

Sgt. Leonel Treviño Elementary Campus Improvement Plan 2024-2025



PSJA ISD



Sergeant Leonel Treviño Elementary



Vision

Sergeant Leonel Treviño Elementary School is a learning environment where all students will achieve academic and social success through the collaboration of dedicated educators, families, and community members through the effective implementation of research-based education pedagogy.

Mission

To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

Sergeant Leonel Treviño Elementary

Guiding Principles

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- Accountability
- No Excuses

What We Want to Accomplish

Every student will be bi-literate, college ready, college connected, and college complete.

2024-2025 School Board Members



Superintendent



Dr. Alejandro Elias

School Board Members

Carlos G. Villegas, Jr.



President

Diana Serna



Vice-President

Yolanda Castillo



Secretary

Jorge Zambrano



Member

Dr. Cynthia A. Gutierrez



Member

Jesus A. "Jesse"
Zambrano



Member

2024-2025 Superintendent's Cabinet and Senior Staff



Senior Staff

- **Dr. Alejandro Elias**, *Superintendent of Schools*
- **Ranulfo Marquez**, *Assistant Superintendent for Academics*
- **Rebecca Gonzales**, *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*
- **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*
- **Claudia Gonzalez**, *Executive Officer for Elementary Schools*
- **Virna M. Bazan**, *Executive Officer for Elementary Schools*
- **Dr. Nora Cantu**, *Executive Officer for Academics*
- **Dr. Susana Arredondo**, *Executive Officer for Elementary Schools*
- **Yolanda Gomez**, *Executive Officer for Learning Acceleration*
- **Alfredo Carrillo**, *Executive Officer for Human Resources*
- **Rafael Gonzalez**, *Administrator for Operations*
- **Mario Bracamontes**, *Sustainability Administrator*

Sergeant Leonel Treviño Elementary School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Maria Rubio-Villescas	Principal
Administrator	Liza Garcia	Assistant Principal
Teacher	Marisa Archer	Pre-Kindergarten
Teacher	Roxanne Salazar	PK4
Teacher	Teresa Chavarin	1st grade
Teacher	Melinda Meza	2nd grade
Teacher	Irma Vasquez	3rd grade
Teacher	Robin Watts	4th grade
Teacher	Ana Reyes	5th grade
Non-Classroom Professional	Marisa Rubio	Counselor
Non-Classroom Professional	Osvaldo Gonzalez	CLL
Non-Classroom Professional	Belinda Rodriguez	Support Staff
Community Representative	Joann Molina	Community Member

Sergeant Leonel Treviño Elementary

Executive Summary



Mission: It is the Mission of Sergeant Leonel Treviño, to prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

Demographics Summary: The current enrollment of Sergeant Leonel Treviño Elementary as of May 2024 is 430 students. The student population at Sergeant Treviño Elementary consists of 99.4% Hispanic and 0.6% White. Our students represent low socio-economic status of approximately 96.0% with a small number of migrant students. Approximately 9.5% of our student population receive special education services, while 2.89% receive accommodations under 504. We currently have fifteen newly identified Gifted and Talented students. The bilingual population is approximately 59.8% where most of the students' home language is Spanish. The attendance rate for the campus was maintained between 70% to 85% during the 2023-2024 school year. Most of our students live in the surrounding areas of Sergeant Treviño.

Comprehensive Needs Assessment Summary: Sergeant Leonel Treviño received an overall grade of 81 out of 100 based on performance in three different domains. In Domain I, which is Student Achievement, Sergeant Treviño earned 72 which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth, Treviño scored a 81, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student's performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, was a 80. Treviño scored a 81 on Domain III, Closing the Gaps, the domain which shows how well different student groups within a school are performing. The overall STAAR rating for Sgt. Leonel Treviño is a B.

Curriculum and Instruction and Assessment: Sergeant Leonel Treviño teachers utilize the Balanced Literacy approach for language arts instruction. Teachers also incorporate the Common Instructional Framework which focuses on instructional strategies which facilitate the engagement of all students in learning. Guided Reading is implemented with all students in PK3 to Second grade. Guided Reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning. Dual language teachers follow the one-way Dual language model for our Emergent Bilingual population. Sergeant Treviño will continue to focus on Writing as part of literacy instruction for students to be able to compose their thoughts and target handwriting skills too.

Summary of Goals: In summary, the goal of Sergeant Treviño is to improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students through all performance levels; approaches, meets and masters levels on STAAR. Our goal is to increase by 10% in all three performance levels and all subjects by June 2025. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by Istation reading and Imagine math. 75% of students in Kindergarten will be reading by June 2025. 90% of students in grades first and second will be reading on or above grade level by June 2025. Improve practice of high-engagement, rigorous instruction for all students. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will in literacy and social emotional initiative. Close the achievement gap by 5% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. We will continue to partner with community stakeholders to ensure student/campus success.

Sergeant Leonel Treviño Elementary

CAMPUS DEMOGRAPHICS



Total Campus Enrollment – 430 (May 2024 data)

Percent	Sgt. Trevino EL
Hispanic	99.4%
Economically Disadvantaged	96.0%
ELL	59.8%

Sergeant Leonel Treviño Elementary

CAMPUS DEMOGRAPHICS

STAAR	ALL TESTS	SPED	LEP	MIGRANT	ECD
Number	409	52	249	17	399
Percent %	100	13	61	4	98

	ALL TESTS	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	409	409	0	0	0	0
Percent %	100	100	0	0	0	0

Sergeant Leonel Treviño Elementary

Student Academic Achievement Summary

2024 Accountability Rating: B overall scaled score of 81
TEA Status: Met Standard

Distinction Designations:

● **No Distinctions**

Domain I - Student Achievement - Our scaled score equaled to 72.

Domain II: School Progress (Better of A or B)

Domain II, Part A - Academic Growth - Our scaled score equaled to 81.

Domain II, Part B - Relative Performance - Our scaled score equaled to 80.

Domain III - Closing the Gaps - Our scaled score equaled to 81.

Our overall 2024 STAAR test results are shown :



2024 STAAR	Approaches	Meets	Masters
3RD GRADE READING	64%	32%	14%
3RD GRADE MATH	64%	33%	8%
4TH GRADE READING	77%	53%	23%
4TH GRADE MATH	85%	64%	28%
5TH GRADE READING*	66%	40%	19%
5TH GRADE MATH*	64%	33%	8%
5TH GRADE SCIENCE	63%	32%	15%
3RD-5TH GRADE READING TOTAL (179)	71%	43%	19%
3RD-5TH GRADE MATH TOTAL (179)	73%	45%	15%

Performance Levels 2024 (All Students)

All Students Performance Rates	Approaches	Meets	Masters	Campus Goals 2025
ELA/Reading	71	43	19	90/60/30
Math	73	45	15	90/60/30
Science	66	33	14	90/60/30

Sgt. Leonel Treviño Elementary Performance Levels 2024



	Domain I	Domain II Part A	Domain II Part B	Domain II Overall	Domain III	Campus Overall Rating	Label Rating
2022-2023	72	81	80		81	81	B

Sgt. Leonel Treviño Elementary

TELPAS 2023-2024

Grade Level	Listening	Speaking	Reading	Writing	2024 Composite	Students who progressed ONE proficiency level	Students who progressed TWO proficiency levels	Students who progressed THREE proficiency levels	Students who progressed AT LEAST ONE proficiency level
1 st (34)	B=82% I=18% A=0% AH=0%	B=85% I=33% A=0% AH=0%	B=97% I=3% A=0% AH=0%	B=97% I=3% A=0% AH=0%	B=85% I=15% A=0% AH=0%	4=12%	0=0%	0=0%	4=12%
2 nd (40)	B=10% I=25% A=30% AH=35%	B=13% I=63% A=23% AH=3%	B=40% I=50% A=8% AH=3%	B=45% I=30% A=25% AH=0%	B=13% I=58% A=28% AH=3%	19=48%	2=.5%	0=0%	21=53%
3 rd (37)	B=3% I=19% A=14% AH=65%	B=32% I=46% A=16% AH=5%	B=19% I=35% A=27% AH=19%	B=35% I=35% A=24% AH=5%	B=5% I=59% A=22% AH=14%	17=46%	0=0%	0=0%	17=46%
4 th (36)	B=11% I=14% A=31% AH=44%	B=17% I=42% A=39% AH=3%	B=11% I=14% A=28% AH=47%	B=22% I=25% A=39% AH=14%	B=11% I=28% A=39% AH=22%	7=36%	0=0%	0=0%	7=36%
5 th (38)	B=8% I=13% A=39% AH=39%	B=8% I=32% A=55% AH=5%	B=5% I=21% A=26% AH=47%	B=13% I=42% A=34% AH=11%	B=8% I=21% A=39% AH=32%	17=48%	3=8%	0=0%	20=53%

Pharr-San Juan-Alamo Independent School District 2024-2025 District and Board Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 64% to 75% (preliminary results) by June 2025.

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

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

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

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

Pharr-San Juan-Alamo Independent School District

2024-2025 District and Board Goals

- **Goal 2:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 64% to 75% (preliminary results) by June 2025.
- Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2025.
- Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2025.
- Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2025.
- Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2025.

Pharr-San Juan-Alamo Independent School District

2024-2025 District and Board Goals

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 50% to 60% by June 2025.

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

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

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

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

Pharr-San Juan-Alamo Independent School District 2024-2025 District and Board Goals



Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2025.

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS



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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report (Preliminary Data)
2. 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
11. Technology Inventories
12. PBMAS

Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers from PK3-5th grade are well versed in best practices that support the learning of special education students.

Needs:

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

- In Reading, the achievement gap between Special Education and All students 2023-2024 is 49%.
- In Mathematics, the achievement gap between Special Education and All students 2023-2024 is 32%.

Personnel Needs:

The Special Education Department must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The Special Education Department must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Strengths:

- Majority of student being mainstreamed in the regular classroom.

Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



Demographics Summary Continued:

Emergent Bilingual (EB):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EB students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

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

- In Reading, the achievement gap between EB and the campus goal for 2023-2024 is 14%.
- In Mathematics, the achievement gap between EB and the campus goal 2023-2024 is 6%.
- In TELPAS, the Yearly Progress Composite Rating was met with a 49% for 2023-2024.

Strengths:

- The Dual Language Program at PSJAISD serves ELL students in grades PK-12 at PSJAISD
- In 3rd grade Reading, the EB students are outperforming all students by 4% at the Approaches level.
- In 5th grade Mathematics, the EB students are outperforming all students by 1% at the Masters level.

Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

- In Reading, the achievement gap between Economically Disadvantaged (96.0) of the student population) and All students 2023-2024 is 1%.
- In Mathematics, the achievement gap between Economically Disadvantaged (96.0) of the student population) and All students 2023-2024 is 1%.

Strengths:

- In Reading, for Economically Disadvantaged students and EB students at the campus, 18% mastered target in the assessment.

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Goal Area 1: Student Achievement



Annual Goals

- By June 2025, All Students will increase by at least 10% in Reading in each performance standard, approaches meets & masters in Domain 1.
- By June 2025, All Students will increase by at least 10% in Math in each performance standard, approaches meets & masters in Domain 1.
- By June 2025, all identified student groups in the Student Achievement domain will improve Science in all standards (approaching, meets, and masters) by at least 10%.

Focus Areas

- Reading, Language Arts and Literacy
- Mathematics
- Writing embedded w/in other subjects
- Science
- Accountability standard or domain
- Instructional Technology
- Technology Educator Training and Support

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Goal Area 2: Closing the Gaps



Annual Goals

- By June 2025, 75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.
- By June 2025, 85% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.
- By June 2025, 90% of Emergent Bilingual students will advance by at least one level of the TELPAS composite rating from June 2023 to June 2024.

Focus Areas:

- Special Education Program
- Gifted & Talented Program
- Migrant
- Dyslexia
- Emergent Bilingual
- STAAR/EOC Performance/Participation
- TELPAS-Listening, Speaking, Reading and Writing and Composite Scores
- Special Education Placement in Instructional Setting All Student Groups (All, His., SE, EL, ECD, Con. Enrolled, NCE,

Sgt. Leonel Treviño Elementary

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

Annual Goals

- By June 2025, Treviño Elementary will provide a school environment that promotes wellness for students, parents and the community in a variety of areas and in return, parental involvement rate will be at least 50% or more.
- Throughout the 2024-2025 school year, 100% of the staff will be committed to providing a school environment that promotes wellness for its students, parents, and the community in a variety of areas (SEL).
- By June 2025, student attendance will increase from 92.9% to 97.5% by providing a positive culture and climate for all students.

Focus Areas:

- Attendance
- Bullying Prevention
- Child Abuse & Sexual Abuse Prevention
- Suicide Prevention
- Discipline Management – Safe Environments
- Special Education In-school Suspension
- Parent and Community Involvement
- Social Emotional Learning (SEL)/Mental Health

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Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goals

- By June 2025, 100% of teachers will deliver high quality, engaging lessons maximizing the instructional time with the implementation of the TTESS Evaluation System.
- Throughout the 2024-2025 school year, we will use the TTESS evaluation systems to increase staff quality and retain highly qualified and high performing teachers.
- By June 2025, we will decrease personnel turnaround by 10% by improving recruitment process.
- By June 2025, the campus positive culture and climate will increase.

Focus Areas:

- Analysis of TTESS Evaluations
- Bilingual/ESL Certified Teachers
- Professional Development Trainings
- Number of Hours of Instructional Coaching and Support
- Teacher Mentors
- Number of Teachers: Developing, Proficient, Accomplished, Distinguished
- Process for Effective Staff Interviews
- Screening of Staff
- Job Fairs

Goal Area: 1	Student Achievement						
Annual Goal:1	By June 2025 all identified student groups in the Student Achievement domain will improve ELA/SLA/ Reading in all standards (approaching, meets, and masters) by at least 10%.						
Objective:1 Reading	By June 2025 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of at least 10% in all standards.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers Campus Reading Specialist District Literacy Specialist	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Pearson DMR resources Istation Estrellita Lunita Sing, Spell, Read, and Write -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) .							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.							
4)Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring).							

Strategy 2 (Reading)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)	Principal Assistant Principal CLL Teachers Campus Reading Specialist District Literacy Specialist	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Curriculum / Pearson -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based ELA/ SLA Reading skills and strategies							
4)Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.							

Strategy 3 (Reading)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a fluency intervention & acceleration plan to address reading student Lexile levels.	Principal Assistant Principal CLL Teachers Campus Reading Specialist District Literacy Specialist	-DMAC DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports STAR Reports (Library) Istation CLI Reports -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Fluency Progress Monitoring Reports -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Sign, Spell, Read and Write program along with Estrellitas and Luna programs. Intervention Strategies Schedule additional computer time before/ after school.							
2) Implement fluency intervention blocks for all grade levels. 3rd to 5 th grade teachers provide small group intervention during Computer Lab block.							
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies.							
4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks .							

Strategy 2 (Reading)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a fluency block across all grade levels.	Principal Assistant Principal CLL Teachers Campus Reading Specialist District Literacy Specialist	Fluency schedule DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports Star Reports Istation CLI Reports -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Fluency progress monitoring reports -Walk-through feedback -LPAC notes -Lesson Plans -Various data reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments. -Increase in WPM (words per minute)	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1) Teachers will analyze data and create fluency groups.							
2) Implement fluency strategies that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based fluency skills and strategies.							
4) All grade levels will align schedules to implement fluency block.							

Goal Area: 1 (Math)	Student Achievement						
Annual Goal: 3	By June 2025 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by at least 10%.						
Objective: 1 (Math)	By June 2025 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of at least 10% in all standards.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Eureka Math New Science Adoption -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II).							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments. Additional minutes added to CLC on Wednesdays to allow discussion and sharing of ideas along with modeling on how to implement what was learned into the classroom.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every grade level.							
4)Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring)							

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Strategy 3 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Iready Eureka Math New Science Adoption -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Weekly Math fluency -Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format -Walk-through feedback -Lesson Plans -Various data reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I -Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format.							
2) Implement basic facts lessons across all grade levels.							
3) Provide multiple opportunities for development of research-based Math skills and strategies.							
4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks.							

Goal Area: 1	Student Achievement						
Annual Goal: 4	By June 2025 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by at least 10%.						
Objective: 2 (Math)	By June 2025 all identified student groups in the Student Achievement domain will be monitored to ensure an increase in Category 2 by at least 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Iready Eureka Math New Science Adoption -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II).							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.							
3)Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report.							
4)Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring).							

Strategy 2 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Iready Eureka Math New Science Adoption -Cannon Printers -Paper -Ink/Toner	-Sept. 2024- Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based Math skills and strategies for Category 2.							
4)Align TEKS activities and materials to meet the needs of all student subgroups in Math.							

Strategy 3 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Iready Eureka Math New Science Adoption -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Weekly Math fluency -Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format for students in 3 rd to 5 th grade.							
2) Exit tickets will be developed aligned to the skill of the day with an emphasis on Category 2.							
3)Provide additional computer time as needed before and after school using Imagine Math. Scheduled computer lab time provided to all teachers/students.							
4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks by grade level chairs.							

Strategy 2 (Science)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best instructional practices to improve delivery of classroom writing lessons.	Principal Assistant Principal CLL Teachers Counselor Living with Science Teacher Science Lab Teacher District Science Coordinator	<ul style="list-style-type: none">• Mentoring Minds• DMAC Reports• STAAR released test• STAAR aligned Science• Question Stems• Progress monitoring template• Forde Ferrier• New Science Adoption• Kamico• Science Lab Essential Resources• Summit K12• Amazon Products• Wal-Mart• HEB• Hands-on Activities• Positive Promotions• Oriental Trading Sam's -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	- Increase in Student Achievement in the level of Science. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement campus wide Science trainings by Science lab teacher. Purchase items through Amazon, Wal-Mart, and/or but not limited to HEB for teacher trainings.							
3) Provide multiple opportunities for development of research-based Science strategies. Participate in district and out of district trainings.							
4) Use of technology to enhance and develop vocabulary in all students.							

Strategy 2 (Science)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best instructional practices to improve delivery of classroom writing lessons.	Principal Assistant Principal CLL Teachers Counselor Living with Science Teacher Science Lab Teacher District Science Coordinator	<ul style="list-style-type: none">• Mentoring Minds• DMAC Reports• STAAR released test• STAAR aligned Science• Question Stems• Progress monitoring template• Forde Ferrier• New Science Adoption• Kamico• Science Lab Essential Resources• Summit K12• Amazon products• Wal-Mart products• HEB products-Cannon Printers-Paper-Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	- Increase in Student Achievement in the level of Science. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement campus wide Science trainings by Science lab teacher.							
3) Provide multiple opportunities for development of research-based Science strategies in district and out of district.							
4) Use of technology to enhance and develop vocabulary in all students.							

Goal Area 2:	Closing the Gaps						
Annual Goal: 1	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.						
Objective: 1	Special Education students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by June 2025.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor all student progress on a monthly basis in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math Istation Reading Imagine Math Learning Ally Sing, Spell, Read, and Write Estrellitas Luna -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed 12 -SCE
Action Steps							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)Student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2 (Rdg./Math-Sped)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Imagine Math Istation Reading IReady -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments -Various data reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	– Title I/Title II/Title III – Local Funds 199 – State Bilingual – Migrant 212 – Special Ed 12 -SCE
Action Steps							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices.							
3)Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans by school counselor and other district personnel.							
4)Provide specific instructional training for instructional aides to best serve special education students.							

Strategy 3 (Rdg./Math Sped)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the general ed teacher, LPAC committee member, campus testing coordinator or any other program representative is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist Special Ed teacher	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Imagine Math Istation Reading IReady -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed 12 -SCE
Action Steps							
1)Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students.							
2)Collaborate with all general education teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.							
4) Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress.							

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.						
Objective: 1	English Language Learner (ELL) students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by June 2025.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor all student progress monthly in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC Members	DMAC DMAC Reports Progress monitoring template TPRI/Tejas LEE Reports Eureka Math Pearson DMR Resources Istation Reading Imagine Math IReady Summit K12 Sing, Spell, Read, and Write Estrellita Program Luna Program -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
Action Steps							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).							
2)ELL student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).							

Strategy 2 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC Members	DMAC DMAC Reports Progress monitoring template TPRI/Tejas LEE Reports Eureka Math Pearson DMR Resources Istation Reading Imagine Math IReady Summit K12 Sing, Spell, Read, and Write Estrellita Program Luna Program -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
Action Steps							
1)Provide training for teachers on district curriculum and testing strategies during conference, afterschool, and/or Saturdays.							
2)Peer coaching and observation opportunities to enhance instructional practices.							
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants during the week and/or Saturdays.							
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers ,TPRI/Tejas LEE Strategies.							

Strategy 3 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the teachers serving ELL students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements.	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members	DMAC DMAC Reports Progress monitoring template TPRI/Tejas LEE Reports Eureka Math Pearson DMR Resources Istation Reading Imagine Math IReady Summit K12 Sing, Spell, Read, and Write Estrellita Program Luna Program -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
Action Steps							
1)ELL teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students during conference period, afterschool, and/or Saturdays.							
2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.							
4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.							

Goal Area 2:	Closing the Gaps						
Annual Goal :3	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.						
Objective: 2	English Language Learner (ELL) students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by providing high-quality research-based instruction throughout the 2024-2025 school year.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor all student progress monthly in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Istation Reading Imagine Math IReady Summit K12 -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
Action Steps							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).							
2)ELL student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels during conference periods, afterschool, and/or Saturdays.							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).							

Strategy 2 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members	DMAC DMAC Reports Progress monitoring template TPRI/TejaLee Reports Eureka Math Pearson DMR Resources Imagine Math Istation Reading IReady Summit K12 Sing, Spell, Read, and Write Estrellita Program Luna Program -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	– Title I/Title II/Title III – Local Funds 199 – State Bilingual – Migrant 212 – Special Ed12 -SCE
Action Steps							
1)Provide training for teachers on district curriculum and testing strategies during CLC, conference periods, afterschool, and/or Saturdays.							
2)Peer coaching and observation opportunities to enhance instructional practices.							
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants.							
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, TPRI/Tejas LEE Strategies during CLC, conference periods, afterschool, and/or Saturdays.							

Goal Area 2:		Closing the Gaps					
Annual Goal:4		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.					
Objective: 1 (Sped & ELL)		Special Education and ELL students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by June 2025.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor all student progress monthly in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC Members SPED Teacher(s)	DMAC DMAC Reports Progress monitoring template TPRI/TejaLee Reports Eureka Math Pearson DMR Resources Imagine Math Istation Reading IReady Summit K12 Sing, Spell, Read, and Write Estrellita Program Luna Program -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 -Special Ed 12 -SCE
Action Steps							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).							
2)Student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).							

Strategy 2 (Sped & ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC Members SPED Teacher(s)	DMAC DMAC Reports Progress monitoring template TPRI/TejaLee Reports Eureka Math Pearson DMR Resources Imagine Math Istation Reading IReady Summit K12 Sing, Spell, Read, and Write Estrellita Program Luna Program -Cannon Printers -Paper -Ink/Toner	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	– Title I/Title II/Title III – Local Funds 199 – State Bilingual – Migrant 212 -Special Ed 12 -SCE
Action Steps							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices.							
3)Provide trainings on the implementation of interventions for Dual Language Model, RTI, 504, and IEP's plans.							
4)Provide specific instructional training for instructional aides to best serve special education and ELL students remotely or in class.							

Goal Area: 2	Closing the Gaps (TELPAS)						
Annual Goal : 5	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.						
Objective: 2	All English Language Learners will advance by at least one level of TELPAS composite ratings by June 2025.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Effectively implement and monitor adopted Dual Language program across all grade levels.	Principal Assistant Principal CLL Teachers LPAC Members Dual Language department	DMAC DMAC Reports Progress monitoring template Pearson DMR Resources Istation Reading Iready Summit K12	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS - District TELPAS benchmark	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
Action Steps							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) during CLC, conference periods, and/or Saturdays.							
2)Student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA,TELPAS benchmark and Benchmarks.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).							

Strategy 2 (TELPAS)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Principal Assistant Principal CLL Teachers LPAC Members Dual Language department	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Imagine Math Istation Reading Summit K12 IReady	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	– Title I/Title II/Title III – Local Funds 199 – State Bilingual – Migrant 212 – Special Ed12 -SCE
Action Steps							
1)Provide training for teachers on ELPS and testing strategies during CLC, conference periods, and/or Saturdays. .							
2)Create and implement a TELPAS block across all grade levels.							
3)Provide trainings on the implementation of language acquisition strategies.							
4)Create and implement TELPAS progress monitoring practices.							

Strategy 3 (TELPAS)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	Principal Assistant Principal CLL Teachers LPAC Members Dual Language department	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources IReady Imagine Math Istation Reading Summit K12	-Sept. 2024 -Oct. 2024 -Nov. 2024 -Dec. 2024 -Jan. 2025 -Feb. 2025 -March 2025 -April 2025 -May 2025 -June 2025 -July 2025 -Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	– Title I/Title II/Title III – Local Funds 199 – State Bilingual – Migrant 212 – Special Ed12 -SCE
Action Steps							
1)Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders.							
2)Create a calendar of writing samples for all grade level to align and support TELPAS writing structures.							
3)Create and implement spiraling activities based on student needs.							
4) Monitor monthly writing calendars that target TELPAS writing skills.							

Goal Area: 3	Improve Safety, Public Support, Culture, and Climate						
Annual Goal: 1	Throughout the 2024-2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
Objective: 1	By June 2025, parental participation will increase by at least 50%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide a welcoming environment by extending invitations for school events and activities.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program	Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Sept.2024-August 2025	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
Action Steps							
1) Hold teacher/parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus-based progress monitoring virtually or in person during assigned period.							
2) Hold parent/student in school activities for students in PK3 to second grade.							
3) Invite parents to a monthly Parent Café and/or breakfast.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff ensures every interactions and engagement with parents is positive and valuable.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program	-Sgt. Leonel Treviño Facebook -Sgt. L. Treviño School website -Class Dojo -Google Classroom -PSJA ISD website -Action Plan -Campus data	Sept.2024-August 2025	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
Action Steps							
1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.							
2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3)Provide professional development trainings on how to improve communication with all stakeholders.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communication with parents is timely and is provided through a variety of communication methods.	Principal Assistant Principal CLL Teachers Parent Liaison AVANCE Program Counselor	-Sgt. Leonel Treviño Facebook -Sgt. L. Treviño School website -Class Dojo -Google Classroom -PSJA ISD website -Action Plan -Campus data	Sept.2024-August 2025	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
Action Steps							
1) Share a monthly calendar of events through digital and /or hard copy.							
2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.							
3) Provide important information to parents through various district/campus online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.							

Goal Area: 3	Improve Safety, Public Support, Culture, and Climate						
Annual Goal: 2	Throughout the 2024-2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
Objective:2	By June 2025, the campus will monitor the effectiveness of staff responding to parent concerns and complaints to ensure student academic needs are met.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
School staff and parents ensure mutual support for each other's roles as partners to increase student success.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	-Sgt. Leonel Treviño Facebook -Sgt. L. Treviño School website -Class Dojo -Google Classroom -PSJA ISD website -Action Plan -Campus data	Sept.2024-August 2025	-Invitations -Flyers -Social media posts -Sign in sheets -Agendas	-Parent involvement rate will be at 50% or more -Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
Action Steps							
1) Hold timely parent conferences after parent concern has been communicated.							
2) Implement and monitor an effective response system for parents to facilitate communication between both parties.							
3) Invite parents to a monthly informative Parent Café and/or breakfast sessions.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff ensures every interactions and engagement with parents is positive and valuable.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	<ul style="list-style-type: none">Sgt. Leonel Treviño FacebookSgt. L. Treviño School websiteClass DojoGoogle ClassroomPSJA ISD websiteAction PlanCampus data	Sept.2024-August 2025	<ul style="list-style-type: none">InvitationsFlyersSocial media postsSign in sheets Agendas	<ul style="list-style-type: none">Parent involvement rate will be at 50% or moreParent participation will increase across all school activities and events	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
Action Steps							
1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.							
2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3)Provide professional development trainings on how to improve communication with all stakeholders							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communication with parents is timely and is provided through a variety of communication methods.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	<ul style="list-style-type: none"> Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data 	Sept.2024-August 2025	<ul style="list-style-type: none"> Invitations Flyers Social media posts Sign in sheets Agendas 	<ul style="list-style-type: none"> Parent involvement rate will be at 50% or more Parent participation will increase across all school activities and events 	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
Action Steps							
1) Share a monthly calendar of events through digital and / or hard copy.							
2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.							
3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.							

Goal Area: 3	Improve Safety, Public Support, Culture, and Climate						
Annual Goal: 3	Throughout the 2024-2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
Objective: 1 (SEL)	By June 2025 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and higher academic achievement.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prepare and deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, social media, and emotional abuse.	Principal Asst. Principal CLL Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none">• Curriculum• Behavioral Centers• PSJA LPC• STOPit• Emergency Response Team (ERT)• Curriculum Anti-bullying Materials• Positive Promotions• Oriental Trading• Amazon	Sept.2024-August 2025	<ul style="list-style-type: none">• Ongoing one to one assistance of emotional needs• Counselor develops a trusting relationship and rapport with student• Drills run yearly throughout district	<ul style="list-style-type: none">• Feedback from team after drill is completed• Successful use of actual plan implemented for emergencies• Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	Title I: #2, #4, and #10
Action Steps							
1) Continued use of the bullying/suicide support app.							
2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students.							
3) Integrate district policy on bullying/ cyberbullying .							
4) Provide information on the use of STOPit application.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the safety of all students and staff by providing support services including determent of bullying, cyberbullying, emotional abuse, and suicide risk.	Principal Asst. Principal CLL Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none">• Curriculum• Behavioral Centers• PSJA LPC• STOPit• Emergency Response Team (ERT)• Curriculum Anti-bullying Materials• Positive Promotions• Oriental Trading• Amazon	Sept.2024-August 2025	<ul style="list-style-type: none">• Ongoing one to one assistance of emotional needs• Nurse develops a trusting relationship and rapport with student• Drills run yearly throughout district• Training Sign-in Sheets	<ul style="list-style-type: none">• Feedback from team after drill is completed• Successful use of actual plan implemented for emergencies• Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	<ul style="list-style-type: none">• Title-I School
Action Steps							
1)Training staff on the Emergency Response Team Plan (ERT).							
2)Update emergency kits placed around campus and train appropriate staff on the use and location of kits.							
3) Revise and modify the Emergency Response Team as needed throughout the school year.							
4) Provide Active Shooter Training for all staff.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the development of each student as a whole person.	Principal Asst. Principal CLL Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> Curriculum Behavioral Centers PSJA LPC STOPit Emergency Response Team (ERT) Curriculum Anti-bullying Materials Positive Promotions Oriental Trading Amazon 	Sept.2024-August 2025	<ul style="list-style-type: none"> Ongoing one to one assistance of emotional needs Counselor develops a trusting relationship and rapport with student Drills run yearly throughout district 	<ul style="list-style-type: none"> Feedback from team after drill is completed Successful use of actual plan implemented for emergencies Counselor Calendar 	<ul style="list-style-type: none"> Surveys Questioning and discussions. STOPit application data 	Title-I School
Action Steps							
1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.							
2)Encourage the participation rate in extracurricular activities.							
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication.							

Goal Area: 3	Improve Safety, Public Support, Culture, and Climate						
Annual Goal: 4	Throughout the 2024-2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
Objective: 2 (SEL)	Throughout the school year we will implement a discipline management plan to maintain a positive school environment that is safe and conducive to learning.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify and implement a school wide common set of rules and consequences.	Principal Asst. Principal CLL Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> Curriculum Behavioral Centers PSJA LPC STOPit Emergency Response Team (ERT) Curriculum Anti-bullying Materials Positive Promotions Oriental Trading Amazon 	Sept.2024-August 2025	<ul style="list-style-type: none"> Ongoing one to one assistance of emotional needs Counselor develops a trusting relationship and rapport with student Drills run yearly throughout district 	<ul style="list-style-type: none"> Feedback from team after drill is completed Successful use of actual plan implemented for emergencies Counselor Calendar 	-Surveys -Questioning and discussions -STOPit application data	Title-I School
Action Steps							
1) Teacher will develop, implement, and post in their classroom a list of rules and consequences.							
2) Integrate a campus wide set of rules and display campus rules in main traffic areas.							
3) Communicate our school wide rules through daily school announcements.							
4) Implement a reward system as an incentive for positive behavior by teacher and/or grade level.							

Strategy 2 (SEL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development training on behavior management.	Principal Asst. Principal CLL Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none">• Curriculum• Behavioral Centers• PSJA LPC• STOPit• Emergency Response Team (ERT)• Curriculum Anti-bullying Materials• Positive Promotions• Oriental Trading• Amazon	Sept.2024-August 2025	<ul style="list-style-type: none">• Ongoing one to one assistance of emotional needs• Nurse develops a trusting relationship and rapport with student.• Drills run yearly throughout district	<ul style="list-style-type: none">• Feedback from team after drill is completed• Successful use of actual plan implemented for emergencies• Counselor Calendar	-Surveys -Questioning and discussions. -STOPit application data	Title-I School
Action Steps							
1)Provide behavior management trainings within the district, campus, or other during CLC, conference periods, afterschool, and/or Saturdays.							
2)Teachers will share behavior management strategies during CLC meetings.							
3) Teachers will participate in peer observations to acquire classroom management ideas from one another.							
4) CLL with administration support, will model appropriate classroom management and provide ideas or strategies.							

Strategy 3 (SEL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the development of each student as a whole person.	Principal Asst. Principal CLL Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> Curriculum Behavioral Centers PSJA LPC STOPit Emergency Response Team (ERT) Curriculum Anti-bullying Materials Positive Promotions Oriental Trading Amazon 	Sept.2024-August 2025	<ul style="list-style-type: none"> Ongoing one to one assistance of emotional needs Counselor develops a trusting relationship and rapport with student Drills run yearly throughout district 	<ul style="list-style-type: none"> Feedback from team after drill is completed Successful use of actual plan implemented for emergencies Counselor Calendar 	-Surveys -Questioning and discussions. -STOPIT application data	Title-I School
Action Steps							
1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.							
2)Encourage the participation rate in extracurricular activities.							
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication							

Goal Area: 3	Improve Safety, Public Support, Culture, and Climate						
Annual Goal: 5	By June 2025, the campus positive culture and climate will increase						
Objective: 1 (Attendance)	Increase school attendance from a 92.9% to a 97.5 % attendance rate to ensure student academic success.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a campus attendance reward system for students and staff.	Principal Asst. Principal Teachers Counselor CLL PEIMS clerk	<ul style="list-style-type: none">• Campus Data• Eschool Report Substitute System Report• Amazon products• Wal-Mart• HEB• Peter Piper Pizza	Sept.2024- August 2025	<ul style="list-style-type: none">• Daily attendance monitoring• Eschool Data• PEIMS Update Trainings• Monthly Incentive Calendar	<ul style="list-style-type: none">• Improvement in student academic scores• Improvement in student attendance rate• Improvement in staff retention	Eschool Report Campus, district, and state data	Title 1--#10
Action Steps							
1) As a grade level teacher will create a system to reward classroom student attendance.							
2) Campus will reward students at the end of every marking period in various ways such as but not limited to fieldtrips, snacks, certificates, awards, etc.							
3) Campus will reward and recognize staff with perfect attendance by marking period in various ways but not limited to extended lunch, snacks, certificates, awards, etc.							

Strategy 2 (Attendance)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop an interactive curriculum to engage students in hand on activities.	Principal Asst. Principal Teachers Counselor CLL	State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Positive Promotions Oriental Trading Amazon Wal-Mart HEB Sam's	Sept.2024- August 2025	Student Product display Student Product Presentation STEM Activities Final Products	Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.	Title 1--#10
Action Steps							
1) Provide professional development training on how to integrate STEM activities to daily lessons.							
2)During CLC's teachers will collaborate, plan, and create hands on activities that are aligned to state standards (TEKS).							
3)Provide opportunities for student choice of projects, presentations and activities.							

Strategy 3 (Attendance)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Utilize technology resources to enhance curriculum instruction and increase student engagement.	Principal Asst. Principal Teachers Counselor CLL	<ul style="list-style-type: none"> State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Google Classroom Class Dojo Google Meets Amazon Wal-Mart HEB Sam's 	Sept.2024-August 2025	<ul style="list-style-type: none"> Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video Google Classroom 	<ul style="list-style-type: none"> Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement 	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.	Title 1--#10
Action Steps							
1)Utilize Google Classroom or any other digital platform to enhance learning through various subjects.							
2) Increase usage of Imagine Learning program for Reading and Math using computer labs.							
3) Plan ahead of time to embed technology within teacher lessons to make learning interactive and engaging (Power Points, games, internet homework assignments, online grading systems, IPAD's).							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 1	Throughout the 2024-2025 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.						
Objective: 1 (Lessons)	All teachers will use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none">• Mentoring Minds• DMAC Reports• STAAR released test• Progress monitoring template• Pearson• Forde Ferrier• Write from the Beginning• SSRW• Estrellitas• Lunita	Sept.2024- August 2025	<ul style="list-style-type: none">• DMAC data reports• Campus Performance Reviews (CPR)• Progress Monitoring Reports• Walk-through feedback• Lesson Plans• Teacher created writing prompts• Student product	<ul style="list-style-type: none">• Increase in Student Achievement across all grade levels.• Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
Action Steps							
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS).							
2) Campus based training on the implementation of interactive journals.							
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students.							
4) Teachers will implement higher level questioning in all lessons across all subjects.							

Strategy 2 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> • Mentoring Minds • DMAC Reports • STAAR released test • Progress monitoring template • Pearson • Forde Ferrier • Write from the Beginning • SSRW • Estrellita • Lunita 	Sept.2024- August 2025	<ul style="list-style-type: none"> • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • Lesson Plans • Teacher created writing prompts • Student product 	<ul style="list-style-type: none"> • Increase in Student Achievement across all grade levels. • Increase academic performance of all student groups in all BM and STAAR assessments. 	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
Action Steps							
1)Heterogenous grouping that builds trust and promotes open communication.							
2) Set the rules and assign a role to each member of the group during collaborative group work.							
3) During CLC meetings, teacher will plan and create collaborative learning strategies to implement in their classroom.							
4)Set guidelines and expectations on classroom discussions, group work, and interactions.							

Strategy 3 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> • Mentoring Minds • DMAC Reports • STAAR released test • Progress monitoring template • Pearson • Forde Ferrier • Write From the Beginning • SSRW • Estrellita • Lunita 	Sept.2024-August 2025	<ul style="list-style-type: none"> • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • Lesson Plans • Teacher created writing prompts • Student product 	<ul style="list-style-type: none"> • -Increase in Student Achievement across all grade levels. • Increase academic performance of all student groups in all BM and STAAR assessments. 	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
Action Steps							
1)Teachers will use scaffolding strategies during lessons.							
2) Use graphic organizer to map out thinking.							
3) Implement higher order thinking question stems.							
4) Use big idea questions at the beginning of lessons and guiding questions to check for understanding.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 2	Throughout the 2024-2025 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.						
Objective: 2 (Lessons)	Monitor teachers in the use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Monitor professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> • Mentoring Minds • DMAC Reports • STAAR released test • Progress monitoring template • Pearson • Forde Ferrier • Kamico • Write from the Beginning • SSRW • Estrellita • Lunita 	Sept.2024-August 2025	<ul style="list-style-type: none"> • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • Lesson Plans • Teacher created writing prompts • Student product 	<ul style="list-style-type: none"> • Increase in Student Achievement across all grade levels. • Increase academic performance of all student groups in all BM and STAAR assessments. 	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1--#5
Action Steps							
1)Monitor and assist during CLC meetings as teachers learn how to align learning objectives to state standards (TEKS).							
2) Administration supports and monitors campus-based training and the implementation of interactive journals.							
3) Monitor and adjust teacher communications feedback to individual students.							
4) Review of lesson plans during grade level meetings to ensure higher order thinking questions are implemented.							

Strategy 2 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none">• Mentoring Minds• DMAC Reports• STAAR released test• Progress monitoring template• Pearson• Forde Ferrier• Kamico• Write from the Beginning• SSRW• Estrellita• Lunita	Sept.2024-August 2025	<ul style="list-style-type: none">• DMAC data reports• Campus Performance Reviews (CPR)• Progress Monitoring Reports• Walk-through feedback• Lesson Plans• Teacher created writing prompts• Student product	<ul style="list-style-type: none">• Increase in Student Achievement across all grade levels.• Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
Action Steps							
1) Model and assist during CLC meetings on how to create heterogenous grouping.							
2) Help teachers implement student roles in classroom lessons.							
3) Monitor the implementation of creation of collaborative learning strategies.							
4) Support teacher input on guidelines and expectations on classroom discussions, group work, and interactions.							

Strategy 3 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and support the use of strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> • Mentoring Minds • DMAC Reports • STAAR released test • Progress monitoring template • Pearson • Forde Ferrier • Kamico • Write from the Beginning • SSRW • Estrellita • Lunita 	Sept.2024-August 2025	<ul style="list-style-type: none"> • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • Lesson Plans • Teacher created writing prompts • Student product 	<ul style="list-style-type: none"> • Increase in Student Achievement across all grade levels. • Increase academic performance of all student groups in all BM and STAAR assessments. 	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
Action Steps							
1)Continuous feedback and support on the delivery of scaffolding strategies during lessons.							
2) Monitor the use of authentic student created work in hallways and classrooms that promotes higher order thinking.							
3) Facilitate the use of higher order thinking question stems.							
4) Review and revise lesson plans on big idea questions that will be implemented to check for understanding.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 3	Throughout the 2024-2025 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.						
Objective:1 (Evaluation)	Throughout the 2024-2025 school year, use evaluation systems to improve staff quality, recruitment that will increase teacher retention rate by 5%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use different components of MCREL evaluating system to provide low inference data to teachers	Principal Assistant Principal CLL Teachers	<ul style="list-style-type: none">TTESS Evaluation SystemDistrict Resources DistrictWalkthrough Form	Sept.2024-August 2025	<ul style="list-style-type: none">TTESS Observation ToolWalkthroughs Feedback SessionsCLCPeer to Peer Observation ScheduleCampus Data	<ul style="list-style-type: none">Increase of teacher retentionHigher TTESS teacher ratingIncrease in Student AchievementTeacher AttendanceStudent Enrollment	-Increase in student achievement -Increase in proficiency levels in TTESS	Title 1--#5
Action Steps							
1) Create a supportive management environment.							
2) Provide training on standards and strands of the TTESS evaluation system.							
3) Peer to peer classroom observations with constructive feedback.							
4) Model expectations for different proficiency levels and provide training at the beginning of school year.							

Strategy 2 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	6 Title-I School- wide Component
Establish and maintain a mentoring program for first- and second-year teachers.	Principal Assistant Principal CLL Teachers	<ul style="list-style-type: none"> • TTESS Evaluation System • District Resources • District Walkthrough Form 	Sept.2024-August 2025	<ul style="list-style-type: none"> • TTESS Observation Tool • Walkthroughs • Feedback Sessions • CLC • Peer to Peer Observation Schedule • Campus Data 	<ul style="list-style-type: none"> • Increase of teacher retention • Higher TTESS teacher ratings. • Increase in Student Achievement • Teacher Attendance • Student Enrollment 	<ul style="list-style-type: none"> • Increase in student achievement • Increase in proficiency levels in TTESS 	Title 1--#5
Action Steps							
1) Assign a mentor to first- and second-year teachers.							
2) District mentoring program.							
3)TTESS development sessions with first- and second-year teachers.							
4) Create a support group that provides professional insights and development to ensure growth.							

Strategy 3 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher will become certified for their teaching assignment.	Principal Assistant Principal CLL Teachers	<ul style="list-style-type: none">• TTESS Evaluation System• District Resources• District Walkthrough Form	Sept.2024- August 2025	<ul style="list-style-type: none">• TTESS Observation Tool• Walkthroughs• Feedback Sessions• CLC• Peer to Peer Observation• Schedule• Campus Data	<ul style="list-style-type: none">• Increase of teacher retention• Higher TTESS teacher ratings• Increase in Student Achievement• Teacher Attendance• Student Enrollment	<ul style="list-style-type: none">• Increase in student achievement• Increase in proficiency levels in TTESS	Title 1--#5
Action Steps							
1) Trainings on certification exam.							
2) Teachers will develop a better understanding of the correlation between state standards and TTESS.							
3) Aware of assessment dates and certification process.							
4) Explore test requirements.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 4	Throughout the 2024-2025 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.						
Objective: 2 (Evaluation)	Throughout the 2024-2025 school year, the campus will decrease personnel turnaround by 10% by improving recruitment process.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Campus will develop recruitment campaigns and networking opportunities.	Principal Assistant Principal CLL Teachers Counselor All Staff	<ul style="list-style-type: none"> School Pamphlet Facebook Class Dojo District Website School Website Social Media 	Sept.2024-August 2025	<ul style="list-style-type: none"> Sign-In Sheets Social Media Visits School Calendar Events Campus Presentations Campus Tours 	<ul style="list-style-type: none"> Increase of social media audience Increase in number of job applicants Increase in retention rate of staff 	<ul style="list-style-type: none"> Increase in student achievement Increase in highly qualified staff Positive images and stories will be publicized on social media highlight to successes 	Title 1--#5
Action Steps							
1) Campus will host in house job fairs and develop URL link for recruitment purposes will be included in our school website.							
2) Campus will work on events to promote school name.							
3) Promotion of school events and accomplishments through various social media platforms.							
4) Create, post, and distribute pamphlets that highlight campus accomplishments.							

Strategy 2 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Opportunities for growth within the school organization.	Principal Assistant Principal CLL Teachers Counselor All Staff	<ul style="list-style-type: none">• School Pamphlet• Facebook• Class Dojo• District Website• School Website• Social Media	Sept.2024-August 2025	<ul style="list-style-type: none">• Sign In Sheets• Social Media Visits• School Calendar Events• Campus Presentations• Campus Tours	<ul style="list-style-type: none">• Increase of social media audience• Increase in number of job applicants• Increase in retention rate of staff	<ul style="list-style-type: none">• Increase in student achievement• Increase in highly qualified staff• Positive images and stories will be publicized on social media to highlight successes.	Title 1--#5
Action Steps							
1) Assign a mentor to first- and second-year teachers.							
2) Provide leadership opportunities (peer assistance, teacher coaches, planners, administrative interns).							
3) Provide opportunities for conferences outside of the district.							
4) Create partnership with universities to support any staff member who is interested in pursuing or continuing their education.							

Strategy 3 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Use best hiring practices to recruit highly qualified staff.	Principal Assistant Principal CLL Teachers Counselor All Staff	<ul style="list-style-type: none"> School Pamphlet Facebook Class Dojo District Website School Website Social Media 	Sept.2024-August 2025	<ul style="list-style-type: none"> Sign-In Sheets Social Media Visits School Calendar Events Campus Presentations Campus Tours 	<ul style="list-style-type: none"> Increase of social media audience Increase in number of job applicants Increase in retention rate of staff 	<ul style="list-style-type: none"> Increase in student achievement Increase in highly qualified staff Positive images and stories will be publicized on social media to highlight successes. 	Title 1--#5
Action Steps							
1) Gather hiring data and analyze why staff leaves and address any concern areas that may arise.							
2)Use the TTESS Evaluation System to align and create focused interview questions.							
3) Establish a prescreened that aligns to campus mission and vision statement .							
4) Create a hiring committee consisting of several stakeholders such as but not limited to Administration, Teachers, LIFE Coach, Counselor and School Liaison.							

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Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 5	By July 2025, the campus positive culture and climate will increase.						
Objective: 1 (Culture)	By July 2025, the campus positive culture and climate will increase staff retention by 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Create a culture of value in which all staff feel a sense of being accepted, valued, welcomed, and supported in all school settings.	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none">• Campus vision and mission statement• Sprit of PSJA Themes• School Social Media• Kindness• Humor• Music• Oasis Game Room	Sept.2024-August 2025	<ul style="list-style-type: none">• Surveys• Weekly CLC• Meetings• Committee• Agendas• Sign In Sheets	<ul style="list-style-type: none">• Positive School Culture• Retention of Staff• Higher Staff Attendance• Higher Student Attendance	<ul style="list-style-type: none">• Increase of Student Achievement• Increase in teacher overall TTESS ratings• Positive images and stories will be publicized on social media to highlight successes.	Title 1--#5
Action Steps							
1) Staff is part of campus decision making.							
2) Staff input to develop cultural practices in school.							
3) Survey on staff needs and areas of improvement.							
4) Promote and model great character.							

Strategy 2 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff motivation	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none">• Campus vision and mission statement• Sprit of PSJA Themes• School Social Media• Kindness• Humor• Music• Oasis Game Room• Amazon (rewards)• Sam's• HEB• Positive Promotions• Oriental Trading	Sept.2024- August 2025	<ul style="list-style-type: none">• Surveys• Weekly CLC Meetings• Committee Agendas• Sign In Sheets	<ul style="list-style-type: none">• Positive School Culture• Retention of Staff• Higher Staff Attendance• Higher Student Attendance	<ul style="list-style-type: none">• Increase of Student Achievement• Increase in teacher overall TTESS ratings• Positive images and stories will be publicized on social media to highlight successes	Title 1--#5
Action Steps							
1) Recognizing accomplishments and personal celebrations.							
2) Publicly praise staff members in all social media platforms.							
3) Encourage collaboration and recognize staff who work as a team.							
4) Creating and implementing a reward system for all staff: six weeks breakfasts, perfect attendance awards/certificates, etc.							

Strategy 3 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote and apply a positive atmosphere.	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> • Campus vision and mission statement • Sprit of PSJA Themes • School Social Media • Kindness • Humor • Music • Oasis Game Room • Positive Promotions • Oriental Trading • Amazon • Sam’s • HEB • Wal-Mart 	Sept.2024-August 2025	<ul style="list-style-type: none"> • Surveys • Weekly CLC • Meetings • Committee Agendas • Sign In Sheets 	<ul style="list-style-type: none"> • Positive School Culture • Retention of Staff • Higher Staff Attendance • Higher Student Attendance 	<ul style="list-style-type: none"> • Increase of Student Achievement • Increase in teacher overall TTESS ratings • Positive images and stories will be publicized on social media highlight successes 	Title 1--#5
Action Steps							
1) Empower staff to give input in the school decision making process.							
2) Team building activities.							
3) Creating and implementing a reward system for all staff.							
4) Celebrate staff members through TIGER of the month and Sprit of PSJA Awards.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 6	By July 2025, the campus positive culture and climate will increase						
Objective:2 (Culture)	By July 2025, the campus positive culture and climate will increase student attendance and retention by 2%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings.	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none">• Campus vision and mission statement• School Social Media• Kindness• Humor• Music• Oasis Game Room	Sept.2024-August 2025	<ul style="list-style-type: none">• Surveys• Student feedback• Individual Student Conferencing• Counseling and Guidance Lessons• Teacher student conferences	<ul style="list-style-type: none">• Positive School Culture• Increase Student Attendance• Meeting Attendance Goals• Decrease of Student Discipline Referrals	<ul style="list-style-type: none">• Increase of Student Achievement• Positive images and stories will be publicized on social media to highlight successes	Title 1--#5
Action Steps							
1) Students and family take part in campus decision making.							
2) Student and family provide input to develop cultural practices in school.							
3) Campus provides a climate of support for academic learning and social emotional learning.							
4) Promote and model great character.							

Strategy 2 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will provide different opportunities to increase student motivation	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none">• Campus vision and mission statement• School Social Media• Kindness• Humor• Music• Oasis Game Room• Oriental Trading• Amazon• Sam’s• Wal-Mart• HEB• Positive Promotions• Oriental Trading• Gateway• Peter Piper Pizza• Chuck E’Cheese	Sept.2024-August 2025	<ul style="list-style-type: none">• Surveys• Student feedback• Individual Student Conferencing• Counseling and Guidance Lessons• Teacher student conferences	<ul style="list-style-type: none">• Positive School Culture• Increase Student Attendance• Meeting Attendance Goals• Decrease of Student Discipline Referrals	<ul style="list-style-type: none">• Increase of Student Achievement• Positive images and stories will be publicized on social media to highlight successes	Title 1--#5
Action Steps							
1) Recognizing accomplishments and personal celebrations.							
2) Publicly praise students in all social media platforms.							
3) Celebrate student achievement with a Super Star Parade every six weeks.							
4) Creating and implementing a reward system for all students to celebrate achievements.							

Strategy 3 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote and apply a positive atmosphere in a classroom setting	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none">• Campus vision and mission statement• School Social Media• Kindness• Humor• Music• Oasis Game Room• Oriental Trading• Amazon• Sam’s• Wal-Mart• HEB• Positive Promotions• Oriental Trading• Gateway• Peter Piper Pizza• Chuck E’Cheese	Sept.2024-August 2025	<ul style="list-style-type: none">• Surveys• Student feedback• Individual Student Conferencing• Counseling and Guidance Lessons• Teacher student conferences	<ul style="list-style-type: none">• Positive School Culture• Increase Student Attendance• Meeting Attendance Goals• Decrease of Student Discipline Referrals	<ul style="list-style-type: none">• Increase of Student Achievement• Positive images and stories will be publicized on social media to highlight successes	Title 1--#5
Action Steps							
1) Empower students to be active participants.							
2) Providing a safe and inclusive classroom environment.							
3) Creating and implementing classroom rules.							
4) Celebrate student academic achievements every marking period and daily personal celebrations: birthdays, perfect attendance, honor roll, etc.							

Professional Development Plan

[illegible]

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including considering 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.**