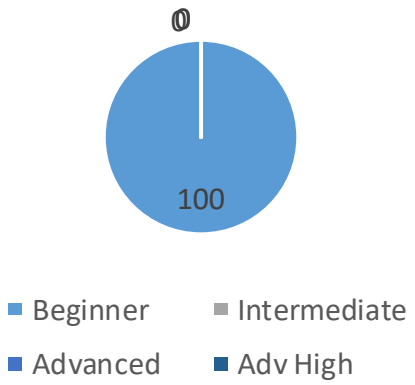
Kinder Speaking



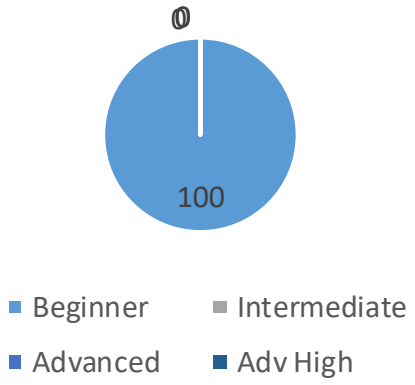
Kinder Composite



Kinder Reading



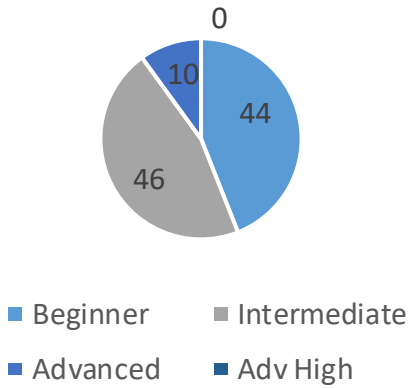
Kinder Writing



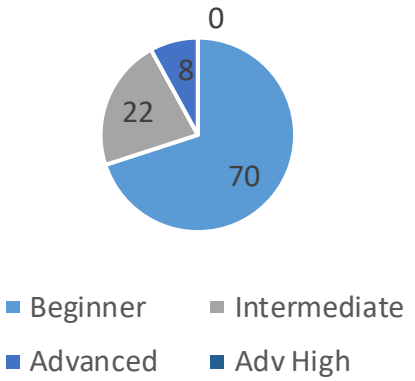
Student Achievement Summary 2024-2025

TELPAS 2024 – 1st Grade

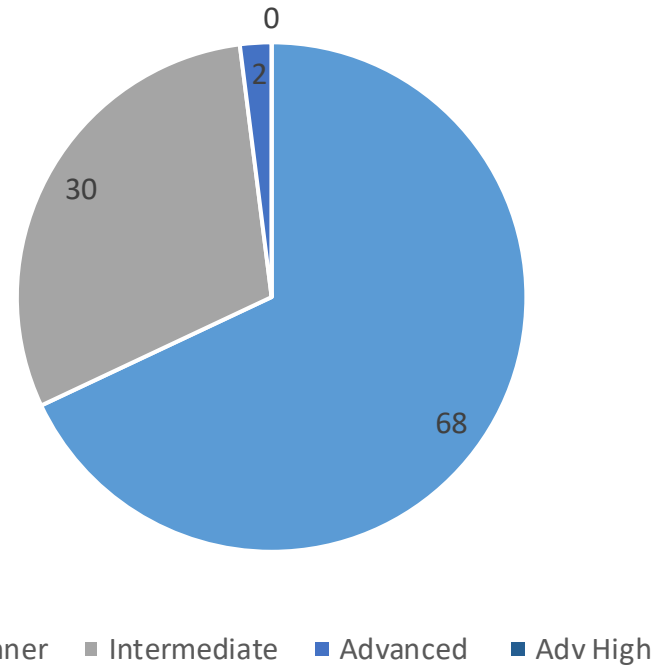
1st Listening



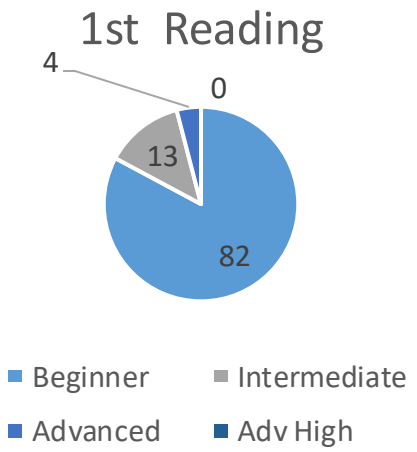
1st Speaking



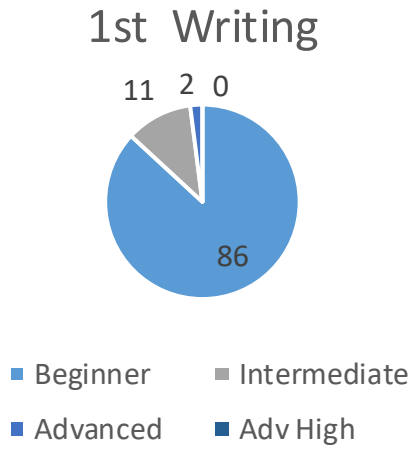
1st Composite



1st Reading



1st Writing

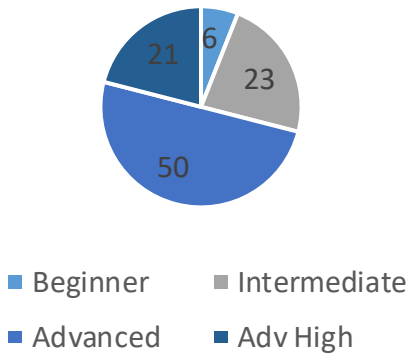


Students who Progressed
At Least ONE Proficiency
Level
14/50 = 30%

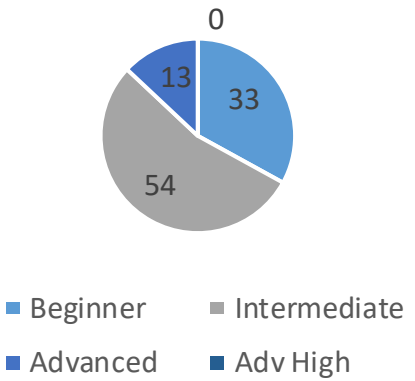
Student Achievement Summary 2024-2025

TELPAS 2024 – 2nd Grade

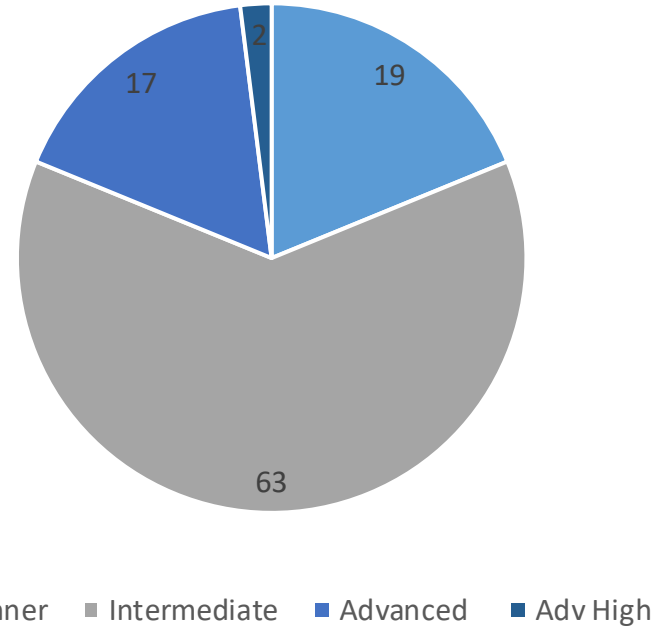
2nd Listening



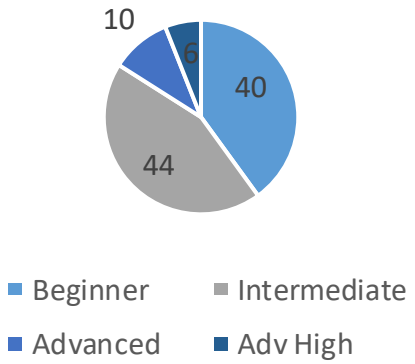
2nd Speaking



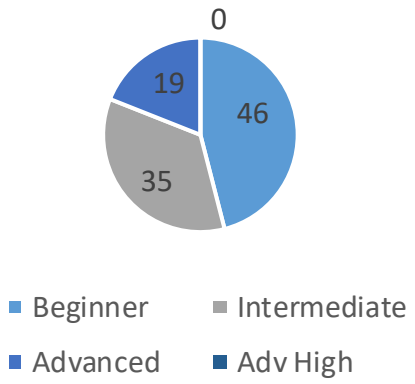
2nd Composite



2nd Reading



2nd Writing

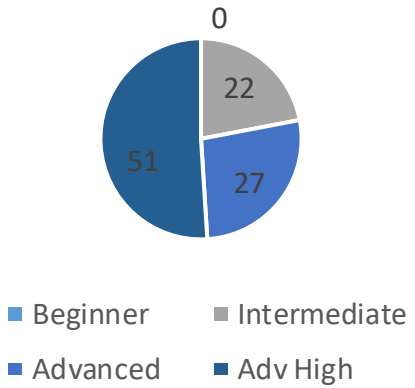


Students who Progressed
At Least ONE Proficiency
Level
25/48 = 58%

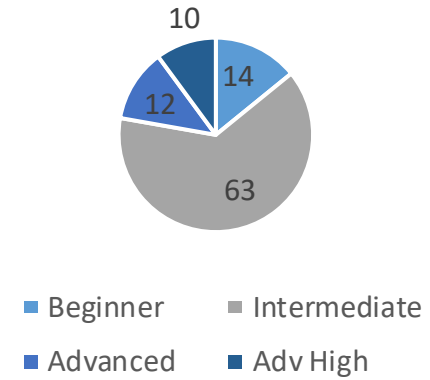
Student Achievement Summary 2024-2025

TELPAS 2024 – 3rd Grade

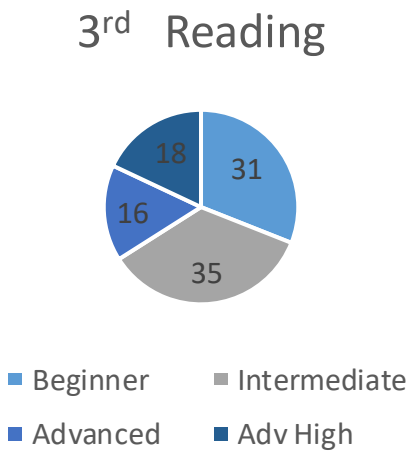
3rd Listening



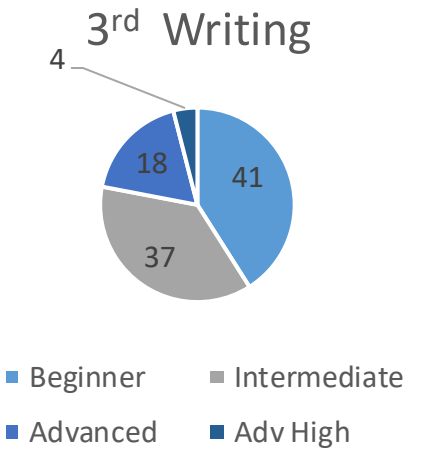
3rd Speaking



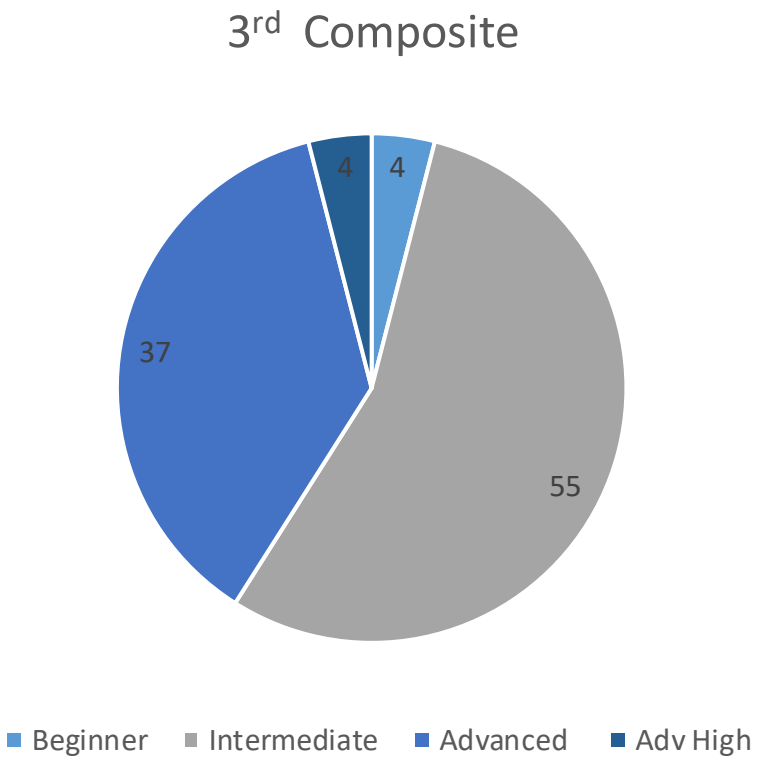
3rd Reading



3rd Writing



3rd Composite

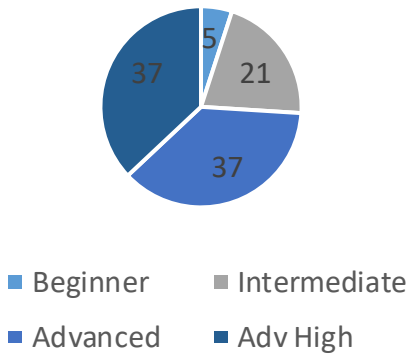


Students who Progressed
At Least ONE Proficiency
Level
21/49 = 43%

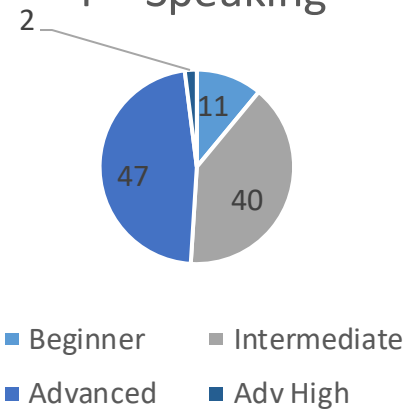
Student Achievement Summary 2024-2025

TELPAS 2024 – 4th Grade

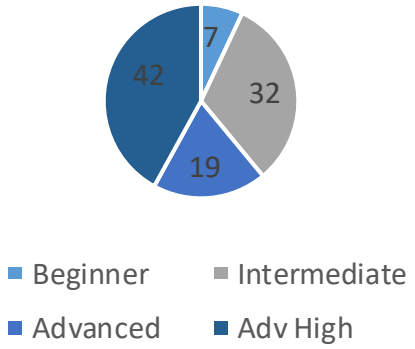
4th Listening



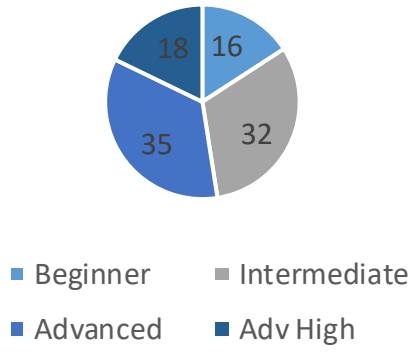
4th Speaking



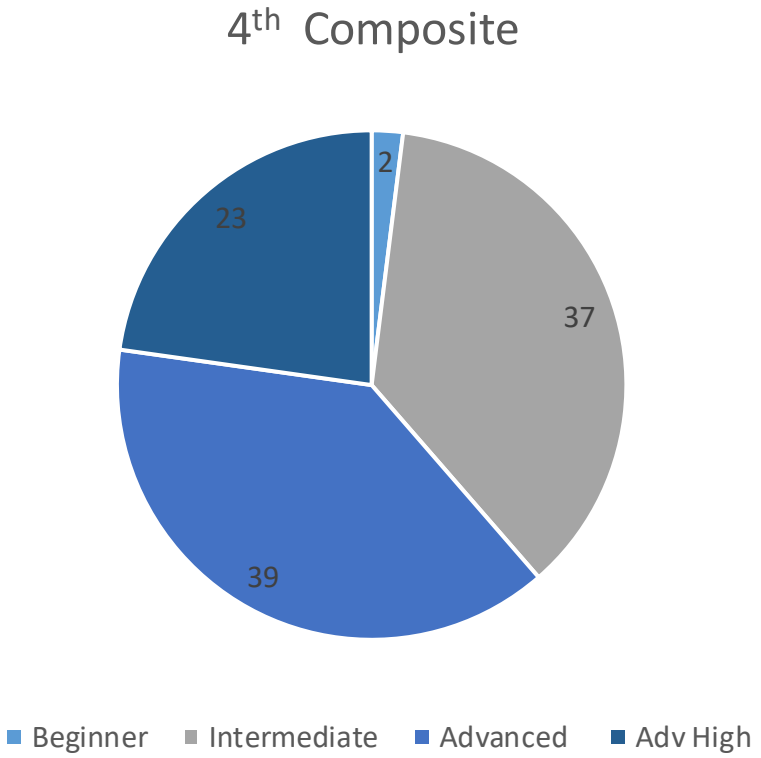
4th Reading



4th Writing



4th Composite



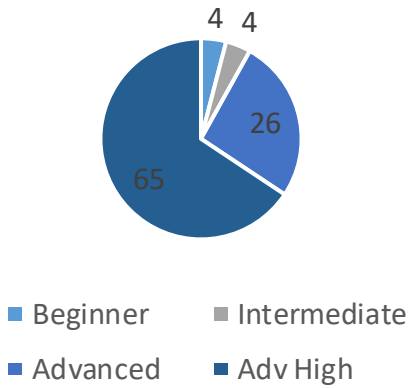
Students who Progressed **At Least ONE** Proficiency Level
19/57 = 36%

Important to note that 8/57 students are SPED and only 1 student progressed at least one proficiency level.
Composite scores are as follows:
0% - Beginner
88% – Intermediate
13% - Advanced
0% Adv High

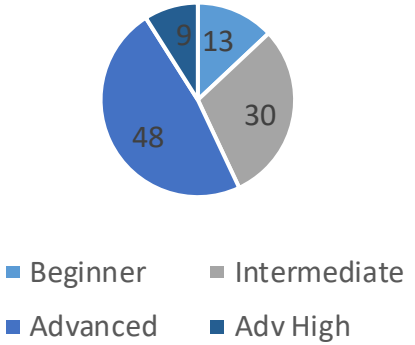
Student Achievement Summary 2024-2025

TELPAS 2024 – 5th Grade

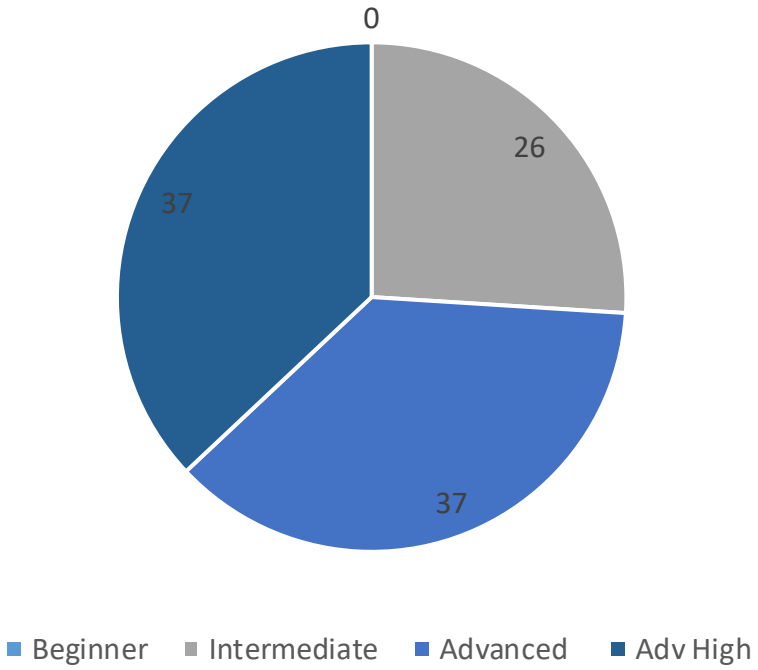
5th Listening



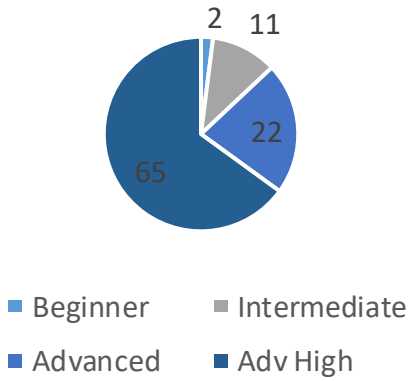
5th Speaking



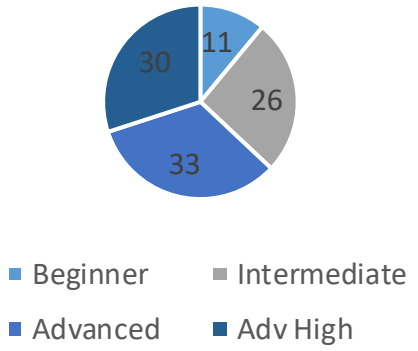
5th Composite



5th Reading



5th Writing



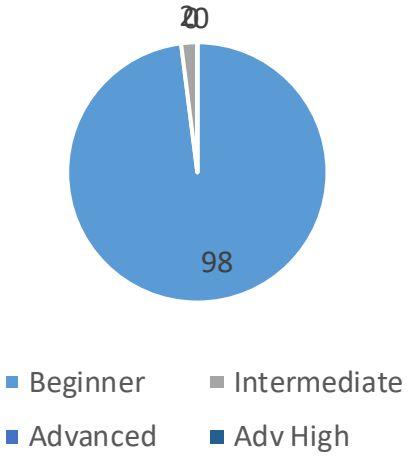
Students who Progressed
At Least ONE Proficiency Level
31/46 = 74%

Important to note that 8/46 students are SPED and only 2 students advanced at least one proficiency level.
Composite scores are as follows:
0% - Beginner
63 – Intermediate
38% - Advanced
0% Adv High

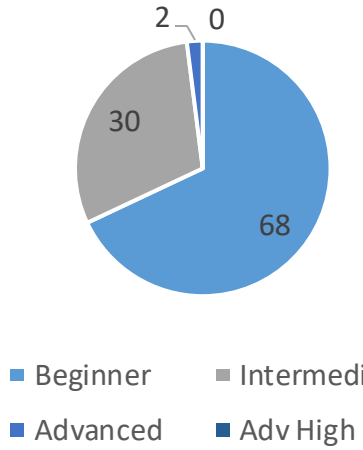
Student Achievement Summary 2024

TELPAS 2024 – Composite Score Summary

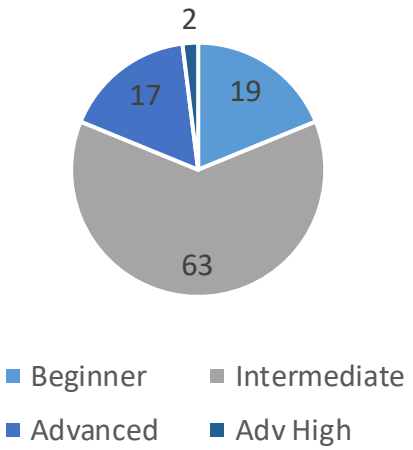
Kinder Composite



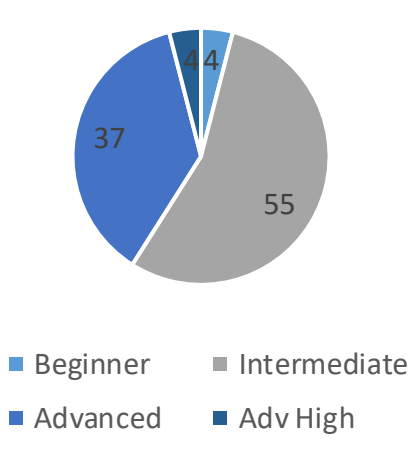
1st Composite



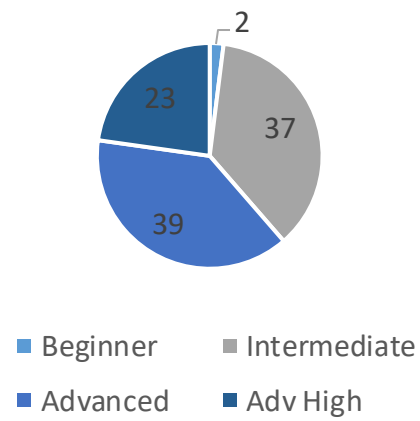
2nd Composite



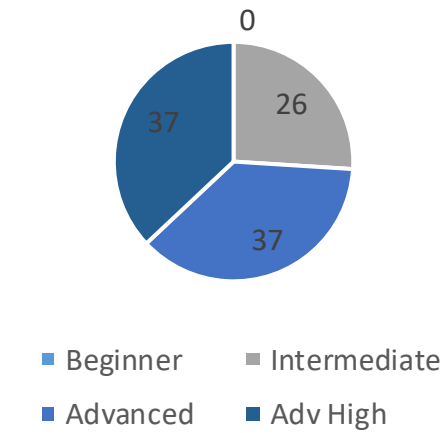
3rd Composite



4th Composite



5th Composite



Students who Progressed At Least ONE Proficiency Level	
1st Grade	14/50 = 30%
2nd Grade	25/48 = 58%
3rd Grade	21/49 = 43%
4th Grade	19/57 = 36%
5th Grade	31/46 = 74%

Campus Needs Assessment

Data Resources Reviewed

1. Spring 2024 STAAR Campus Summary Report--- When it becomes available from TEA TBD https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:491b8d04-430e-3124-a3eb-4cbba15b38bd
2. 2023-2024 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2023 & 2024)
11. Technology Inventories

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

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
1	**Academic Achievement:** • Reading/Language Arts, and Literacy • Mathematics • Science • Instructional Technology • College Readiness	**PSJA ISD provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.** In addition: • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades PK3 - 2nd, 3rd- 5th grade. • Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. • Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.	**The area of literacy, specifically in reading comprehension and fluency has been a challenge and a great emphasis and resources are being dedicated to this area of need.** • Many students are still not reading on grade level with an emphasis of 3rd and 4th grade. • Teachers meeting students' academic needs, specifically in fluency and comprehension to close the learning gaps. • Students reading on level is an area that we must continue to work on and monitor. • Developmental writing must be taught at all grade levels and be used across all content areas. • Professional development for on the integration of writing across all contents must be provided at all grade levels. • Class schedules/agendas need to reflect a dedicated time for writing across all content areas. • The Intervention Period (Green Jay Time) must be monitored each year for effective implementation. • Elementary ELAR/SLAR, Mathematics, and Science curriculums must be monitored each year for alignment and effectiveness. Emphasis on the new curriculums the district ushered in. • Train teachers on instructional effectiveness and raising student engagement.	Identify the areas of needs for all students and develop their individualized intervention plan to target their needs. Teachers must get acquainted with the new test items types and consistently integrate them through their daily instruction, weekly assessments and benchmarks. Teacher and students must set goals with students and help them track their progress. Teacher needs supports on the new Math curriculum Eureka and the Science SAVVAS.

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

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
2	• Special Education Program • Emergent Bilinguals	As evidenced in the STAAR assessments , the results show a minimal achievement gap ranging from 1% - 2% in all Subjects between our **Economically Disadvantaged** Students and All Students. As evidenced in the STAAR assessments , the results show an achievement gap less than 4% between **Emergent Bilinguals** and All Students: • 3rd grade **Math** -2% and 5th grade Math -1% achievement gap at the Approaches Level, 3rd grade Math -1% in the Meets Level, and a -4% in the Masters level for 5th grade Math. • 3rd grade **Reading** -3% and 5th grade Reading -3% gap at the Masters level • In 5th grade **Science** -3% achievement gap at the Masters level.	As evidenced in the STAAR assessments , the results show an achievement gap: Less than 5% between **Emergent Bilinguals** and All Students. Greater than 10% between **Special Education Students** and All Students show an achievement gap in all subjects tested across all grade levels (3rd – 5th grade Reading, Math, and Science)	• Special population groups will receive additional support and intensive interventions in ELAR/SLAR, math, science. • Implement the SIOP activities across all content areas. • Ensure Dyslexia students have a set schedule for their LEXIA intervention program.
3	• Attendance • Bullying Prevention • Child Abuse and Sexual Abuse Prevention • Dating Violence and Awareness • Suicide Prevention • Discipline Management	• Parent resources, materials and communications are provided in both English and Spanish. • The campus website and Campus Facebook Page informs parents of events and highlights students' and parents' participation in events. • Opportunities for parents to volunteer are easily accessible. • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease of Intervention Forms. • All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. • District PK- 12 Counseling and Guidance Curriculum and Structured Timelines • Integrate the police and security departments into all emergency situations.	• Parents have a moderate rate of participation at campus meetings • Curriculum nights need to be scheduled at the beginning of the school year to explain classroom expectations and procedures • Student led goal meetings should be held throughout the school year, so parents learn about the state accountability system and how it affects their children. • Parent Academic Conferences [PAC] should be scheduled after a benchmark to share student progress. • Staff needs training on how to effectively share assessment strategies with parents about their children's progress. • Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently. • Allocate funding for Teacher Professional Development on Social Emotional Learning or Restorative Practices	• Only one access point to the campus • Doors must be labeled • Raptor must always be used • Staff completion of Modules • 100% of Teachers connected to Class Dojo • Schedule Drills and track them on the App provided by the district

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

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
4	• Analysis of T-TESS Evaluations • Bilingual/ESL Certified Teachers • Professional Development Trainings • Number of Hours provided of Instructional Coaching and Support • Teacher Mentors • Number of Teachers rated: Distinguished, Accomplished, Proficient, Developing, Improvement Required • Process of Effective Staff Interviews • Staff Screening Methods	• Teachers meet through CLCs to collaborate among the grade levels and analyze student work to inform instruction • Campus CLL collaborates with administration to develop a campus professional development plan to support the campus teachers' goals. • Mentor Teachers have been identified. • CIT collaborates with administration to schedule Technology Trainings. • The *Spirit of PSJA* mentality is adopted by all teachers and staff (Customer Service) and used as an Evaluation Tool. • Electronic Instructional Focus Walkthrough form is used to monitor and provide feedback to teachers. • Strong commitment and financial support to professional development and professional growth opportunities for staff	• Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Campus support for teachers PK3 – 3rd Grade to allocate time so they can fully complete their Reading Academies.	• Fundamental Five Book Study • District Assessment Calendar • Professional development Calendar • Campus Roadmap for Staff Development to meet our campus goals.

2024-2025 Goals

3rd Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2024	**2025**
Approaching	52	65%	75%
Meets	24	30%	40%
Masters	7	9%	19%

4th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2024	**2025**
Approaching	71	80%	90%
Meets	43	48%	58%
Masters	13	15%	25%

5th Grade Reading

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2024	**2025**
Approaching	75	85%	95%
Meets	51	58%	68%
Masters	24	27%	37%

2024-2025 Goals

3rd Grade Mathematics

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment	Goal
		2024	**2025**
Approaching	49	61%	71%
Meets	23	29%	39%
Masters	8	78%	88%

4th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment	Goal
		2024	**2025**
Approaching	61	70%	80%
Meets	39	45%	55%
Masters	10	48%	58%

5th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment	Goal
		2024	**2025**
Approaching	67	78%	88%
Meets	41	11%	22%
Masters	19	22%	33%

2024-2025 Goals

5th Grade Science

% of **Items** Needed to Meet State Performance Standard		% of **Students** Passing State Assessment *TARGET: 60%*	Goal *TARGET: 60%*
		2024	**2025**
Approaching	50	57%	67%
Meets	27	31%	41%
Masters	9	10%	20%

2024-2025 Focus Areas

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

Goal Area 1: Student Achievement

Goal Area 1: Student Achievement

Annual Goal 1: The percent of students in grades 3rd, 4th, and 5th who perform at meets grade level or above on STAAR ELA/SLA Assessments in all tested subjects will increase from 51% to 61% by June 2025.

Objective 1: All student groups will show a 10% increase in performing at meets grade level or above on STAAR ERLA/SRLA by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL Reading Coach	DMAC Reports Weekly Comprehension & Fluency Progress Monitoring TPRI/Tejas Lee iReady Math Reading Boost/SSRW LIONS Assessment Estrellita/Escalera iReady Reading Renaissance AR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports CLC Agenda and Sign in Sheets Walk throughs. Student Data Binders	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment CBA's Checks Unit Math Test	1, 2, 3, 4, 8, 9

Action Steps

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

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

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

Strategy 2	Persons Responsible/Title	Resources	Timeline		Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers in 3rd-5th grade to provide additional targeted instruction and extended learning opportunities for struggling students during Green Jay Time intervention. Tutoring	Classroom Teacher Principal Assistant Principal CLL Reading Coach	Forde Ferrier Motivation Reading Reading Coach Step Up to the TEKS Fluency Workbooks STAAR Released Questions iReady Lead4ward Progress Learning Measuring Up Think Up Renaissance AR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports CLC Agenda and Sign in Sheets Walk throughs	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment CBA Checks Fluency Data Unit Math Test	1, 2, 3, 4, 8, 9

Action Steps

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

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Support the implementation of the reading adoption including the TEKS alignment through CLC and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL Reading Coach Special Ed Teachers Resource Teachers	Savvas Easy Bridge ELAR/SLAR TEKS District supplemental curriculum resources (DMR) iReady No Red Ink Program (Grammer)	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports CLC Agenda and Sign in Sheets Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment CBA	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will continue to implement DMR strategies and engaging experiences aligned to TEKS							
Teachers will utilize DOK questions and interactive journals to raise rigor of instruction							
Teachers will utilize thinking maps/graphic organizers to improve students' critical thinking skills during weekly lessons							
Teachers will continue to use sentence frames or stems to scaffold students' oral language development.							
Teachers will include exit tickets that are aligned to daily objectives in every lesson.							
Teachers will integrate PBL (Project Based Learning). District provided							

Goal Area 1: Student Achievement

Annual Goal 1: The percent of students in grades 3rd, 4th, and 5th who perform at meets grade level or above on STAAR Assessments in all tested subjects will increase from 58% to 68% by June 2025.

Objective 2: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Math by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings.	Classroom Teacher Principal Assistant Principal CLL Reading Coach Special ED Teachers Resource Teachers	DMAC Reports STAAR Master Math Countdown to STAAR Forde-Ferrier PSJA Warehouse PSJA Curriculum Eureka Module Assessments Lead4ward Think Up! Eureka iReady Great Minds Renaissance AR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda & Sign In Sheets Planning Meetings Walkthroughs Observations	Increased academic performance of all students	District Benchmarks Weekly Assessments STAAR Assessment Module Assessments CBA Eureka Assess	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate the data on all assessments and use the information to plan instruction and intervention.							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices during CLL meetings.							
Teachers will collaborate to do lesson intergralization increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers from the lower grades to support students with an accelerated instruction plan during Green Jay Time Intervention	Classroom Teacher Principal Assistant Principal CLL	Forde Ferrier Step Up to the TEKS TEKSING Towards STAAR PSJA Curriculum Lead4ward Think Up GPS Math iReady Math/Reading Renaissance AR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda & Sign In Sheets Planning Meetings Walkthroughs Goal Folders	Increase academic performance of all students	District Benchmarks Module Assessments STAAR Assessment CBA Eureka Assess	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials during Green Jay Power Hour							
Lower grade teachers will work with a small group of students during Green Jay Power time to meet requirements of accelerated instruction plan							
Math centers based on approaches, masters with a flexible schedule on Fridays.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during Math instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL	iReady Math iReady Reading/Math Google Slides Google Classroom Summit K-12 Renaissance AR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda & Sign In Sheets Planning Meetings Walkthroughs	Increased academic performance of all students	District Benchmarks STAAR Assessment Module Assessments CBA Eureka Module Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Use iReady math to teach STAAR objectives and embed strands as needed for 3rd-5th grade students.							
Computer Lab manager will generate reports to identify and communicate students' areas of needs to teacher.							
Use iReady Math to reinforce aligned curriculum being taught in PK-5 classrooms.							
Purchase classroom computers/devices and headphones for the classroom technology center, so all students have accessibility to one on one technology.							

Goal Area 1:	Student Achievement

Annual Goal 1: The percent of students in grades 3rd, 4th, and 5th who perform at meets grade level or above on STAAR Assessments in all tested subjects will increase from 58% to 68% by June 2025.

Objective 4: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Science by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL Reading Coach Science Lab Teacher	DMAC Reports (Printed in Color) Progress Monitoring SAVVAS Science Lab Think Up IReady Forde-Ferrier Summit K-12 Science	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign In Sheets Planning meetings Walkthroughs Observations	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI Check CBA's Weekly Assessments	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate data on all assessments and use the information to plan instruction and intervention.							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices.							
Teachers will collaborate to do lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and correlate it to sustainability goals.							
Teachers and lead team analyze data reports to create target groups and action plans.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teacher will closely collaborate with Science Lab teacher to support students with an accelerated instruction plan.	Classroom Teacher Principal Assistant Principal CLL Science Lab Teacher	Measuring Up STAAR Master Science IReady SAVVAS Educational Galaxy Science Lab Think Up Science Forde-Ferrier Science Summit-K-12	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment CBA	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials during Green Jay time.							
Science Lab Teacher will work with a small group of students during Green Jay time to meet requirements of accelerated instruction plan. (Only during the Spring, based on students need)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during science instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL Science Lab Teacher	District Science Curriculum IReady SAVVAS Nearpod Think Up Summit K12 Great Minds	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs Observations	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Promote utilization of Google apps including Google Classroom, Google Drive, and Nearpod, and Summit K-12, and provide support to campus staff.							
Monitor the use of science instructional technology tools to promote student engagement and learning.							

Goal Area 1:	Student Achievement
Annual Goal 2:	**All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.**
Objective 1:	All students in 1st-3rd Grades will perform at approaches, meets, and masters level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.	Classroom Teacher Instructional Aides Principal Assistant Principal CLL Reading Coach Science Lab Teacher	Florida Center Activities Estrellita Sing, Spell, Read, & Write Reading Phonics Resource District Fluency Books Iready Heggerty Escalera Reading Boost Renaissance AR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC Work Planning meetings Walk throughs Observations	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment ALI TPRI/Tejas LEE Texas KEA Reading Boost/SSRW/Escalera/ Estrellitas	1, 2, 3, 4, 7, 8, 9

Action Steps
1st and 3rd grade teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation. and phoneme manipulation in their literacy block and reading intervention groups.
Teachers will explicitly teach early reading strategies using the Florida Center and TPRI/TEJAS LEE activities
Second, third, and any new teacher to the grade level will complete Texas Reading Academy Modules and implement strategies during instruction

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will Implement Science of Reading strategies in ELAR/SLAR block	Classroom Teacher Principal Assistant Principal CLL Reading Coach Reading Interventionist Science Lab Teacher	Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Adopted Reading Curriculum Texas Reading Academies Resources District Fluency Books Heggerty Anchor Charts Reading Boost	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC Work Planning meetings Walk throughs Observations	Increased academic performance of all students	District Benchmarks Weekly Assessments STAAR Assessment TPRI/TejasLee/TxKEA Assessments BOY MOY EOY iReady	1, 2, 3, 4, 8, 9

Action Steps
Teachers will create a time and treatment block to incorporate balanced literacy components in their daily schedules
Campus leadership team will monitor the implementation of the balanced literacy components and provide feedback
New PK-1st grade teachers will participate and complete balanced literacy training

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during science instruction through various online programs	Classroom Teacher Paraprofessionals CLL Librarian Principal Assistant Principal Reading Coach	ELAR/SLAR TEKS, PK Guideline PAC meeting calendar PAC meeting agenda Nearpod IReady	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment Monthly ISIP	1, 2, 3, 4, 7, 8, 9
Action Steps							
Develop monthly schedule and agenda for PAC meetings and communicate with community through district approved social media outlets.							
Establish campus expectations and procedures for PAC literacy events.							
Teachers will support and provide literacy activities, tips, and material to parents and communicate students' goals.							

Goal Area 1: Student Achievement

Annual Goal 2: **All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.**

Objective 2: All students in Kindergarten will meet district and state goals on Texas-KEA (Kindergarten Entry Assessment) assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement explicit phonemic awareness and phonics instruction to build reading fluency and decoding strategies	Classroom Teacher Principal Assistant Principal CLL Reading Coach 3rd-5th Grade Paraprofessionals	Florida Center Activities Estrellitas, Sing, Spell, Read, & Write, Reading Phonics Resource, District Adopted Reading Curriculum Texas Reading Academy Resources Heggerty IReady	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans, Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments Texas KEA Assessment ALI Check Circle-PreK-Kinder TPRI- 1st and 2nd Tejas LEE- Kinder-2nd	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will supplement district curriculum with SSRW and Florida Center activities during whole and small group instruction estrellitas							
Teachers will incorporate these activities into their lesson plans to ensure the provision of explicit and systematic phonemic awareness and phonics instruction							
Evaluators will monitor the implementation of instruction during walkthroughs							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Decrease the number of students achieving Support and Monitor levels on TxKEA TX LEA/TPRI	lassroom Teacher Principal Assistant Principal CLL	Florida Center Activities Estrellitas Sing Spell Read and Write Voyager Pearson Intervention Phonics Component Texas Reading Academy Resources IReady	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments TX KEA Assessment ALI Check Circle-PreK TPRI-Kiner- 2nd Tejas LEE- Kinder-2nd	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will analyze formative and summative assessments to determine how to best differentiate instruction to meet students' needs							
Teachers will provide differentiated, data-driven instruction to students during small groups							
Campus administration/evaluators will monitor the implementation of differentiated instruction in classrooms							

Goal Area 1:	Student Achievement
Annual Goal 2:	**All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.**
Objective 3:	All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor progress of students' ability to rapidly name/produce letter names/sounds	Classroom Teacher Paraprofessionals Principal Assistant Principal	Frog Street Press Sing, Spell, Read, and Write Florida Center Activities CLI-Engage Activities Estrellitas Reading Boost	Sept. 1, 2024 - Aug. 31, 2025	Phonological awareness block in lesson plans (whole group, small group, and school-wide intervention block) Teachers will turn in six weeks progress monitoring and BOY, MOY, and EOY assessments to Assistant Principal Teachers will progress monitor fluency in rapid letter name and sound identification every 6 weeks and assess at BOY, MOY, and EOY.	Students will meet PSJA ISD fluency goals of 90% at approaches, 60% at meets, and 30% at masters level of letter name/sound recognition/production	Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments Formative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9

Action Steps

Teachers will include phonological awareness instruction in their lesson plans. Teachers will teach phonological awareness skills during whole group instruction and small group instruction.

Teachers will use progress monitoring and fluency assessment data to drive instruction by providing appropriate interventions for students in need during school-wide intervention block.

Teachers will create a print-rich learning environment in person or virtual to stimulate children's natural curiosity and engage children in classroom lessons.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Parent Communication and Collaboration	Classroom Teacher Principal Assistant Principal	PSJA Fluency Checklist (bi-monthly). PSJA Fluency Assessment (BOY, MOY, EOY) Palmer Parent Communication Log Class Dojo	Sept. 1, 2024 - Aug. 31, 2025	Parent Communication Logs Class Dojo	PK teachers will create a learning community by including parents in the goal setting process for their child. Students will meet district fluency goals with the instruction and support of classroom teachers and parental support.	Formative: six weeks progress monitoring and BOY, MOY, and EOY assessments Summative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9

Action Steps

Teachers will communicate district goals to parents and explain progress monitoring/assessment process. Teachers will collaborate with parents to set fluency goals for the students.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor progress of students' ability to comprehend literacy through weekly comprehension checks	Classroom teachers Assistant Principal Principal	Frog Street Press Curriculum Progress Monitoring Tracking Sheets Fluency Checks Reading Boost	Sept. 1, 2024 - Aug. 31, 2025	Teachers will plan for comprehension checks in weekly lesson plans; Teachers will align lessons with comprehension objectives assessed by planning with the end in mind	Teachers monitor students' comprehension through questioning	Formative: bi-monthly progress monitoring: BOY, MOY, and EOY assessments Summative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will align instruction Texas Pre-K Guidelines Emergent Literacy - Reading Domain							
Teachers will assess students' comprehension each week							
Teachers will turn in progress monitoring comprehension results to AP							

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps
Annual Goal 3:	**English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025**
Objective 1:	Three percent of EL student will move up on PLD in the writing domain of the 2024-2025 TELPAS assessment.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies that target listening proficiency level descriptors (PLDs) into lesson plans.	Teachers Principal Assistant Principal CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies Journal Foot STEPS To Brilliance Summit K-12	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans TELPAS Progress Monitoring Holistic Data ELPS Summit K-12 Reports	TELPAS Progress Monitoring Holistic Data 2025 TELPAS Writing Scores	Teacher Observations Summit K-12 Assessments	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' writing proficiency based on 2023-2024 TELPAS scores.							
Teachers will incorporate writing strategies into their lessons from the ELPS Instructional Tool.							
Teachers will include targeted ELPS objective on their objective wall.							
Lesson plans will be monitored on a weekly basis to ensure language objective is included.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC and create a campus wide Summit K12 calendar of activities	Teachers Principal Assistant Principal CLL	TELPAS Progress Monitoring Form Individual LEP strategic Plans List of ELPS strategies implemented Summit K-12 SIOP Strategies TELPAS Journal	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Objective Walls TELPAS Progress Monitoring ELPS	Teachers will use data to provide differentiated and target ELPS strategies to appropriate students	Classroom observations Summit K-12 Assessments	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS writing strategies through the daily language objective.							
Teachers will review holistic data during CLC meetings to assess impact of strategies							
Teachers will adjust strategies as students make progress or need additional support for growth							
Teacher will use TELPAS benchmark data and the Summit K-12 data to reflect through CLC and throughout the year.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop writing proficiency.	Teachers Principal Assistant Principal CLL	TELPAS TELPAS online tutorials Summit K-12 Daily attendance log Benchmark reports TELPAS Writing Journal	Sept. 1, 2024 - Aug. 31, 2025	Students will show progress in writing domain of TELPAS	Attendance log Summit K12 reports Increase in students' English language Writing proficiency	Lab reports Student Writing Journals	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS and TELPAS online tutorials from TEA on TFAR or Summit K-12.							
Teachers will create a log on the implementation of TELPAS online modules on a timeline.							
Administration will monitor teacher log for fidelity.							
Student led conferences will be held to showcase to parents their progress in the Summit K-12 program.							

Goal Area 2:	Closing the Gaps
Annual Goal 3:	**English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025.**
Objective 2:	Three percent of EL student will move up on PLD in the speaking domain of the 2024-2025 TELPAS assessment.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies that target speaking proficiency level descriptors (PLDs) into lesson plans.	Teachers Principal Assistant Principal/CTC CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies Summit K12	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data-Classroom interaction with other students Student Oral Presentation Skills	TELPAS Progress Monitoring Holistic Data, 2024 TELPAS Speaking Scores.	Teacher Observations Student Presentations. Summit K-12 data tracking log	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' speaking proficiency based on 2023-2024 TELPAS scores.							
Teachers will incorporate speaking strategies into their lessons from the ELPS Instructional Tool and TELPAS							
Teachers will include targeted ELPS objective on their objective wall.							
Teachers will provide opportunities for students to practice their second language though songs, storytelling, low-stakes classroom activities, and various presentation opportunities.							
Teachers will continue to implement sentence stems or frames to scaffold students' oral language development.							
Lesson plans will be monitored on a weekly basis to ensure language objective is addressed and displayed in class.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal CLL	TELPAS Progress Monitoring Form List of ELPS strategies implemented	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS speaking strategies through all the disciplines taught.							
Teachers will review holistic data during CLC meetings to assess impact of strategies.							
Teachers will adjust strategies as student make progress or need additional support for growth.							
Teacher will provide multiple opportunities for students to practice speaking their 2nd language in class and through LOD (language of the day) model of the Dual Language program.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop speaking proficiency	Teachers Principal Assistant Principal Computer Lab Manager	TELPAS TELPAS online tutorials Summit K-12 Daily attendance log and reports	Sept. 1, 2024 - Aug. 31, 2025	Students will show progress in speaking domain of TELPAS	Attendance log Summit K-12 Reports Increase in students' English language speaking proficiency	Lab reports Student data sheet tracker	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS and TELPAS online tutorials from TEA on TFAR and/or Summit K-12.							
Teachers will create a log on the implementation of TELPAS online modules.							
Administration will monitor teacher log for fidelity on a six weeks basis.							

Goal Area 2:	Closing the Gaps
Annual Goal 3:	**English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025.**
Objective 3:	EL students will show an overall 2% increase on 2024-2025 TELPAS assessment by meeting EL progress and advancing a minimum of one English Language Proficiency Level

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies into lesson plans.	Teachers Principal Assistant Principal CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies Summit K12 TFAR	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data	TELPAS Progress Monitoring Holistic Data 2024 TELPAS Composite Score	Teacher Observations TELPAS scores for 2023-2024	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' overall proficiency based on 2023-2024 TELPAS scores.							
Teachers will incorporate ELPS strategies into their lessons from the ELPS Instructional Tool and TELPAS binder.							
Teachers will include targeted ELPS objective on their objective wall.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal CLL	TELPAS Progress Monitoring Form List of ELPS strategies implemented	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations Summit K-12 Student Data Folders Summit K-12 Data Reports Benchmark Scores	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS strategies contingent upon the lesson and need of students for all domains.							
Teachers will review holistic data during CLC meetings to assess impact of strategies and progress.							
Teachers will adjust strategies as student make progress or need additional support for growth.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop overall proficiency	Teachers Principal Assistant Principal/CTC Computer Lab Manager	TELPAS T ELPAS online tutorials Daily attendance log TFAR Summit K12 Released Practice Tests and data Summit K-12 modules	Sept. 1, 2024 - Aug. 31, 2025	Students will show overall progress in TELPAS	Daily attendance log Summit K-12 reports	Lab reports Student data sheet tracker BOY, MOY, and EOY data Benchmark Data	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS and TELPAS online tutorials from TEA on TFAR and/or Summit K-12.							
Teachers will create a log on the implementation of TELPAS online modules and students will track their own progress on their tracking sheets/journals.							
Administration will monitor teacher log for fidelity on a 6 weeks basis.							

Goal Area 2:	Closing the Gaps
Annual Goal 4:	**By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.**
Objective 1:	By June 2025, the achievement gap between Special Education students will close by 2% on RLA/SLA STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts and hands on opportunities.	Classroom teachers Paraprofessionals Principal Assistant Principal/CTC CLL GT Teachers Dyslexia Teacher Special Education Teachers Reading Coach	Reading Curriculum Reading Rockets tty Bitty Book of CIF Unique TPSP Lexia Program	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Walk throughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned. Growth on benchmarks taken	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments Computer program reports	1, 2, 3, 9

Action Steps
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.
Campus leadership team will monitor strategy implementation during walk throughs.
Teachers will include targeted ELPS objective on their objective wall.
Teacher will use with fidelity RACE/RACES and district strategies that are rolled out and turned around to them.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for special education students and follow their IEPs.	Classroom teachers Resource Teachers Special Education teachers Principal Assistant Principal CLL	Students' IEP District Curriculum TEKS TEA available resources	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plan Student Work Special Education Logs	Students will use appropriate scaffolds to successfully demonstrate mastery of IEP goals and TEKS	Daily Work Benchmarks Assessments STAAR	1, 2, 3, 9

Action Steps
General Education teachers, Resource teachers, and Special Education teachers will keep open lines of communication to agree on students' abilities and goals with each other and parents.
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.

Goal Area 2:	Closing the Gaps
Annual Goal 4:	**By June 2024, the achievement gap between English Learners, Special Education, Migrant, and Economically Disadvantaged students at the Meets level on STAAR will close by 2% in all subjects.**
Objective 2:	By June 2024, the achievement gap between EL students will close by 5%, from a 43% to 48% in all subjects on STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal CLL	Reading Curriculum Reading Rockets Itty Bitty Book of CIF Reading Academies Strategies	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Walkthroughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned.	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.							
Campus leadership team will monitor strategy implementation during walk throughs.							
Teachers will include targeted ELPS objective on their objective wall.							
Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks/PBL's							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for EL students.	Classroom teachers Principal Assistant Principal CLL	District Curriculum TEKS ELPS	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plan student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS and increase in English Language Proficiency	Daily Work Benchmarks Assessments STAAR Weekly Test Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							
Teacher will implement district wide strategies for targeting the new STAAR that's been redesigned such as RACE/RACES.							

Goal Area 2:	Closing the Gaps
Annual Goal 4:	**By June 2025, the achievement gap between English Learners, Special Education, Migrant, and Economically Disadvantaged students at the Meets level on STAAR will close by 2% in all subjects.**
Objective 3:	By June 2025, the achievement gap between Economically Disadvantaged students will close by 2% in all subjects on STAAR.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal CLL Reading Coach P.E. Coaches Music Teacher Librarian	Reading Curriculum Reading Rockets Itty Bitty Book of CIF Reading Academies Strategies	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plans Walkthroughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.							
Campus leadership team will monitor strategy implementation during walk throughs.							
Teachers will include targeted ELPS objective on their objective wall.							
Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks/PBL'a							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for economically disadvantaged students	Classroom teachers Principal Assistant Principal CLL	District Curriculum TEKS ELPS	Sept. 1, 2024 - Aug. 31, 2025	Lesson Plan Student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS; Benchmark and STAAR assessment scores increased	Daily Work Benchmarks Assessments STAAR Weekly Progress Monitoring	1, 2, 3, 9
Action Steps							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							
Teacher will implement district wide strategies for targeting the new STAAR that's been redesigned such as RACE/RACES.							

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

Goal Area 3: *Revised 9-18-24	Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention
Annual Goal 1:	**By 2025, the culture and climate at Palmer Elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.**
Objective 1:	Train 100% of staff on security protocols to create a safe school culture and climate

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Staff development on security protocols.	Principal Assistant Principal School Nurse Custodians School Staff	Health Services Mandatory Annual Staff Training 2024-20245 Public Health Training Guidelines Update Fire Safety Procedures Raptor Security Cameras Security Safety Audits	Aug 2024-May 2025	Certificates and sign in sheets PD Workshop Check-in -Agendas -School Mobilemind Certificates School Lockdown documentation	All staff and students report to campus for the continuity of learning.	Campus walk through on safety checklist. Fire Drills End of training quizzes Lockdown Drills	10

Action Steps
Stay updated with school district guidelines
Train staff on updated on TEA guidelines : lockdown procedures and active threat situation.
Staff members complete district required Mobilemind online trainings.
Provide staff development for school wide personnel on safety procedures to increase school safety.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.	Teachers Counselor Principal Assistant Principal School Staff Community Members	District approved bullying/ cyberbullying presentations. Stop It App	August 2024-May 2025	Sign in sheets Agendas Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff	Providing a safe environment where they feel safe to come to school.	Decrease the number of bullying cases, behavior intervention reports.	10

Action Steps
Training for staff on bullying/cyber-bullying awareness, de-escalation , and restorative practices.
Provide students with Student Code of Conduct policies. Conduct and collect student surveys to evaluate the students' physical and psychological school safety.
Train teachers, students and inform parents of the Stop-it App.
Review number of behavior intervention forms.
Train teachers on how to use the Case Management App for Behavior Intervention forms and student notes.

Goal Area 3: Revised 9-18-24	Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention
Annual Goal 2:	**By 2025, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students**
Objective 3:	Increase engagement of parents and community members by providing current public information resources

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures.	Principal Assistant Principal Counselor School Nurse Campus PR Representative Teachers	Facebook account Class Dojo Access to PSJA PR information Parent Communication Log Monthly Calendars Event Notices School Website Google Classroom Blackboard	Aug 2024-May 2025	Increase in the number of followers on Palmer Facebook page Increase in parent-teacher communication via Class Dojo	Parents are consistently aware of school events, policies, and procedures	Facebook Posts Class Dojo Posts School Website	1, 2, 6, 8, 10
Action Steps							
Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school's Facebook page, school website, and Class Dojo.							
One hundred percent of teachers will connect to Class Dojo to 100% of students and parents who have access to technology.							
Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.							
Administration will use Black Board and Class Dojo. To connect with parents via e-mail, text messages, and phone calls in both English and Spanish.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Increase parent involvement promoting social school events to promote learning.	Principal Assistant Principal Counselor Campus PR Representative Parental Liaison Teachers	Parent Communication Log PAC Meeting Literacy Nights Curriculum Nights	August 20234-May 2025	Parent Communication Log Sign In Sheets	Increase parent and community involvement and engagement in school actives.	Parent Communication Log Sign In sheets	1, 2, 6, 8, 10
Action Steps							
School personnel will contact parents to inform them of curriculum meetings, literacy, and strategies to help develop a better understanding of the classroom setting.							
Teachers will implement and inform parents of curriculum activities to motivate life learning skills.							
Librarian will conduct Literacy Nights once every six weeks.							

Goal Area 3: Revised 9-18-24	Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention
Annual Goal 3:	**By 2025, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.**
Objective 2:	Achieve 95% of student attendance standard

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Establish a Student Attendance Committee to provide incentives for students who meet attendance goals and contribute to the positive school culture	Student Attendance Committee Principal Assistant Principal School Secretary PEIMS Clerk Receptionist Campus PR Representative	Attendance Records Incentives Awards Six Week's Award Recognition Yearly Award Trophy	Aug 2024-May 2025	Attendance Records	Improve student achievement Attendance goal met	Attendance Records	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Implement the use of attendance committee to come up with incentives.							
Attendance committee will schedule incentives every six weeks.							
Attendance committee will advertise incentives on social media and on campus.							
Classroom Shout Outs during Lunch							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Faculty will implement and integrate social emotional learning activities with the students.	SEL Committee Teachers Principal Assistant Principal Counselor School Secretary PEIMS Clerk Receptionist Campus PR Representative	Six Weeks Assemblies Birthday Recognition Character Building King & Queen Alphabet and Sight Words Green Jay Scholar SEL Calendar	August 2024-May 2025	Attendance Records	Improve student achievement Attendance goal met	Attendance Records	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
SEL Committee will create and provide students and parents with monthly SEL activities.							
Teachers will acknowledge student achievements with special awards assemblies and celebrations.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers and staff will communicate with parents using district protocols to prevent a student from being excessively absent.	Student Attendance Committee Principal Assistant Principal School Secretary PEIMS Clerk Receptionist	Parent Communication Log Attendance Records	August 2024-June 2025	Attendance Records	Student's academic Performance increase.	Daily Attendance	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Staff will notify parents when students needs to make up minutes in ARP program							
Parent liaison/Parent educator contacts parents for students that have excessive absences, which may include home visits.							
Teacher contact parents when student is out and document in parent communication logs.							

Goal Area 3: Revised 9-18-24	Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention
Annual Goal 3:	**By 2024, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.**
Objective 3:	Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement district wraparound services designed to give a child non-academic support he or she needs throughout the school day	Principal Assistant Principal Counselor Teachers	District SEL resources Research Based Best Practices	Aug 2023-May 2024	Student are provided with non-academic support so they can be successful in school.	Improve student achievement and student self-esteem.	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases	1, 2, 3, 4, 7, 10
Action Steps							
Wraparound committee will assist and provide resources for students in non-academic need.							
Teachers will assist in identifying students that are in need of wraparound services.							
Counselor will provide community resources available to assist student and parent's needs.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Foster a positive campus culture and support the appropriate social-emotional development of students.	Counselor Teachers Principal Assistant Principal	SEL activities/ lessons Districts Counseling Curriculum	August 2023-May 2024	Counselor Curriculum of SEL lessons	Observation of student and teacher interaction while in common areas (cafeteria, gym, hallway, Google Classroom, etc.).	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases	1, 2, 3, 4, 7, 10
Action Steps							
Counselor will provide students will SEL lessons to help student develop self-managing techniques.							
Teacher will be aware of the importance of how SEL activities play an important role in classroom climate-for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.							
Campus expectations for common areas around the school.							
Develop social skills during recess with organized play activities.							

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

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	**Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time.**
Objective 1:	Campus Lead Team will use walk-through data to monitor and support teacher effectiveness and professional growth.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Principal Assistant Principal CLL	Instructional Focus Walk-through focus tool Classroom Visit and Coaching forms Pacing Guides T-TESS Rubric Teachers' PD goals CLC Meetings	September 1, 2024- August 31, 2025	Campus Walk-through Schedule Walkthrough Data Weekly feedback on teacher/admin meetings Observations Informal Walkthroughs Shout Outs PD Goals	Teacher implementation of effective strategies. Student engagement. Student-centered classrooms. Professional growth and high-quality teaching. Teacher shout outs. Increased quality instructional time. Student academic achievement data (assessments)	Review of weekly walk-through data Review of focus tool mid-year and end of year based on Informal observations and Walkthroughs	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
Administration and CLL will establish a calendar of walkthroughs for all teachers
Administration and CLL will conduct walkthroughs based on the calendar and provide teachers with timely feedback and support.
Review walk-through data to address areas of need and develop an action plan.
Provide clear, targeted and actionable feedback, and use Shout Outs.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
All teachers will be provided with weekly instructional feedback by campus administrators and CLL	Principal Assistant Principal CLL	Instructional Focus Walk-through focus tool Classroom Visit and Coaching forms Pacing Guides TEKS STEM Questions	September 1, 2024- August 31, 2025	CLC Agendas Administrator and teacher conferences CLL Coaching Forms	Professional growth and high-quality teaching Student academic growth	Weekly Walkthrough data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
Create a schedule to meet with teachers focusing on addressing areas of need
Provide learning opportunities for teachers, i.e... peer observations to observe effective strategies based on areas of need.
Monitor and follow up with next steps

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
New teachers will be provided a peer colleague to support their teacher effectiveness development. New teachers include; teachers that are new to the profession, content, grade level, or school.	Principal Assistant Principal CLL Lead Teacher	Mentorship within the school	September 1, 2024- August 31, 2025	Designate planning time during the day for planning instructional best practices and procedures. Meeting and Planning with mentor	Teacher feedback Effective instructional practices in the classroom Meeting Sign-In Sheets	Summative Conference Increased teacher performance	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
Create a schedule where new teacher and peer colleague can meet and collaborate on curriculum and campus procedures.							
Hold monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.							

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide professional development opportunities to maximize the implementation of new Math curriculum	Principal Assistant Principal CLL Reading Coach Kinder- 5th grade teachers	CLC Meetings End of Module Internalization Eureka Trainings	September 1, 2024- August 31, 2025	Sign Ins Agendas Implementation of Math	Teachers will implement Math Eureka curriculum strategies in their classrooms	Increased Teacher Performance Implementation of strategies Improved Math scores	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
CLL and teachers will review student performance data to determine specific areas of need in Math							
CLL will develop trainings and schedule PD opportunities for teachers.							
Monitor and adjust as needed to support teachers.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	**Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time.**
Objective 2:	Campus administrators will provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Forms and identified Professional goals.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Instructional leadership team members will calibrate on T-TESS rubric to identify areas of growth by teachers and provide effective feedback to teachers.	Principal Assistant Principal CLL	T-TESS Observation Rubric	**September 1, 2024- August 31, 2025**	Observations Walkthroughs Professional Development	Teacher implementation of effective strategies Rolling out of TTESS Rubric Implementation of best instructional Practices	T-TESS Observation Rubric Creation of Professional Development	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the TTESS rubric.
Instructional leadership team will analyze ratings on TTESS rubric, observations, and calibrate after each joint walkthrough.
Instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.
Instructional leadership will train and update the staff on the TTESS Rubric.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Campus administrators will identify areas of growth by teachers.	Principal Assistant Principal CLL	Instructional walkthroughs focus tool T-TESS observations SGM data Collaborative Learning Communities (CLCs)	September 1, 2024- August 31, 2025	Walk-Through Data Walk- Through schedule CLC agenda and sign in sheets Admin/teacher conferences PD Goals	Increased quality instructional time Implementation of best practices Observation of CIF, SIOP, Fundamental 5, RBIS	Walk-Through Data Reviews T-TESS Observation Rubric	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps
Campus administrators will review data to identify areas of need and growth.
Campus administrators will develop and monitor professional development goals to address areas of need and growth.
Campus administrators will provide professional development opportunities for staff
Campus administrators will review and monitor the achievement of professional development goals.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Campus administration will collect and monitor data supporting maximizing of instructional time.	Principal Assistant Principal CLL	Instructional walkthroughs focus tool T-TESS Observations SGM Data Collaborative Learning Communities Fluency Data TPRI/Tejas LEE STAAR Data TELPAS Data	September 1, 2024- August 31, 2025	Observations Walkthroughs Professional Development	Teacher implementation of effective strategies Increased quality instructional time Implementation of best instructional Practices Student Data Folders	T-TESS Observation Rubric Walk-Through Data reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
Campus administrators will conduct meetings with staff to establish clear expectations for classroom instructional expectations							
Campus administrators will review walkthrough data to identify staff instructional needs and develop an action plan.							
Implement monitor and revise action plan.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	**Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2025**
Objective 1:	Develop the skills in teachers needed to complete fair, valid teacher evaluations.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide professional development for all campus teachers based on their professional de elopement goals.	Principal Assistant Principal CLL	Funding Professional development needs data Professional development trainers Research-based resources	Fall 2024 Spring 2025	Alignment of teacher evaluations between evaluators Teacher evaluations- reflection of teacher performance	Improved student performance Higher teacher retention rate	Progress monitoring CBA STAAR SGMs T-TESS	T1 3, 5

Action Steps
Collect evidence of teacher PD needs
Review academic reports for district and campus needs
Plan, schedule and hold trainings

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide professional development for all teachers based on professional individual development goals.	Principal Assistant Principal	Funding Professional development needs data Professional development trainers Calibration training opportunities	Fall 2024 Spring 2025	Teacher evaluations Student growth	Teacher Evaluation and student performance data showing increased alignment in both	T-TESS evaluation data Student Performance data	T1 3,5

Action Steps
Schedule meetings for teacher evaluation calibrations
Hold principal and assistant principal team walk-through and evaluation talks
Review teacher evaluations and compare to student performance

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	**Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2025**
Objective 2:	Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback using T-TESS evaluation system twice per year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
All campus administrators will use a high-quality evaluation system (T-TESS) to increase staff quality	Principal Assistant Principal CLL	T-TESS Evaluation	**September 1, 2024- August 31, 2025**	T-TESS Evaluations CLC Agenda- Sign- in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher school report card based on TAPR	T-TESS Evaluations	Local

Action Steps
Professional development for teachers and campus leadership is provided at beginning of the year and continue as needed
Identify areas of need and provide professional development
Provide feedback and action plans

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will receive annual T-TESS review sessions	TxCEE Trainers or District Trainers Principal Assistant Principal	T-TESS Evaluation Tool T-TESS Guide	**September 1, 2024- August 31, 2025**	T-TESS evaluations ERO numbers provided by district	Teachers submit quality PD goals Growth Standards Walkthroughs	T-TESS Evaluation Tool	Local

Action Steps
Create opportunities for collaborative instructional review, i.e. Instructional Rounds
Monitor and evaluate data gathered during instructional rounds
Provide support in areas of need
Additional support for new teachers and 2nd year teachers (walkthrough, CLL conferences, peer modeling of lessons)

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	**Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2025**
Objective 3:	Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide CARE training for staff (instructional aides, office staff, nurse, librarian and counselor) on the Spirit of PSJA Evaluation Tool and set expectation as applicable to their roles.	Principal Assistant Principal	Spirit of PSJA training materials CARE Training	Fall 2024 Spring 2025	Use of the Evaluation tool One evaluation entered per staff member Improved positive culture Attendance Enrollment increase	Improved customer service Increased efficiency Happier employees	Spirit of PSJA Evaluation tool	Local T1, 3, 5

Action Steps
Schedule the fall training
Monitor and review professional development goals to create training based on needs and goals.
Schedule Spirit of PSJA Categories and behaviors training

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Staff will create SMART Goals	Principal Assistant Principal Employees being evaluated (Instructional aides, office staff, nurse, librarian, and counselor)	Spirit of PSJA Evaluation Timeline	Fall 2024 Spring 2025	Evaluations enter the system	Improved customer service Increased efficiency Happier employees	Goals enter the evaluation system	Local T1, 3, 5

Action Steps
Train staff on evaluation tool
Give staff timeline to complete the self-evaluation and goal setting
Offer growth opportunities to staff

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 3:	**Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.**
Objective 1:	Provide all staff with professional development in the integration of technology into the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide teachers and students with access to appropriate technology resources encouraging the use of devices and programs such as Google Classroom, TEAMS, & other platforms	Principal Assistant Principal CLL Campus Instructional Technology Teachers	Curriculum Google classroom Teams E-school Clever DMAC Nearpod	**September 1, 2024- August 31, 2025**	Professional Development Sessions	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Rubric	4, 5

Action Steps
Inform teachers and students about the technology resources that are available during monthly technology meetings.
Establish expectations and routines on the implementation of technology resources.
Monitor and evaluate that technology is being used during instructional rounds

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide resources for instructional staff to effectively integrate technology into the curriculum provided by the district to implement the TEKS.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings Educational Technology supportive devices and equipment Newline Ipads	**September 1, 2024- August 31, 2025**	Google Classroom Lessons Classroom Technology Technology Training Sign-in Sheets	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Rubric	4, 5

Action Steps
Develop goals and desired outcomes for the integration of technology into the curriculum.
Provide trainings based on the desired outcomes.
Purchase the technology resources needed to ensure the success of the desired outcomes. Equipment & materials for instructional purposes may include computers, chargers, headphones, printers, toner, ink, scanners, paper, Criicut, copier rentals... etc. from varied sources based on the educational need (ex. But not limited to – Lakeshore, Gateway, Scholastic, Cielo, Canon & Copy Graphics... etc)

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize technology applications during staff development as a campus source of professional development experiences.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings	**September 1, 2024- August 31, 2025**	Walkthroughs Classroom Technology Sign Ins Training Certificates	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Rubric	4,5

Action Steps
Develop goals and desired outcomes for the integration of technology into the curriculum.
Provide trainings based on the desired outcomes.
Implement and model technology applications during staff development, staff meetings, and CLC meetings.

Appendices

- District Professional Development & Testing Calendar
- Campus Instructional Focus Blueprint
- Title 1 Part A Schoolwide Components

PHARR-SAN JUAN-ALAMO ISD

2024 – 2025
PD/Testing Calendar

PSJA COLLEGE 3
READY.CONNECTED.COMPLETE™

2024 Elementary August
Professional Development Plan – DRAFT

August 12, 2024	August 13, 2024	August 14, 2024	August 15, 2024	August 16	August 17, 2024
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
		Grades 3rd – 5th **Group A – Math** (8:30 – 3:30) **Group B – Science** (8:30 – 3:30)	**Grades 3rd – 5th** **Group A – Science** (8:30 – 3:30) **Group B – Math** (8:30 – 3:30)	**Workday**	**Grades Kinder-2nd** **Group A – Math** (8:30 – 3:30) **Group B – Science** (8:30 – 3:30)
August 19, 2024	**August 20, 2024**	**August 21, 2024**	**August 22, 2024**	**August 23**	**August 24, 2024**
Monday **ALL Day – CAMPUS Based**	**Tuesday**	**Wednesday**	**Thursday** **ALL Day – CAMPUS Based**	**Friday**	**Saturday**
1st Day Procedures & Mandates (8:00 – 4:00) **AUDIENCE: ALL Staff** 1. Welcome Back 2. Review the 2023-2024 Campus	**Convocation** (9:00 – 12:00) **AUDIENCE: ALL Staff** **Data Disaggregation TELPAS** (12:00 – 4:00)	**Lesson Internalization (click for details)** • PreK3&4 @ BBA all day • Kinder	**i-Ready Professional Learning** **(click for schedule)** (2 hours) **AUDIENCE: ALL PreK3 - 5th Grade Teachers** ***Getting Good Data*:** Teachers learn how the *i-Ready Diagnostic* works and create a plan to get good data to include: 1. preparing students for the diagnostic. 2. active proctoring; and 3. tracking completion and looking for rush flags.	**Workday**	**Grades Kinder–2nd + CLL** **Group A – Science** (8:30 – 3:30) **Group B – Math** (8:30 – 3:30)

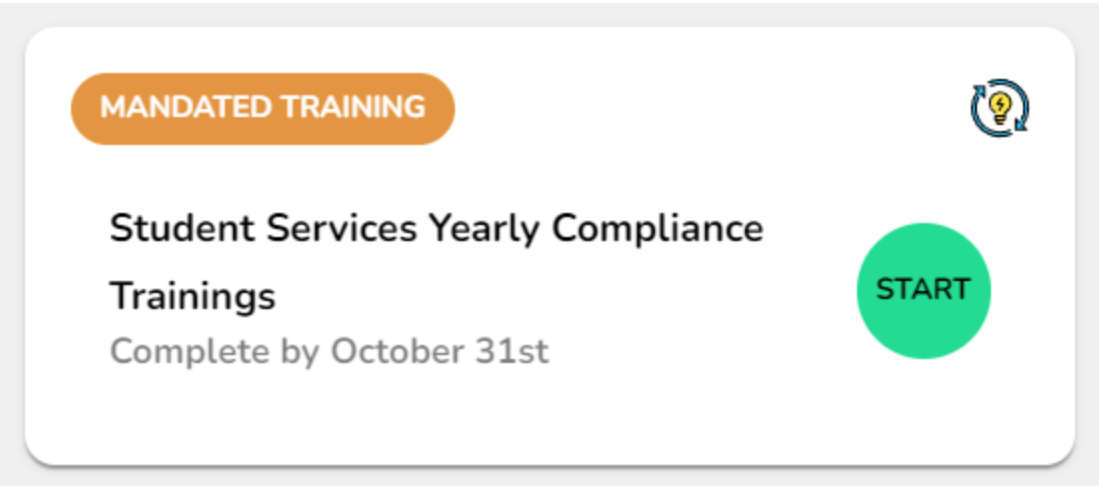
2024 Elementary August
Professional Development Plan – DRAFT

Performance – Rating a. Identify Focus Areas b. Review STAAR c. Review TELPAS 3. Review status of 2023-2024 Targeted Improvement Plan • Problem Statements • Goals • Identify interventions that were successful and those that need to be refined	**AUDIENCE: ALL PreK3 - 5th Grade Teachers** 1. 2024 Accountability System 2. Review 2023-2024 Campus Data 3. All Teachers take the TELPAS assessment. 4. Set Annual Goals for 24-25 **SHARS Training** **Audience:** Life Skills/ECSE Teachers **Location:** Napper Library **Time**: 1:00 – 3:00 pm **Workshop #:** 325157	○ **AM** – Social Studies @ Lecture Hall ○ **PM** – RLA • 1st Grade ○ **AM** – Social Studies @ Lecture Hall ○ **PM** – RLA • 2nd Grade ○ **AM** – RLA ○ **PM** – Social Studies @ Lecture Hall • 3rd – 5th Grade ○ **AM** – RLA ○ **PM** – Campus Based: Data Review CLLs @ Strong Foundation Implementation: Product Academies **Day 1** **Time:** 8:00 – 4:00 pm **Location:** Room 292	**Data Disaggregation STAAR** (5 hours) **AUDIENCE: ALL PreK3 - 5th Grade Teachers** 1. All Teacher take the STAAR assessment. 2. Set Annual Goals for 2024-2025, work on Intervention Plans, and differentiated Instruction: **PreK – 2nd** • CIRCLE, TX-KEA, TPRI, Tejas Lee & EOY Exams **3rd – 5th** • Identify students that will help improve on Domains I, II, & III • Subjects, grades, teachers • Students by grade level • Subgroups – ECD, HF, EBs, SPED • HB1416 students • TELPAS AUDIENCE: ECSE & Life Skills Teachers N2Y (Unique) @ Bowie Elementary ERO325529 CLLs @ Strong Foundation Implementation: Product Academies **Day 2** **Time:** 8:00 – 4:00 pm **Location:** Room 292		
Updated: August 16, 2024			**MEET THE TEACHER NIGHT** (4:30 – 6:30)		

Good afternoon, Principals.
This year, the state mandated trainings have been placed in Mobile Mind. It is mandatory for all of your faculty and staff members to complete these trainings at their own pace by Thursday, October 31, 2024. Please make sure that your faculty and staff access the platform (Mobile Mind) via the following link:

https://learn.mobilemind.io/

Once your faculty and staff are in the platform, they will need to click on the following box to start working on the mandated training sessions:



If you have any questions or concerns, please contact me. Thank you.

Orlando Noyola, Ed.D.
Office of Student Services | Assistant Superintendent
Pharr-San Juan-Alamo ISD
956.354.2008

1st Six Weeks Lesson Internalization Session

Date	Grade Level	Group	Session Number	Location
8/14/2024	3rd Grade	A	326791	Palmer Library
8/14/2024	4th Grade	A	326785	Escobar Library
8/14/2024	5th Grade	A	329838	Garza-Pena Library
8/15/2024	3rd Grade	B	326789	Palmer Library
8/15/2024	4th Grade	B	326774	Escobar Library
8/15/2024	5th Grade	B	329839	Garza-Pena Library
8/17/2024	Kindergarten	A	329907	Bowie Cafeteria
8/17/2024	1st Grade	A	326819	Napper Cafeteria
8/17/2024	2nd Grade	A	326810	Guerra Library
8/24/2024	Kindergarten	B	329908	Bowie Cafeteria
8/24/2024	1st Grade	B	326812	Napper Cafeteria
8/24/2024	2nd Grade	B	326807	Guerra Library

Group A: McKeever, Doedyns, Palmer, Ford, Farias, Sorensen, Escoba

Group B: Cantu, Livas, Reed & Mock, Chavez, Long, Clover, Guerra, G

2nd Six Weeks Lesson Internalization Session

Date	Grade Level	Group	Session Number	Location
9/24/2024	Kindergarten	A	330339	Star Room
9/24/2024	2nd Grade	C	330340	Bowie Cafeteria
9/24/2024	4th Grade	B	330341	Napper Library
9/25/2024	Kindergarten	B	330342	Star Room
9/25/2024	2nd Grade	A	330343	Bowie Cafeteria
9/25/2024	4th Grade	C	330344	Napper Cafeteria
9/26/2024	Kindergarten	C	330345	Bowie Cafeteria
9/26/2024	2nd Grade	B	330346	Napper Library
9/26/2024	4th Grade	A	330348	Napper Cafeteria
9/27/2024	1st Grade	A	330349	Bowie Cafeteria
9/27/2024	3rd Grade	C	330350	Napper Library
9/27/2024	5th Grade	B	330351	Napper Cafeteria
10/1/2024	1st Grade	B	330352	Bowie Cafeteria
10/1/2024	3rd Grade	A	330353	Napper Cafeteria
10/1/2024	5th Grade	C	330354	Star Room
10/3/2024	1st Grade	C	330356	Bowie Cafeteria
10/3/2024	3rd Grade	B	330357	Napper Cafeteria
10/3/2024	5th Grade	A	330359	Star Room

3rd Six Weeks Lesson Internalization Session

Date	Grade Level	Group	Session Number	Location
11/2/2024	3rd	A	331239	Bowie Cafeteria
11/2/2024	4th	A	331240	Napper Cafeteria
11/2/2024	5th	A	331241	Napper Library
11/4/2024	Kindergarten	A	330364	Bowie Cafeteria
11/4/2024	1st Grade	C	330366	Napper Cafeteria
11/4/2024	2nd Grade	B	330368	Napper Library
11/6/2024	Kindergarten	B	330370	Bowie Cafeteria
11/6/2024	1st Grade	A	330372	Napper Cafeteria
11/6/2024	2nd Grade	C	330373	Napper Library
11/7/2024	Kindergarten	C	330375	Bowie Cafeteria
11/7/2024	1st Grade	B	330377	Napper Cafeteria
11/7/2024	2nd Grade	A	330378	Garza-Pena Library
11/9/2024	3rd	B	331243	Bowie Cafeteria
11/9/2024	4th	B	331244	Garza-Pena Library
11/9/2024	5th	B	331246	Napper Library
11/9/2024	3rd	C	331248	Napper Cafeteria
11/9/2024	4th	C	331249	Palmer Library
11/9/2024	5th	C	331250	Guerra Library

4th Six Weeks Lesson Internalization Session

Date	Grade Level	Group	Session Number	Location
1/8/2025	Kindergarten	A	330391	Bowie Cafeteri
1/8/2025	2nd Grade	C	330392	Napper Cafeter
1/8/2025	4th Grade	B	330393	Star Room
1/9/2025	Kindergarten	B	330394	Bowie Cafeteri
1/9/2025	2nd Grade	A	330397	Garza-Pena Libra
1/9/2025	4th Grade	C	330398	Star Room
1/10/2025	Kindergarten	C	330399	Bowie Cafeteri
1/10/2025	2nd Grade	B	330400	Napper Library
1/10/2025	4th Grade	A	330401	Napper Cafeter
1/14/2025	1st Grade	A	331224	Bowie Cafeteri
1/14/2025	3rd Grade	C	331225	Napper Cafeter
1/14/2025	5th Grade	B	331226	Star Room
1/15/2025	1st Grade	B	331227	Bowie Cafeteri
1/15/2025	3rd Grade	A	331228	Napper Cafeter
1/15/2025	5th Grade	C	331229	Star Room
1/16/2025	1st Grade	C	331231	Bowie Cafeteri
1/16/2025	3rd Grade	B	331232	Napper Cafeter
1/16/2025	5th Grade	A	331233	Palmer Library

Group A Schools: Dr. Long, Longoria, Cantu, Ramirez, Reed Mock, Arnold, Clover, Palmer

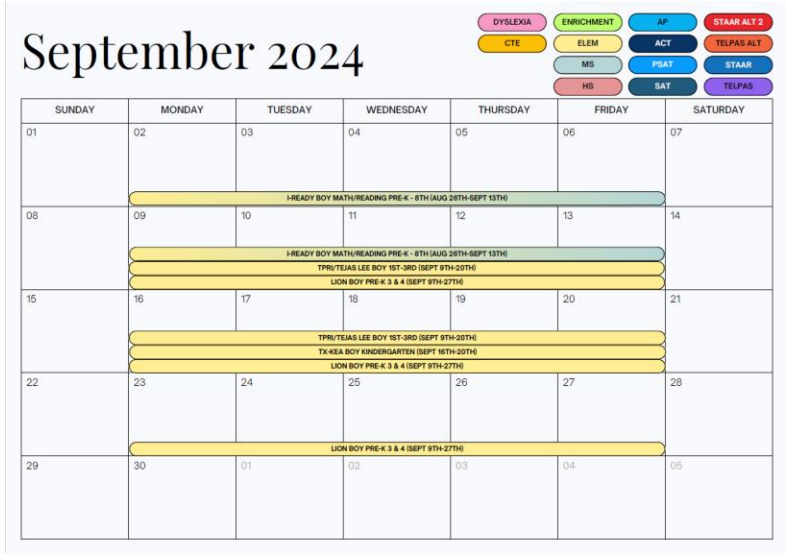
Group B Schools: Escobar, Ford, Kelly-Pharr, Carman, Garza-Pena, Livas, Farias, Sorensen, E

Group C Schools: McKeever, Garza, Guerra, Trevino, Anaya, Chavez, Palacios, Garcia, Doedy

5th Six Weeks Lesson Internalization Session

Date	Grade Level	Group	Session Number	Location
2/11/2025	Kindergarten	A	330402	Bowie Cafeteria
2/11/2025	2nd Grade	C	330403	Napper Cafeteria
2/11/2025	4th Grade	B	330404	Star Room
2/12/2025	Kindergarten	B	330405	Bowie Cafeteria
2/12/2025	2nd Grade	A	330408	Napper Cafeteria
2/12/2025	4th Grade	C	330409	Star Room
2/17/2025	Kindergarten	C	330412	Bowie Cafeteria
2/17/2025	2nd Grade	B	330413	Napper Cafeteria
2/17/2025	4th Grade	A	330414	Napper Library
2/18/2025	1st Grade	A	330416	Bowie Cafeteria
2/18/2025	3rd Grade	C	330417	Napper Cafeteria
2/18/2025	5th Grade	B	330418	Napper Library
2/19/2025	1st Grade	B	330421	Bowie Cafeteria
2/19/2025	3rd Grade	A	330422	Napper Cafeteria
2/19/2025	5th Grade	C	330423	Napper Library
2/20/2025	1st Grade	C	330424	Bowie Cafeteria
2/20/2025	3rd Grade	B	330425	Napper Cafeteria
2/20/2025	5th Grade	A	330426	Napper Library

Group A Schools: Dr. Long, Longoria, Cantu, Ramirez, Reed Mock, Arnold, Clover, Palmer



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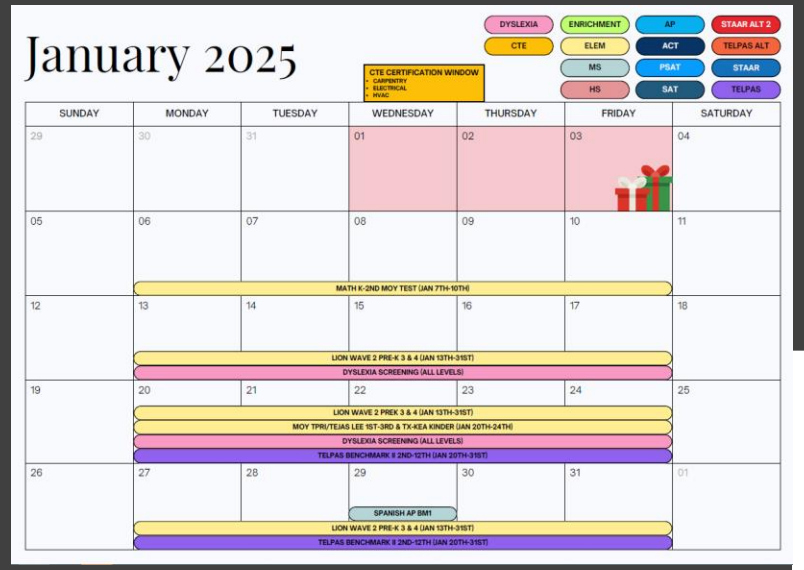
January 2025
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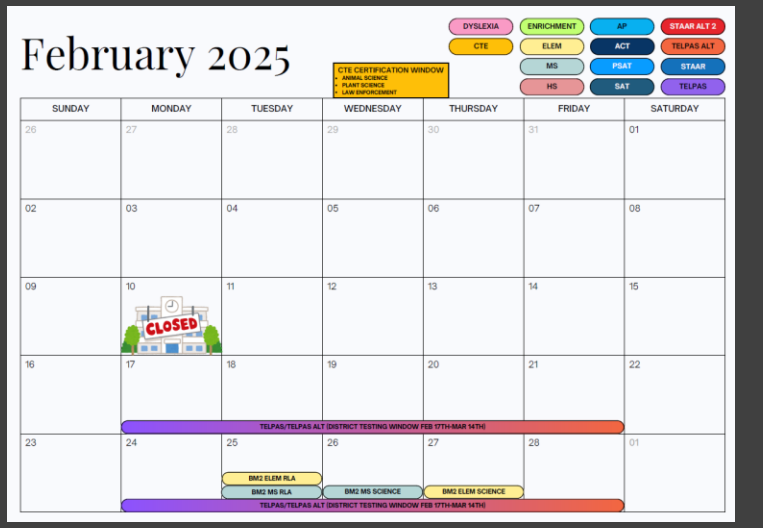
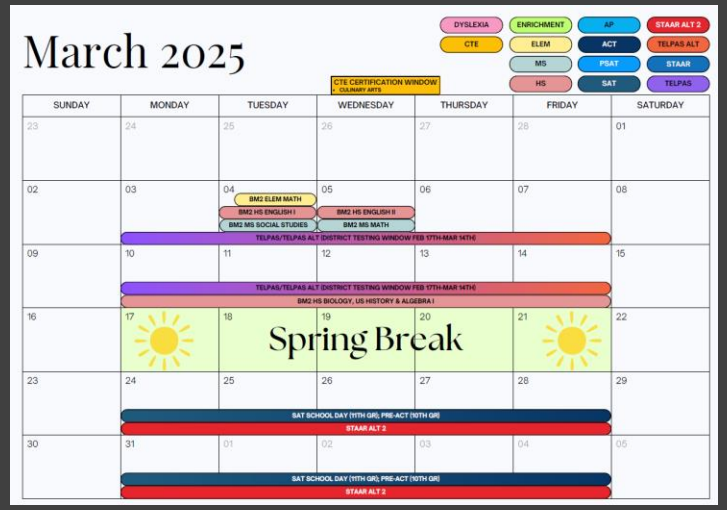
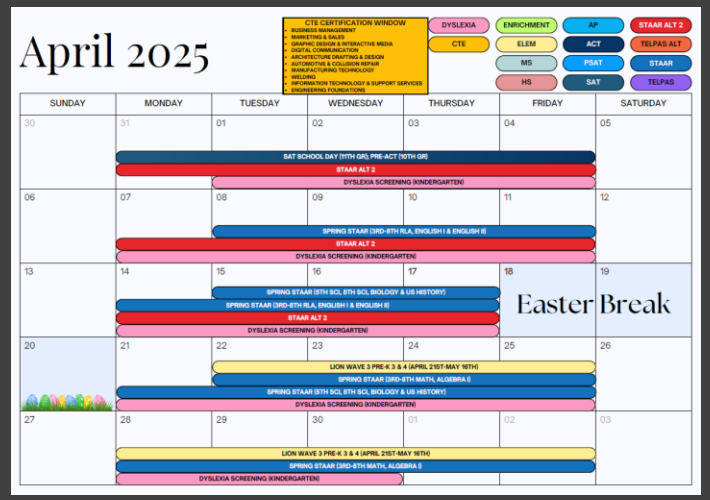
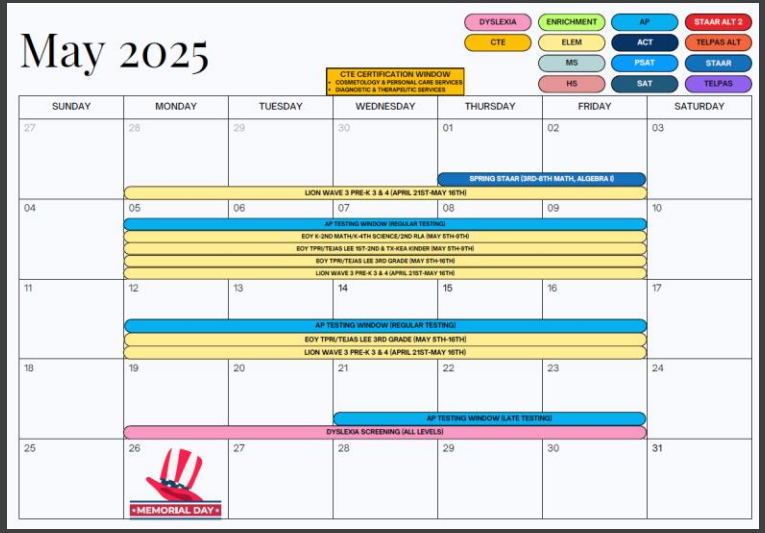
STAAR
TELPAS
CTE CERTIFICATION WINDOW
CARPENTRY
ELECTRICAL
HVAC
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
MATH K-2ND MOY TEST (JAN 7TH-10TH)
LION WAVE 2 PRE-K 3 & 4 (JAN 13TH-31ST)
DYSLEXIA SCREENING (ALL LEVELS)
LION WAVE 2 PREK 3 & 4 (JAN 13TH-31ST)
MOY TPRI/TEJAS LEE 1ST-3RD & TX-KEA KINDER (JAN 20TH-24TH)
DYSLEXIA SCREENING (ALL LEVELS)
TELPAS BENCHMARK II 2ND-12TH (JAN 20TH-31ST)
SPANISH AP BM1
LION WAVE 2 PRE-K 3 & 4 (JAN 13TH-31ST)
TELPAS BENCHMARK II 2ND-12TH (JAN 20TH-31ST)


February 2025
DYSLEXIA
CTE
ENRICHMENT
ELEM
MS
HS
AP
ACT
PSAT
SAT
STAAR ALT 2
TELPAS ALT
STAAR
TELPAS
CTE CERTIFICATION WINDOW
ANIMAL SCIENCE
PLANT SCIENCE
LAW ENFORCEMENT
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
CLOSED
TELPAS/TELPAS ALT (DISTRICT TESTING WINDOW FEB 17TH-MAR 14TH)
BM2 ELEM RLA
BM2 MS RLA
BM2 MS SCIENCE
BM2 ELEM SCIENCE
TELPAS/TELPAS ALT (DISTRICT TESTING WINDOW FEB 17TH-MAR 14TH)


March 2025
DYSLEXIA
CTE
ENRICHMENT
ELEM
MS
HS
AP
ACT
PSAT
SAT
STAAR ALT 2
TELPAS ALT
STAAR
TELPAS
CTE CERTIFICATION WINDOW
CULINARY ARTS
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
BM2 ELEM MATH
BM2 HS ENGLISH I
BM2 MS SOCIAL STUDIES
BM2 HS ENGLISH II
BM2 MS MATH
TELPAS/TELPAS ALT (DISTRICT TESTING WINDOW FEB 17TH-MAR 14TH)
TELPAS/TELPAS ALT (DISTRICT TESTING WINDOW FEB 17TH-MAR 14TH)
BM2 HS BIOLOGY, US HISTORY & ALGEBRA I
Spring Break
SAT SCHOOL DAY (11TH GR), PRE-ACT (10TH GR)
STAAR ALT 2
SAT SCHOOL DAY (11TH GR), PRE-ACT (10TH GR)
STAAR ALT 2


April 2025
CTE CERTIFICATION WINDOW
BUSINESS MANAGEMENT
MARKETING & SALES
GRAPHIC DESIGN & INTERACTIVE MEDIA
DIGITAL COMMUNICATION
ARCHITECTURE DRAFTING & DESIGN
AUTOMOTIVE & COLLISION REPAIR
MANUFACTURING TECHNOLOGY
WELDING
INFORMATION TECHNOLOGY & SUPPORT SERVICES
ENGINEERING FOUNDATIONS
DYSLEXIA
CTE
ENRICHMENT
ELEM
MS
HS
AP
ACT
PSAT
SAT
STAAR ALT 2
TELPAS ALT
STAAR
TELPAS
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SAT SCHOOL DAY (11TH GR), PRE-ACT (10TH GR)
STAAR ALT 2
DYSLEXIA SCREENING (KINDERGARTEN)
SPRING STAAR (3RD-8TH RLA, ENGLISH I & ENGLISH II)
STAAR ALT 2
DYSLEXIA SCREENING (KINDERGARTEN)
SPRING STAAR (5TH SCI, 8TH SCI, BIOLOGY & US HISTORY)
SPRING STAAR (3RD-8TH RLA, ENGLISH I & ENGLISH II)
STAAR ALT 2
DYSLEXIA SCREENING (KINDERGARTEN)
Easter Break
LION WAVE 3 PRE-K 3 & 4 (APRIL 21ST-MAY 16TH)
SPRING STAAR (3RD-8TH MATH, ALGEBRA I)
SPRING STAAR (5TH SCI, 8TH SCI, BIOLOGY & US HISTORY)
DYSLEXIA SCREENING (KINDERGARTEN)
LION WAVE 3 PRE-K 3 & 4 (APRIL 21ST-MAY 16TH)
SPRING STAAR (3RD-8TH MATH, ALGEBRA I)
DYSLEXIA SCREENING (KINDERGARTEN)


May 2025
DYSLEXIA
CTE
ENRICHMENT
ELEM
MS
HS
AP
ACT
PSAT
SAT
STAAR ALT 2
TELPAS ALT
STAAR
TELPAS
CTE CERTIFICATION WINDOW
COSMETOLOGY & PERSONAL CARE SERVICES
DIAGNOSTIC & THERAPEUTIC SERVICES
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY
SPRING STAAR (3RD-8TH MATH, ALGEBRA I)
LION WAVE 3 PRE-K 3 & 4 (APRIL 21ST-MAY 16TH)
AP TESTING WINDOW (REGULAR TESTING)
EOY K-2ND MATH/K-4TH SCIENCE/2ND RLA (MAY 5TH-9TH)
EOY TPRI/TEJAS LEE 1ST-2ND & TX-KEA KINDER (MAY 5TH-9TH)
EOY TPRI/TEJAS LEE 3RD GRADE (MAY 5TH-16TH)
LION WAVE 3 PRE-K 3 & 4 (APRIL 21ST-MAY 16TH)
AP TESTING WINDOW (REGULAR TESTING)
EOY TPRI/TEJAS LEE 3RD GRADE (MAY 5TH-16TH)
LION WAVE 3 PRE-K 3 & 4 (APRIL 21ST-MAY 16TH)
AP TESTING WINDOW (LATE TESTING)
DYSLEXIA SCREENING (ALL LEVELS)
MEMORIAL DAY

PHARR-SAN JUAN-ALAMO ISD

G. Palmer Elementary

Nadia R Aguirre-Garcia, Principal

Geraldine Palmer Elementary School
2024-2025 Campus Instructional Focus Blueprint

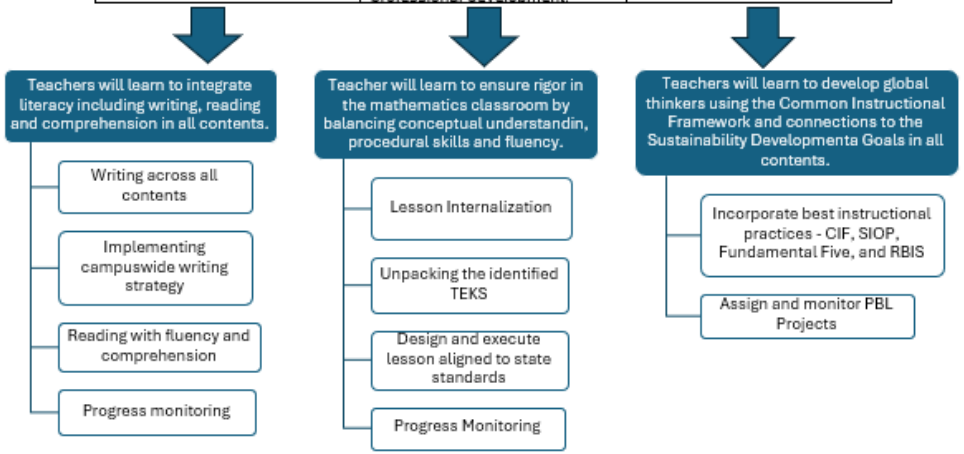
VISION

Geraldine Palmer Elementary school vision is to provide a well-balanced education for all students in grades Pre-Kinder through 5th grade. With the support of our parents as well as our community, we envision all children to receive an opportunity to learn and be successful in their learning in order to become productive citizens and future learners.

MISSION

As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health.
As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.

Palmer Elementary CLC PD Goals Audience: Campus Leadership Team Frequency: Bi-weekly		
Improve writing, reading fluency and comprehension in all classrooms by offering teachers support and professional development in literacy.	Pursue rigor by balancing conceptual understanding, procedural skills and fluency in mathematics by offering teachers support and professional development.	Inspire global thinkers using common instructional frameworks and connections to the Sustainability Developmental Goals.



1200 W Hall Acres Rd Pharr, TX. 78516 P: (956) 354-2860 F: (956) 354-3274

It is the policy of Pharr-San Juan-Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin or age.

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.