Campus Improvement Plan
2024-2025
Allen & William Arnold Elementary

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-

generational prosperity.

Mission

 As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative

instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health

and safety for all – from early childhood through their chosen careers.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness,

biliteracy and extracurricular programs, and our multicultural heritage

to ensure every student has the experiences and resources necessary to achieve the

highest levels of success.

Allen & William Arnold Elementary CIP

PSJA ISD Board of Trustees
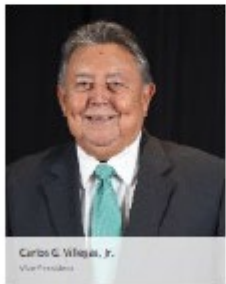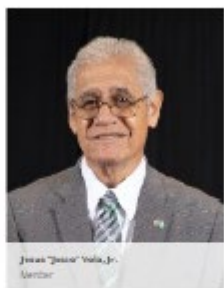
Superintendence's Cabinet

District Leadership Team

Dr. Alejandro Elias, Superintendent of Schools

Superintendent's Cabinet

Ranulfo Marquez, Assistant Superintendent of Academics

Rebecca Gonzales, Assistant Superintendent of for Finance

Dr. Rebeca Garza, Assistant Superintendent of for Human Resource

Dr. Orlando Noyola, Assistant Superintendent of for Student Service

Dr. Lauro Davalos, Assistant Superintendent of for Technology

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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

PSJA ISD
OPPORTUNITIES FOR ALL
LEADERSHIP VALUES

We Build Relationships through effective communication, model ethics, and exhibit emotional intelligence.

Positive Engagement

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

Student-Centered Excellence

Joint Empowerment

We Foster Collaboration inspire action, build capacity, and cultivate leaders.

Adaptive Innovation

We Manage Change by scanning the environment, acknowledging outcomes, and championing solutions.

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments are systemically adopting the United Nations' 17 Sustainable Development Goals (SDGs) starting the 2024-2025 school year.

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

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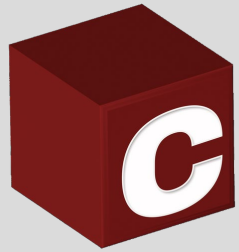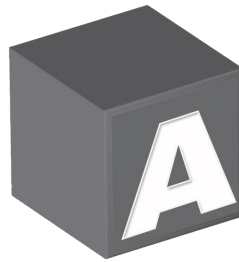
www.psjaisd.us/sustainability

CARE

CUSTOMER
SERVICE
STANDARDS

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

Courteous

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

Attentive

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

Responsive

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

Exceptional

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

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Campus Site-Based Decision Committee Members

Committee Role	Name	Position
Administrator	Belinda Garcia	Principal
Administrator	Ernesto Duenas	Assistant Principal
Teacher	Babe Perales	Pre-Kindergarten
Teacher	Karina Rivera	Kindergarten
Teacher	Veronica Hernandez	1st grade
Teacher	Cynthia Martinez	2nd grade
Teacher	Ilsa Flores	3rd grade
Teacher	Monica Obregon	4th grade
Teacher	Belinda Irlas	5th grade
Special Ed Teacher	Aaron Cano	All Grades
Pupil Service Personnel	Esmeralda Hernandez	Counselor
Pupil Service Personnel	Ana Hernanadez	Counselor
Non-Classroom Professional	Marciana Hernandez	Collaborative Learning Leader
Community/Business Representative	Jack Arnold & Family	Community/ Business Member
Head Custodian	Antonio Cruz	Head Custodian
Parent	Sonia Bazan	Parent Volunteer

Campus Executive Summary

School Overview:

Demographic Summary: The enrollment at Allen & William Arnold Elementary as of July 31st enrolled 651 students. Our students represent low socio-economic status of approximately 88% with 0.1% migrant students.   Approximately 19% of our student population receive special education services, while 5% receive accommodation under 504. Our Gifted and Talented population accounts for approximately 3.1% of our student population. The bilingual population is approximately 36% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in the surrounding areas with some commuting from neighboring districts.

Curriculum/Instruction and Assessment: Allen & William Arnold Elementary offers a rigorous curriculum with highly qualified staff. Most of our teachers are bilingual certified, and we offer a Dual Language curriculum as well as an all-English curriculum for our students. Students needing academic support are offered after-school tutorials, in-school tutorials as well as small group interventions.

Comprehensive Needs Assessment Summary: Allen & William Arnold Elementary received an overall grade of 82 out of 100 based on performance in three different domains. In Domain I, Student Achievement, Arnold Elementary earned a 76. Domain I measures how much a student knows and can do at the end of the school year. In Domain II Part A, Academic Growth, Arnold Elementary scored a 78. Domain II Part A measures how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, the score was 84. Arnold Elementary scored a 78 in Domain III, Closing the Gaps. Domain III shows how well different student groups within a school are performing.

Summary of Measurable Objectives:

- Increase the number of students scoring at the Meets or Masters level on STAAR by 5% in all subject areas.
- Increase student growth in all subject areas by 5% and maintain in areas already over 90%.
- Increase the academic achievement of all subgroups by 5% in all subject areas.
- Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations.

At Arnold Elementary, we will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2024-2025 school year and plan for Tier I classroom interventions. We will continue to offer after-school tutorials, In-school tutorials, and small group interventions. Our campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment from administrators, teachers, parents, students, and the community will be an integral part in attaining our school mission.
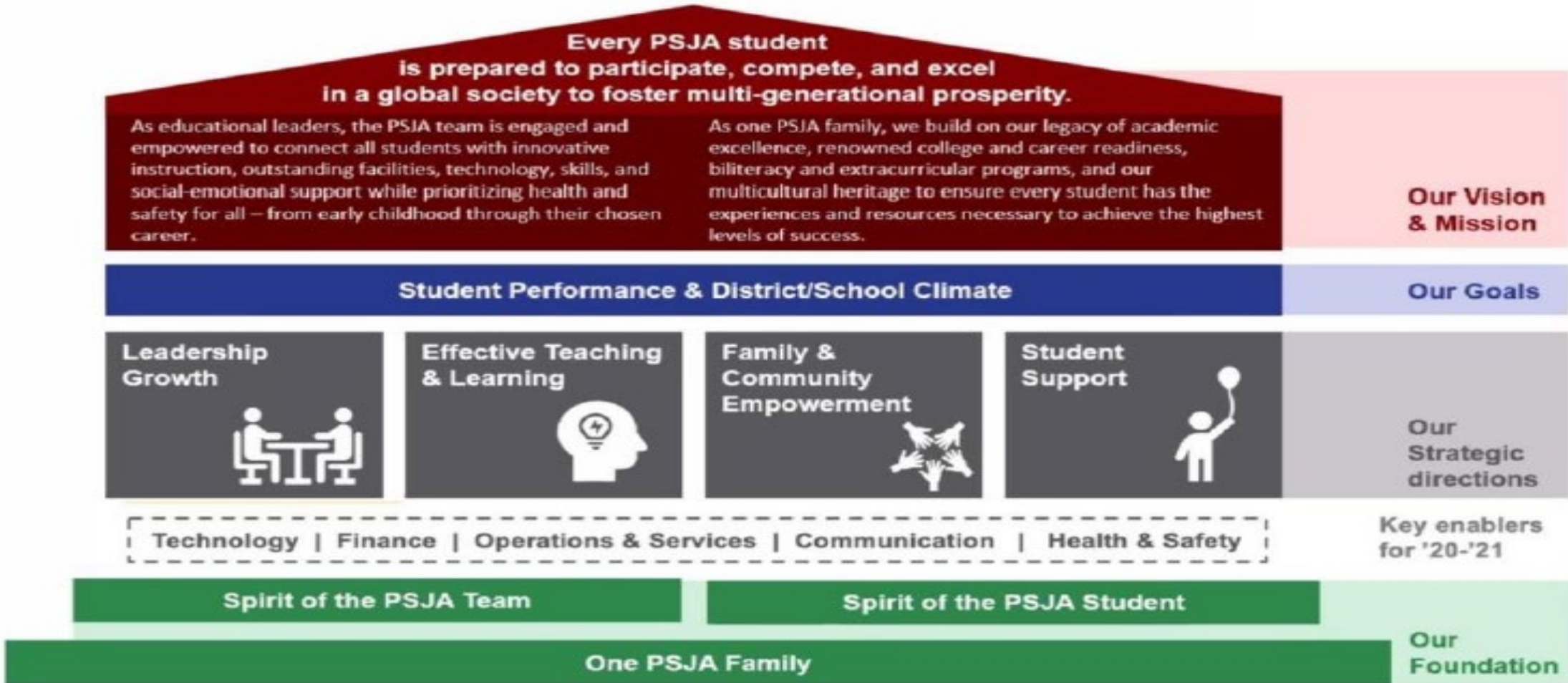
What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report

2. TPRI, Tejas Lee, EOY Assessments

3. 2023 – 2024 Attendance Report

4. PEIMS Demographics

5. Professional Development Plan

6. Teacher Certifications

7. TELPAS Scores

8. Technology Inventory

9. Software Reports: Summit K-12, I Ready, Istation, Imagine Math, Footsteps to Brilliance, AR

2024 Preliminary Accountability Report Card - Elementary School

What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component

Campus Name	ALLEN & WILLIAM ARNOLD EL				Campus Number	108909130
%EcoDis (Fall 2023 Snapshot)	84.9					

	Component Score	Scale Score	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement STAAR Performance	48	76	C	Best Scale Score: Domain I or Domain II	84	70%	58.8
Domain II - School Progress (Better of Part A or Part B)		84	B				
Part A - Academic Growth	69	78	C				
Part B - Relative Performance	48	84	B				
Domain III - Closing the Gaps	56	78	C	Domain III Scale Score	78	30%	23.4
				Overall Score			82
				Overall Letter Grade			B

MATH

	# St.	App		Meets		Masters		Avg. (Raw)	Scale Score	Letter Grade
3rd	84	59	70%	38	45%	3	4%	40%	69	D
4th	87	57	66%	33	38%	9	10%	38%	65	D
5th	79	63	80%	44	56%	10	13%	49%	77	C
CAMPUS	250	179	72%	115	46%	22	9%	42%	71	C

SCIENCE

	# St.	App		Meets		Masters		Avg. (Raw)	Scale Score	Letter Grade
3rd										
4th										
5th	79	59	75%	29	37%	13	16%	43%	72	C
CAMPUS										

READING

	# St.	App		Meets		Masters		Avg. (Raw)	Scale Score	Letter Grade
3rd	85	61	72%	40	47%	10	12%	44%	72	C
4th	88	69	78%	42	48%	16	18%	48%	76	C
5th	79	63	80%	43	54%	16	20%	51%	78	C
CAMPUS	252	193	77%	125	50%	42	17%	48%	76	C

Total Tests	App	Meets	Masters	Avg. (Raw)	Scale	Letter Grade
581	431	269	77	45%	73	C
	74%	46%	13%			
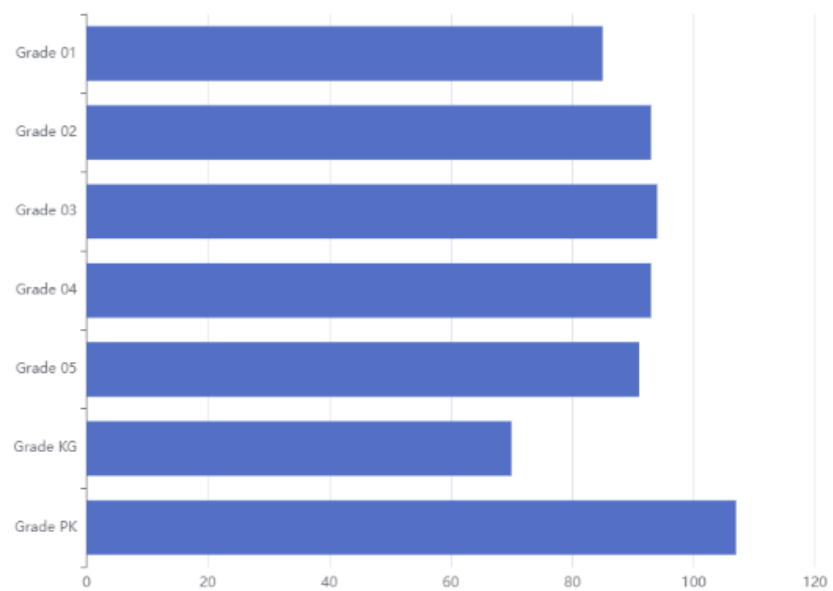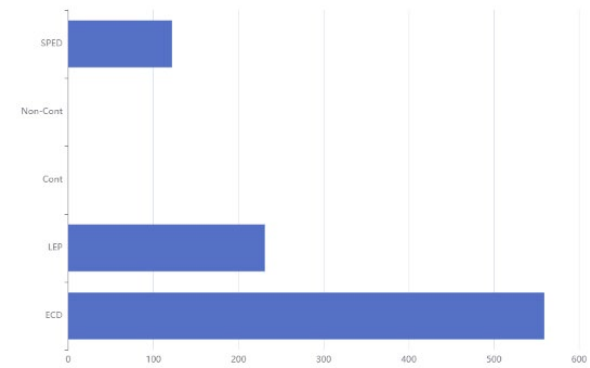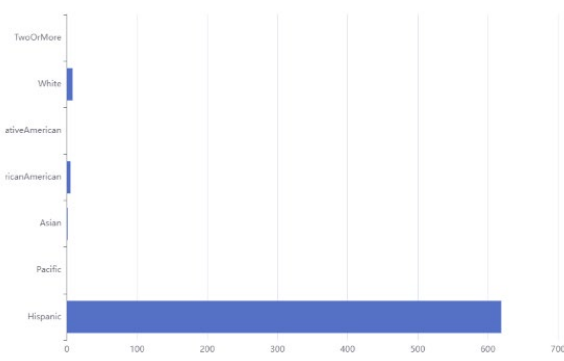
RLA

Grade 4		Grade 5	
# Students/Tests Who Demonstrated Progress at 1/2 Pt.	9	# Students/Tests Who Demonstrated Progress at 1/2 Pt.	5
# Students/Tests Who Demonstrated Progress at 1 Pt.	36	# Students/Tests Who Demonstrated Progress at 1 Pt.	29
# Students/Tests Who Demonstrated Accelerated Learning	3	# Students/Tests Who Demonstrated Accelerated Learning	4
Total Students/Tests Eligible for Progress	60	Total Students/Tests Eligible for Progress	59
Domain 2A Component Score	69%	Domain 2A Component Score	55%

Math

Grade 4		Grade 5	
# Students/Tests Who Demonstrated Progress at 1/2 Pt.	8	# Students/Tests Who Demonstrated Progress at 1/2 Pt.	8
# Students/Tests Who Demonstrated Progress at 1 Pt.	26	# Students/Tests Who Demonstrated Progress at 1 Pt.	32
# Students/Tests Who Demonstrated Accelerated Learning	6	# Students/Tests Who Demonstrated Accelerated Learning	7
Total Students/Tests Eligible for Progress	75	Total Students/Tests Eligible for Progress	69
Domain 2A Component Score	42%	Domain 2A Component Score	55%

Domain III Closing the Gaps Targets: Elementary Schools

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus Group	Emergent Bilingual	Economically Disadvantaged	Special Education Current	Special Education Former	Continuously Enrolled
Ac Ach: RLA 2022-2023 through 2026-2027	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
Ac Ach: Math 2022-2023 through 2026-2027	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
Growth: RLA 2022-2023 through 2026-2027	64%	59%	62%	68%	62%	80%	62%	67%	61%	62%	60%	50%	64%	65%
Growth: Math 2022-2023 through 2026-2027	69%	61%	68%	74%	69%	88%	70%	71%	66%	69%	65%	58%	70%	70%
EL Proficiency 2022-2023 through 2026-2027										49%				
STAAR Only 2022-2023 through 2026-2027	47%	36%	41%	58%	46%	72%	49%	55%	40%	37%	38%	23%	42%	48%

*High Focus Group Includes Eco Dis, EB/EL (Current and Monitored through Year 4), Current Sp Ed, Highly Mobile (Foster Care, Homeless, Migrant)

Campus Types	Closing the Gaps Domain Component	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Academic Growth Status	50%
	English Language Proficiency	10%
	Student Achievement Domain Score: STAAR Component Only	10%

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2023

Grade	Counted	Points	% of Growth	Met 46%
K	No Growth			
1	25	1	0%	N
2	18	11	61%	Y
3	31	25	81%	Y
4	32	10	31%	N
5	26	19	73%	Y
TOTAL	132	66	50%	Y

2024

Grade	Counted	Points	% of Growth	Met 49%
K	No Growth			
1	25	5	20%	N
2	25	20	80%	Y
3	17	9	53%	Y
4	30	12	40%	N
5	30	22	73%	Y
TOTAL	127	68	54%	Y

N = Conservative Rating Approach due to Test on computers the following year

1st Grade TPRI EOY Campus Summary

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Listening	44	81%	23	43%	19	38%
Instructional	2	4%	8	15%	10	20%
Independent	8	15%	22	42%	21	42%

1st Grade Tejas Lee EOY Campus Summary

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Frustrational	21	75%	6	21%	5	16%
Instructional	0	0%	3	11%	1	3%
Independent	7	25%	19	68%	26	81%

2nd Grade TPRI EOY Campus Summary

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Listening	26	37%	17	24%	11	17%
Instructional	12	17%	11	15%	6	9%
Independent	33	46%	43	61%	49	74%

2nd Grade Tejas Lee EOY Campus Summary

Campus Summary						
Levels:	BOY		MOY		EOY	
	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students	Campus # of Students	Campus % of Students
Frustrational	7	33%	3	14%	2	8%
Instructional	8	38%	4	19%	0	0%
Independent	6	29%	14	67%	22	92%

Allen & William Arnold Elementary CIP/ Student Achievement

Goal Area: 1	Student Achievement
Annual Goal: 1	Student performance on STAAR Reading 3-5 will improve by June 2025.
Objective: 1	The percentage of students performing at Meets Grade Level or above on STAAR Reading 3-5 will increase from 46% to 51% by June 2025.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	September 1, 2024 – August 31, 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							

Allen & William Arnold Elementary CIP

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as IReady, Accelerated Reader/Star Software, to facilitate reading development.							

Allen & William Arnold Elementary CIP

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Allen & William Arnold Elementary CIP

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Allen & William Arnold Elementary CIP

Goal Area: 1	Student Achievement
Annual Goal: 1	Student performance on STAAR Reading 3-5 will improve by June 2025.
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Reading 3-5 will increase from 13% to 15% by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	September 1, 2024 – August 31, 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Allen & William Arnold Elementary CIP

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							

Allen & William Arnold Elementary CIP

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading.	Principal Asst. Principal CLL Teachers	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of instruction to reach Masters Level in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Allen & William Arnold Elementary CIP

Goal Area: 1	Student Achievement
Annual Goal: 2	Student performance on STAAR MATH 3-5 will improve by June 2025.
Objective: 1	The percentage of students performing at Meets Grade Level or above on STAAR Math 3-5 will increase by 5% from 46% to 51% by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	September 1, 2024 – August 31, 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							27

Allen & William Arnold Elementary CIP

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math to facilitate math development.							

Allen & William Arnold Elementary CIP

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Math to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Allen & William Arnold Elementary CIP

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							

Allen & William Arnold Elementary CIP

Goal Area: 1	Student Achievement
Annual Goal: 2	Student performance on STAAR Math 3-5 will improve by June 2024.
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Math 3-5 will increase from 9% to 14% by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	September 1, 2024 – August 31, 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							31

Allen & William Arnold Elementary CIP

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III,IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							

Allen & William Arnold Elementary CIP

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math.	Principal Asst. Principal CLL Teachers	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of instruction to reach Masters Level in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 2	Closing the Gaps.							
Annual Goal: 1	All student groups will maintain or increase the Academic Achievement (Reading) interm target of 46% by June 2025.							
Objective: 1	All student groups will meet the interm target (46%) of the performance targets in the Academic Achievement component by June 2025.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers, Bilingual Teachers special Ed Teachers	Principal, Asst. Principal CLL, Teachers Bilingual Teachers Special Ed Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Achievement (Meets level and above).							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, IReady, Accelerated Reader/Star Software, to facilitate reading development for student groups.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers Computer Lab Manager	Imagine Math, i-Ready, Accelerated Reader and Other STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one-to-one ration of devices for students in grade PK3-5							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principal CLL, Teachers	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Reading and Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS							

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Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading and Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL, Tutor	STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Reading and Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS							

Goal Area: 2	Closing the Gaps.						
Annual Goal: 1	All student groups will maintain or increase the Academic Achievement (Math) interm target of 49% by June 2025.						
Objective: 2	All student groups will meet the interm target (49%) of the performance targets in the Academic Achievement component by June 2025.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for the Continuously Enrolled student group and drive interventions.	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps	
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).	
Disaggregate campus data to determine student Academic Achievement for the Continuously Enrolled student group.(Meets level and above).	
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)	
Allocate Resources such as Imagine Math, I-ready, Accelerated Reader to facilitate reading and math development for the Continuously Enrolled student group.	

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Imagine Math, i-Ready Reading Accelerated Reader Other STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one-to-one ration of devices for students in grade PK3-5							

Goal Area: 2	Closing the Gaps.						
Annual Goal: 2	All student groups will maintain or increase the Academic Growth (Reading) interm target of 64% by June 2025.						
Objective: 1	All student groups will meet the interm target (64%) of the performance targets in the Academic Growth component by June 2025.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Growth in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal CLL, Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Growth.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, i-Ready, Accelerated Reader to facilitate reading development for student groups.							
Celebrate student Academic Growth in Reading and Math to all campus stakeholders.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers	Imagine Math I-Ready Accelerated Reader/Other STAAR Resources	September 1, 2024 – August 31, 2025	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one to one ration of devices for students in grade PK3-5							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Create and display growth walls in the areas of Reading and Math in a centralized location to monitor student growth.	Principal Asst. Principal CLL Counselor Teachers	Imagine Math I-ready Accelerated Reader BM 1 & II	September 1, 2024 – August 31, 2025	Lesson Plans Walkthroughs Progress Monitoring	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Place previous STAAR data on designated growth walls to acknowledge starting point and set goals.							
Update growth walls each CBA and Benchmark Test to acknowledge growth.							

Goal Area: 2	Closing the Gaps.						
Annual Goal: 2	All student groups will maintain or increase the Academic Growth (Math) interm target of 69% by June 2025.						
Objective: 2	All student groups will meet the interm target (69%) of the performance targets in the Academic Growth component by June 2025.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The progress of EL students Academic Growth in the areas of Reading and Math will be monitored bi-weekly by all stakeholders.	Principal Asst. Principal, CLL, Counselor Teachers	Imagine Math I-Ready Accelerated Reader BM 1 & II	September 1, 2024 – August 31, 2025	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district built formative and summative assessments and identify EL groups to address specific academic needs based on growth performance.							
EL student group data will be disaggregated to determine Academic Growth.							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data.							
Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Differentiate Instruction for English Learners based on individual Academic Growth needs.	Principal Asst. Principal CLL Teachers	Imagine Math I-Ready Accelerated Reader BM 1 & II	September 1, 2024 – August 31, 2025	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Analyze student assessments to identify areas of needs for EL students.							
Provide targeted instruction based on EL group needs.							
Schedule interventions during school hours to target EL student groups that are unable to attend extended day tutoring.							
Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures.							
Inclusion of ELPS across all curriculum.							

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Goal Area: 2	Closing the Gaps.
Annual Goal: 3	English Learners will progress in their TELPAS composite (49%) rating by June 2025.
Objective: 1	At least 50% of English Learners will progress one level in their TELPAS composite rating by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal, CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	September 1, 2024 – August 31, 2025	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	September 1, 2024 – August 31, 2025	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Provide training for teachers in all Domains of the TELPAS test with activities							
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.							
Increase student opportunities for listening & speaking (anchor target)							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed ELPS across all curriculum.	Principal Asst. Principal CLL, Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	September 1, 2024 – August 31, 2025	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Integrate ELPS in lesson plan activities							
Provide ELPS resources to all teachers servicing EL students							
Provide ELPS training for all teachers working with ELs.							

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Annual Goal: 3	English Learners will improve their TELPAS composite rating by June 2025.
Objective: 2	At least 75% of ELs at Beginning or Intermediate Composite Level for the last 2 years will improve at least one level by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress of all Els at the Beginning or Intermediate Composite Levels for the last two years.	Principal Asst. Principal Teachers	Principal, Asst. Principal, CLL, Teachers	September 1, 2024 – August 31, 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, TELPAS Practice and Benchmarks).							
Disaggregate campus data to determine student progress in TELPAS Practice and Benchmarks.							
Use disaggregated data to drive intervention plans that are directly related to students' needs.							
Allocate resources to facilitate language development.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	September 1, 2024 – August 31, 2025	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							

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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	September 1, 2024 – August 31, 2025	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Provide training for teachers in all Domains of the TELPAS test with activities
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.
Increase student opportunities for listening & speaking (anchor target)

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Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed ELPS across all curriculum	Principal Asst. Principal CLL Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	September 1, 2024 – August 31, 2025	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Integrate ELPS in lesson plan activities							
Provide ELPS resources to all teachers servicing EL students							
Provide ELPS training for all teachers working with ELs.							

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Annual Goal: 1	By June 2025, the campus culture and climate will improve based on teachers and staff perceptions of staff-student relationships.						
Objective: 1	By June 2025, all students will have been involved with social and emotional learning knowledge and skills conducted by the counselor.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide
							Component
All students will be provided guidance lessons that build on the social emotional development of the student	Principal Asst. Principal Counselors Teachers	Research Based Best Practices District PreK-5 Counseling & Guidance Curriculum Feedback Surveys	September 1, 2024 – August 31, 2025	Attendance Reports Walkthroughs / Observation Reports Student SEL Profiles Student Guidance Lessons Completed Surveys	Culture & Climate Survey Increase in student Participation Increased in Student Achievement	Panorama Surveys & Needs Assessments SEL Skills Universal Screener Participation Performance	Title I: #2, #9, #10
Action Steps							
Implement PreK-5 comprehensive counseling and guidance curriculum.							
Analyze data collected from Panorama SEL skills surveys and Needs Assessment.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide
							Component
Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities.	Principals Asst. Principals Counselors Teachers	District Training and Materials Research Based Best Practices Feedback Surveys	September 1, 2024 – August 31, 2025	Walkthroughs/ Observation Reports Lesson Plans Completed Surveys	SEL Skills Screener Increase in student Participation Increased in Student Achievement	Panorama Climate Survey SEL Skills Universal Screener Participation Performance	Title I: #2,
							#9, #10
Action Steps							
Implement and address the following skills in their lessons: self-awareness, self-management, relationship skills and responsible decision-making.							
Promote the five competencies in extracurricular activities.							
Analyze data collected from Panorama SEL skills survey and needs assessment.							

Goal Area: 3	Improve Safety, Public Support, Culture and Climate							
Annual Goal: 1	By June 2025, the campus culture and climate will improve based on teachers and staff perceptions of staff-student relationships.							
Objective: 2	By June 2025, 100% of teachers and staff will participate in social emotional learning professional development and implement strategies to improve staff-student relationships.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide
							Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	Principal Asst. Principal Counselor	PowerPoint Presentations Timelines Tools and Resources to monitor its effectiveness	September 1, 2024 – August 31, 2025	Agendas Sign in Sheets	Increase in student participation and performance	Side by Side data Analysis	Title I: #4,
							#10
Action Steps							
Utilize the Counselor Café Workshops for teachers and staff which provide social emotional learning topics.							
Train Teachers and Staff on the counseling and guidance lessons and resources,							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide
							Component
Teachers will implement and integrate social emotional learning activities with their students.	Principal Asst. Principal Counselor	Lessons on SEL interventions Curriculum Timeline Tools and resources to monitor its effectiveness	September 1, 2024 – August 31, 2025	Walkthrough Reports Completed Teacher Surveys Lesson Plans	Increase in student participation and performance	Side by Side data Analysis	Title I: #4,
							#10
Action Steps							
Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in the classroom.							
Use restorative practices and de-escalation techniques.							

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Goal Area: 3	Improve Safety, Public Support, Culture and Climate						
Annual Goal: 2	By June 2025, the students' perception for their physical and psychological school safety will improve.						
Objective: 1	By June 2025, 100% of the campus staff will implement safety and violence prevention protocols that will increase school safety.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School - wide Component
Attend staff development for campus administrators and security guards on safety procedures to increase school safety.	Principal Asst. Principal Security Guard	PowerPoint Presentation Security cameras Security/Safety audits	September 1, 2024 – August 31, 2025	Agendas Sign in Sheets Security/Safety Audit Reports School Lockdown Documentation	Improved security/safety audits	Security/Safety Audit Reports	Title I: #10
Action Steps							
Practice on lockdown procedures and active threat situations.							
Conduct daily security/safety audits/provide shelter from environmental elements during drop off and pick up area and playscape area.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Attend staff development for campus administrators and security guards on violence prevention procedures to increase school safety.	Principal Asst. Principal Security Guard	Training Materials PowerPoint Presentation Safe2SpeakUp App Student Surveys	September 1, 2024 – August 31, 2025	Agendas Sign in Sheets PEIMS Discipline Data Student Survey Data	Student Perception of School Safety improves Decrease in behavior intervention	Student Surveys Six Weeks Behavior Intervention Reports	Title I: #10
Action Steps							
Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp App, and restorative practices.							
Conduct and collect student surveys to evaluate the students' physical state and psychological mindset on school safety.							

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Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 3	By June 2025, family involvement and their interaction in our school will be conducted through parent meetings.
Objective: 1	By June 2025, parents will participate in informational and training sessions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide
							Component
Host district information and training sessions on a variation of topics on different days and different times.	Parental Educators Community Engagement Recruiters	Research Based Best Practices District Policy Handbook TEA Material	September 1, 2024 – August 31, 2025	Meetings Agendas Minutes Sign In Sheets PowerPoint presentations	Parent Surveys Attendance at Meetings	Assessment Results Participation Performance	Title I: #2, #4
Action Steps							
provide notices about meetings and information about events							
Provide one to one campus sessions on multiple topics							
Schedule literacy and entrepreneurship sessions to support families							58

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide
							Component
Facilitate parental sessions for parents through a collaboration between our campus PR representative, counselor and parental educator.	Principal Asst. Principal Counselor Parental Educators Community Engagement Recruiters	Campus social media Parent surveys	September 1, 2024 – August 31, 2025	Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning dates	Parent Surveys Attendance at Meetings	Assessment Results Participation Performance	Title I: #2, #4
Action Steps							
Conduct Weekly meetings with parent educator and counselor on ways to engage more parents to information and training sessions.							
Utilize different ways of communication including social media to promote parent participation.							
Analyze data on parent participation and feedback provided by parents.							

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Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal: 3	By June 2025, family involvement and their interaction with our school will utilize class dojo and social media.
Objective: 2	By June 2025, parents will be connected with community partners and resources utilizing the parental engagement department.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Host a variation of sessions and courses which include community partners and volunteer instructors	Principal Asst. Principal Parent Educator Counselor	Parent Survey Need Assessment	September 1, 2024 – August 31, 2025	Sign In Sheets Parent Created Artifacts Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performance Increase participation	Title I: #6
Action Steps							
Partner with community organizations							
Recruit volunteer instructors							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide
							Component
Meet with community partners periodically to address goals and expectations	Principal Asst. Principal Parent Educator Counse lor	Parent Survey Need Assessment	September 1, 2024 – August 31, 2025	Sign In Sheets Meting Notes Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performance Increase participation	Title I: #6
Action Steps							
Analyze community program key points addressing goals and expectations.							
Create community service projects based on parent needs and feedback							

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Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 1	All Teachers will deliver high quality, engaging lessons to maximize class instruction by June 2025.
Objective: 1	Use walk-through data to monitor and support teacher effectiveness.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Conduct weekly walk-throughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	September 1, 2024 – August 31, 2025	Walkthrough Documentation	Weekly Tests BMI &BM2 STARR Test Professional growth	Walk- through data	TitleI,II,III,IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs.							
Review data and address areas of need.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide all staff with weekly instructional feedback.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	September 1, 2024 – August 31, 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STAAR Test Professional growth	Walk- through data	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Schedule peer observations.							
Monitor and follow up with areas of need.							

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Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 1	All Teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2025.
Objective: 2	Provide professional learning opportunities for staff based on observed data using the Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	September 1, 2024 – August 31, 2025	Walk-through schedule, Walk-through data	Increased quality of instructional time	Walk-through data reviews	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Campus leadership will review walk-through data and identify areas of need.							
Campus leadership will identify staff instructional needs and develop an action plan.							
Monitor and revise action plan.							

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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus administrators will identify areas of need.	Principal, Asst. Principal CLL, Counselor	Observations, SLO data, walk-through data	September 1, 2024 – August 31, 2025	Walk-through schedule, Walk-through data	Increased quality of instructional time	Walk-through data reviews	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Campus administrators and teachers will develop and monitor professional developmental goals to address areas of need.							
Provide professional development opportunities for staff.							
Review and monitor achievement of professional development goals.							

Allen & William Arnold Elementary CIP

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 2	Support the development of teachers.						
Objective: 1	100% of teachers with 3 or less years of experience will be mentored throughout the year.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Plan schedule and hold meetings.							
Decide on areas of need.							

Allen & William Arnold Elementary CIP

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Peer observations conducted by new teacher	Teachers, CLL		Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Decide on which teachers to observe.							
Create schedule of observations.							

Allen & William Arnold Elementary CIP

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	Support the development of teachers.
Objective: 2	100% of teachers in need of assistance will be mentored throughout the year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Plan schedule and hold meetings.							
Decide on areas of need.							

Allen & William Arnold Elementary CIP

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Peer observations conducted by new teacher	Teachers, CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Decide on which teachers to observe.							
Create schedule of observations.							

Allen & William Arnold Elementary CIP

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 3	Use the evaluation systems to increase staff quality, recruitment and retention by June 2025.
Objective: 1	Use data collected in the evaluations system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use data to identify campus areas of need and create professional development opportunities for staff.	Principal, Asst. Principal, CLL	Principal, Asst. Principal, CLL	quarterly	Need assessment data, Survey data	Increase teacher effectiveness, increased student achievement		Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Identify areas of need and provide professional development.							
Professional development is provided at the beginning of the year and continue as needed.							

Title I, Part A School Wide

 School Process & Programs

<u>Schoolwide Program Plan</u>

A&W Arnold Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps include:

1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A & W Arnold Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:
1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:
1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. Afford teachers the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

A & W Arnold Elementary utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards.

Procedures include:
1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.
4. Allow teacher to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

5: Recruitment of highly qualified educators
A & W Arnold Elementary follows district procedures for recruiting and attracting effective, state certified teachers.
Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.
6: Strategies to increase parental involvement.
A & W Arnold Elementary understands the authenticity of parental involvement; therefore, parental engagement is a key factor to student success.
  The Parent Involvement Director leads a campus parent advisory team.
  Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas
    are validated.
Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charge of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.
7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
Although this component primarily addresses the transition from early childhood into elementary, Arnold
 Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

8: Measures to include teachers in the decision making regarding academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each grade level is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress

9: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

   Each grade level identifies individual students who need additional learning time in order to meet grade level standards.
   The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
   The assistance and supports are different at each grade level and is available to all students in need.

10: Coordination and integration of federal, state and local services and programs

A & W Arnold Elementary is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program. Comprehensive Needs Assessment

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SUSTAINABLE DEVELOPMENT GOALS