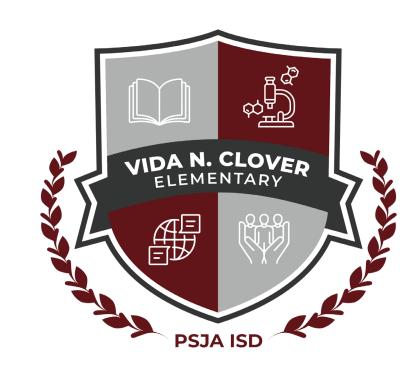


PHARR-SAN JUAN-ALAMO

INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan

Vida Clover Elementary



2024-2025





OPPORTUNITIES FOR ALL



OUR VISION

Through global awareness and real life experiences, we will empower our students to become productive citizens and critical thinkers who will live a sustainable life.

OUR MISSION

At Vida N. Clover Elementary, our mission is to celebrate diversity by providing a safe and nurturing environment that will empower future leaders.

SCHOOL MOTTO

PSJA School Board and Superintendent's Cabinet



PSJA School Board

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



Clover Elementary



What we Believe In Guiding Principals

Student-Centered Learning: We prioritize the needs, interests, and abilities of each student, fostering a supportive environment where every child can thrive academically and personally.

Respect and Responsibility: We cultivate a culture of respect for oneself, others, and our environment. Students are encouraged to take responsibility for their actions and contribute positively to the school community.

Inclusive and Safe Environment: We are committed to creating an inclusive and safe environment where all students feel valued, respected, and supported. Diversity is celebrated, and every student can succeed.

Community Partnership: We believe in the power of collaboration between the school, families, and the broader community. Strong partnerships enhance the educational experience and foster a sense of belonging.

High Expectations and Excellence: We set high expectations for both students and staff, striving for excellence in all areas. Continuous improvement and a growth mindset are central to our approach.

What we want to Accomplish

We aim to cultivate responsible, curious, and resilient individuals who are prepared to thrive in an ever-changing world.



PSJA ISD



is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

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 career.

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.

Our Vision & Mission

Student performance

District and school climate

Our Goals

Leadership Growth



Effective Teaching & Learning



Family & Community Empowerment



Student Support



Our Strategic directions

Key enablers for '20-'21

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

Technology & Communication

Our Foundation



Campus Site-Based Decision Committee



Members

Name	Title ADMINISTRATION OF THE PROPERTY OF THE PR
Dr. Kristine Garza	Principal
Eira Hernandez	Assistant Principal
Jesse Martinez	Counselor
Lucia Hernandez	Collaborative Learning Leader
Sharon Flores	Reading Interventionist
Myriam Cabrera	Teacher
Maricela Romero	Teacher
Bianca Loredo	Teacher
Veronica Gomez	Special Education Teacher
Leticia Gomez	CPE oach
Diana Duran	Computer Lab Manager
Erica Renteria-Silva- Security First	Business Representative
Emily Rubio	Parent



Executive Summary



Mission: At Vida N. Clover Elementary, our mission is to celebrate diversity by providing a safe and nurturing environment that will empower future leaders.

Demographics Summary: The current enrollment of Vida Clover Elementary as of August 2024 is 442 students. The student population at Vida Clover Elementary consists of 99.48% Hispanic and 0.52% White. Our students represent economically disadvantaged status of approximately 95.4% with .8% migrant students. Approximately 13.6% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 3.3% of our student population. The bilingual population is approximately 45.2% where most of the students' home language is Spanish. The attendance rate for the campus was 93.88%. Most of our students live in low-socioeconomic neighborhoods surrounding the school.

Comprehensive Needs Assessment Summary: Vida Clover Elementary received an overall grade of 74 out of 100, based on performance across three domains. In the Student Achievement domain, the school earned a score of 67, reflecting the average of all test scores divided by the number of passing students. In the School Progress domain, Vida Clover scored 75 in Part A, which measures student progress in 4th and 5th grade Reading and Math compared to the previous year, and 75 in Part B, which considers the Economic Disadvantage percentage and the Student Achievement score. The school also earned a 69% in the Closing Gaps domain, which evaluates the performance of different student groups, including a component from TELPAS.

Curriculum and Instruction and Assessment: All students engage with the Sustainable Development Goals, which serve as a framework for building a more sustainable and equitable future. These goals address global challenges such as poverty, inequality, climate change, environmental degradation, prosperity, and peace and justice across all subjects. Our campus implements a one-way dual language program with the mission to cultivate bilingual, biliterate, and bicultural students. To support this mission, we foster Social Emotional Learning, and meaningful literacy instruction, particularly in writing, to help students make real-world connections through written expression.

Summary of Goals: To enhance student mastery of grade-level TEKS, we will implement TEKS-based, data-driven instruction to increase the percentage of students scoring at the Meets or Masters level on STAAR to 90-60-30 across all subjects and subgroups. Students in grades K-2 will demonstrate a 10% increase in Tier 1 performance, as measured by TPRI/Tejas Lee in reading and iReady math. Each grade level will show a 10% increase in students reading at grade level. We will also improve high-engagement, rigorous instruction for all students, aiming for a 10% increase in state data across Domains I, II, and III. Our goal is to provide a safe, rigorous, and engaging learning environment for all students and staff, achieving a 10% increase in academic performance across all subgroups and closing the achievement gap by 10% between economically disadvantaged, special education, and non-continuously enrolled students. Additionally, we will ensure 100% of parents have opportunities to participate in school events and activities, while continuing to partner with community stakeholders to support student and campus success.



Campus Demographics



October 2023	ALL	MALE	FEMALE	SPED	ЕВ	M1	M2	SPED	MIGRANT	ECD	GT
	442	204	185	53	176	0	0	53	3	367	13

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS



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.

GOALS:

GOAL 1 – Student Achievement

GOAL 2- Closing the Gaps

GOAL 3 – Improve Safety, Public Support, Culture and Climate

GOAL 4 – Increase Staff Quality, Recruitment and Retention



Title I, Part A School Wide Components



- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
- 3. Instruction by highly qualified teachers.
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
- 5. Strategies to attract high-quality teachers to high-need schools.
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a Staterun 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.





Data Resources Reviewed

- 1. 2023- 2024 STAAR Campus Summary
- 2. Report TPRI, Tejas Lee, CLI, TXKEA
- 3. 23-24 Attendance/Enrollment
- 4. Discipline Referrals
- 5. PEIMS Demographics
- 6. Parental Involvement Data
- 7. Professional Development Plan
- 8. Teacher Certifications
- 9. TELPAS Scores
- 10. Technology Inventories
- 11. PBMAS
- 12. TEEMS (T-TESS)
- 13. Software Reports: Summit K-12, AR, Imagine Math, Summit K-12, Footsteps to Brilliance





	% in MASTERS LEVEL											
SUB POPULATION	STUDENTS TE	STED	READING		MATH	ADMINISTRATION	SCIENCE					
	2023	2024	2023	2024	2023	2024	2023	2024				
ALL STUDENTS	191	184	15%	20%	15%	9%	6%	2%				
HISPANIC	191	183	15%	20%	15%	9%	6%	2%				
WHITE	0	0		0		0		0				
ECD	177	174	13%	17%	15%	8%	7%	2%				
MIGRANT	0	0	0	0	0	0	0	0				
EB/EL	88	86	7%	8%	10%	1%	3%	0%				
HOMELESS	0	0	0	0	0	0	0	0				
SPECIAL EDUCATION	20	26	10%	8%	5%	12%	0	0				





	% in MEETS LEVEL											
SUB POPULATION	STUDENTS TE	ESTED	READING		MATH	ADMINISTRATION	SCIENCE					
	2023	2024	2023	2024	2023	2024	2023	2024				
- / L + + + + + + + + + + + + + + + + + +												
ALL STUDENTS	191	184	42%	40%	40%	34%	17%	4%				
HISPANIC	191	183	42%	40%	40%	34%	17%	4&				
WHITE	0	0		0	-	0	0	0				
ECD	177	174	39%	37%	38%	31%	12%	4%				
MIGRANT	0	0	0	0	0	0	0	0				
EB/EL	88	86	25%	21%	25%	22%	10%	0				
HOMELESS	0	0	0	0	0	0	0	0				
SPECIAL EDUCATION	20	26	15%	19%	15%	23%	0	0				





			% in APPROA	CHES LEVEL				
SUB POPULATION	STUDENTS TE	STED	READING		MATH	ADMINISTRATION	SCIENCE	
	2023	2024	2024 2023		2023	2024	2023	2024
ALL STUDENTS	191	184	63%	72%	64%	65%	52%	42%
HISPANIC	191	183	63%	73%	64%	65%	52%	42%
WHITE	0	0	0	0	0	0	0	0
ECD	177	174	61%	71%	62%	64%	47%	42%
MIGRANT	0	0	0	0	0	0	0	0
EB/EL	88	86	44%	58%	53%	52%	33%	31%
HOMELESS	0	0	0	0	0	0	0	0
SPECIAL EDUCATION	20	26	45%	62%	25%	54%	11%	40%





		DOMAIN 1 2024 STAAR	PERFORMANCE	
STAAR PERFORMANCE	READING	MATH	SCIENCE	ALL TESTS / ALL STUDENTS
TOTAL TESTS	157	174	51	382
APPROACHES GL or ABOVE	75%	66%	43%	68
MEETS GL or ABOVE	41%	33%	4%	34
MASTERS GL	22%	8%	2%	14
TOTAL PERCENTAGE POINTS				39
COMPONENT SCORE				39
SCALE SCORE				67





Demographics

Demographics Summary

Special Education, ECD and Emergent Bilingual:

The following sources from across our campus were used to review the Special Education, ECD, and Emergent Bilingual data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) indicators to determine strengths and needs of our Special Education, ECD and Emergent Bilingual students.

Needs:

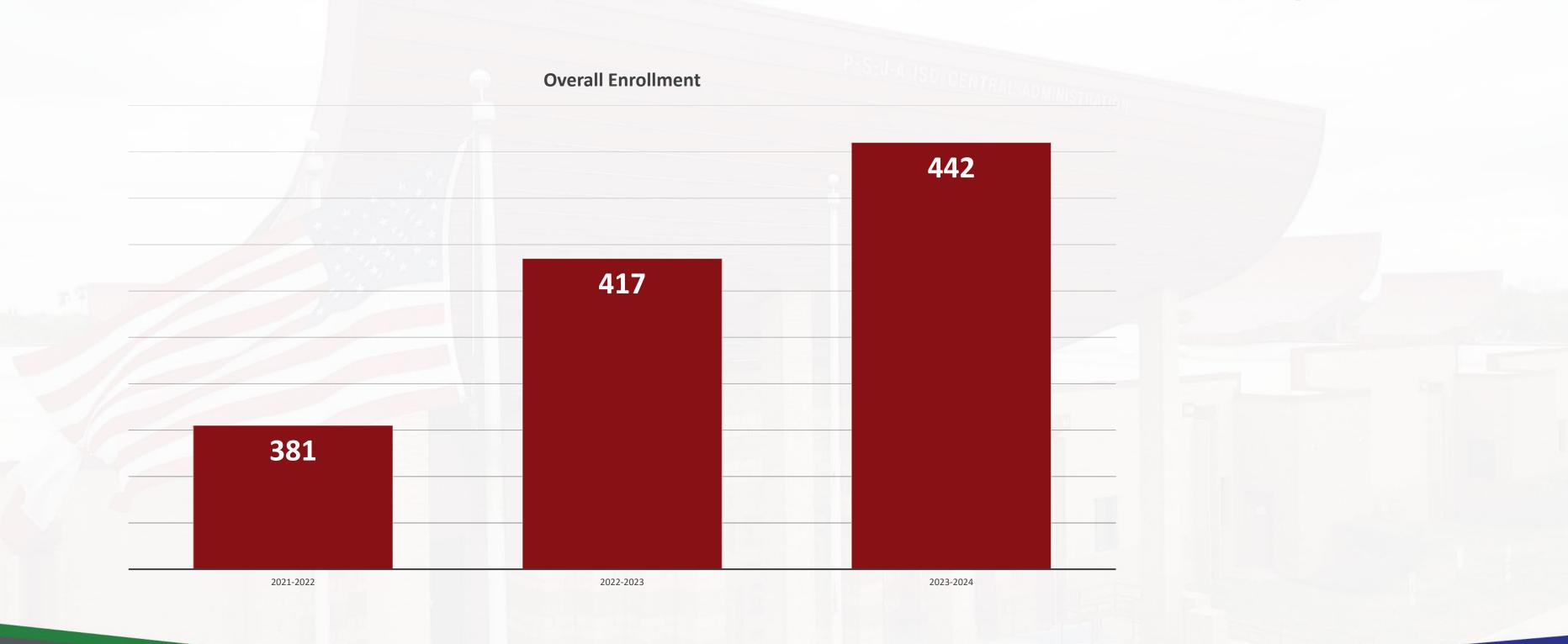
As evidenced in the 2023-2024 STAAR assessments, the results show an achievement Meets level gap as follows:

- In Reading, the achievement
 - gap between Sp. Ed. and All students is 7%.
 - gap between Emergent Bilingual and All students is 8%.
- In Mathematics, the achievement
 - gap between Emergent Bilingual and All students is 5%.
- In Science, the achievement
 - gap between Sp. Ed. and All students is 10%.
 - gap between Emergent Bilingual and All students is 21%.
- Strengths:
 - In TELPAS, the achievement growth in all domains was from 46% to a 51%

Personnel Needs:

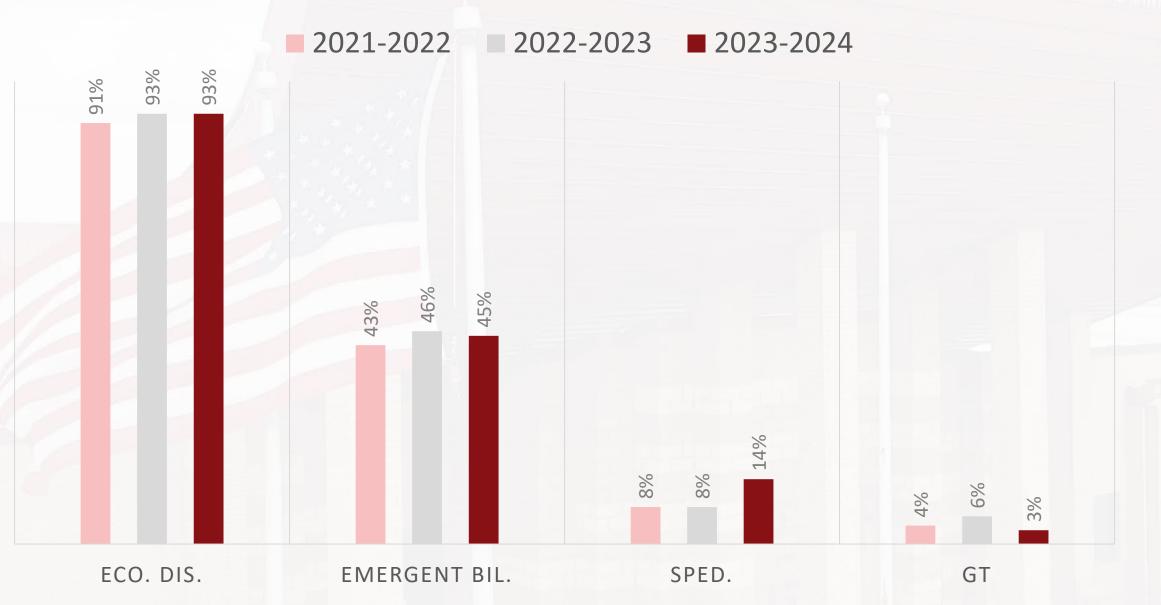
Clover Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.







3 YEAR SPECIAL POPULATIONS ENROLLMENT





1st Grade TPRI and TejasLee EOY

		G01 TPRI EOY 2018-2019		G01 TPRI EOY 2020-2021		G01 TPRI EOY 2021-2022		PRI EOY 2-2023	G01 TPRI EOY 2023-2024	
Total	40		40 31		36		35		35	
1-Masters	21	53%	17	55%	24	67%	22	63%	25	71%
2- Meets	9	23%	7	23%	2	6%	5	14%	5	14%
3- Approaches	5	13%	7	23%	5	14%	4	11%	1	3%
4-Does Not Meet +	3	8%	0	0%	2	6%	1	3%	4	11%
5- Does not Meet	2	5%	0	0%	3	8%	3	9%	0	0%

		G01 TJL EOY 2018-2019		G01 TJL EOY 2020-2021		G01 TJL EOY 2021-2022		TJL EOY 2-2023	G01 TJL EOY 2023-2024	
Total	3	39	:	19	2	.9	2	24	2	27
1-Masters	27	69%	6	32%	15	52%	12	50%	20	75%
2- Meets	3	8%	5	26%	4	14%	9	38%	4	15%
3- Approaches	5	13%	4	21%	3	10%	2	8%	3	11%
4-Does Not Meet +	4	11%	3	16%	6	21%	1	4%	0	0%
5- Does not Meet	0	0%	1	5%	1	3%	0	0%	0	0%



2nd Grade TPRI and TejasLee EOY

		G02 TPRI EOY 2018-2019		G02 TPRI EOY 2020-2021		G02 TPRI EOY 2021-2022		PRI EOY 2-2023	G02 TPRI EOY 2023-2024	
Total	4	18	2	24	3	32	4	14	4	12
1-Masters	31	65%	13	54%	16	50%	23	52%	25	60%
2- Meets	9	19%	5	21%	6	19%	8	18%	4	10%
3- Approaches	3	6%	2	8%	4	13%	3	7%	2	5%
4-Does Not Meet +	1	2%	2	8%	2	6%	2	5%	2	5%
5- Does not Meet	4	8%	2	8%	4	13%	8	18%	9	21%

		G02 TJL EOY 2018-2019		G02 TJL EOY 2020-2021		G02 TJL EOY 2021-2022		TJL EOY 2-2023	G02 TJL EOY 2023-2024	
Total		37	2	28	2	21	2	20		16
1-Masters	34	92%	17	61%	17	81%	6	30%	5	31%
2- Meets	1	3%	3	11%	3	14%	8	40%	3	19%
3- Approaches	0	0%	0	0%	0	0%	2	10%	3	19%
4-Does Not Meet +	1	3%	1	4%	0	0%	1	5%	0	0%
5- Does not Meet	1	3%	7	25%	1	5%	3	15%	5	32%



Goal 1 – 4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1 Student Achievement	Academic Achievement	 3rd Grade Reading- Approaches-72% 4th Grade Reading- Approaches – 78% 5th Grade Math Approaches- 72% 	 3rd Grade Math Approaches – 63% 4th Grade Math Approaches – 59% 5th Grade Reading Approaches – 66% 5th Grade Science Approaches – 42% 	 Increase teacher knowledge and skill in content Increase student engagement Increase teacher implementation of differentiated instruction
	Technology	 Monthly trainings are provided by district personnel and campus CIT All students have devices Teachers have New Line, ipads, and laptops 	 Updated curriculum integration with technology Lesson internalization for technology use integrated with all subjects Move from substitute level to creation 	 Provide training on the implementation of technology integration; increase on-line resource use
	Special Pops	EB's Growth in TELPAS 46%-51%	Special Ed Reading, Math, Science – Meets Special Ed - Meets Reading 2024 (15) Math 2024 (15), Science 2024 (0)	 Create a calendar with due dates for Writing checks Increase English written and oral language development
2 Closing the Gaps	Student Targets	Academic Achievement Reading High focus—38 / Target 37 Hispanic — 41 / Target 39 Academic Growth Reading All students — 71 / Target 64 High focus — 71 / Target 61 Hispanic — 71 / Target 61 Target = Meets or Above	Academic Achievement Math All students – 36 / Target 49 High focus– 33 / Target 42 Hispanic – 36 / Target 44 Academic Growth Math All students – 63 / Target 69 High focus – 71 / Target 61 Hispanic – 71 / Target 61 Target = Meets or Above	 Increase teacher implementation of differentiated instruction Progress monitoring, student conferencing, parent conferencing
	Academic Growth	Total with 1 point 124 tests Total with ½ point 18 tests	Total with no points 69 tests Total with ½ point- 18 tests	Teachers analyze data and identify student growth scores then create detailed lesson plans using the accelerated HB 1416



Goal 1 – 4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3 Improve Safety, Public Support, Culture and Climate	Family and Community Involvement	 Open House Meet the Teacher Night Evening Programs Parent contact Academic Night Literacy Evening Customer service 	 Partner with high school and middle schools to engage students in the community Parent Conferences 	Increase parent/community memb ers to events
	School Culture and Climate	 Training for faculty and staff on student sexual abuse and neglect, bullying and suicide. 	Improve the management, attendance ed ucation and care of children with needs	Improve the management, attendance education and care of children with needs
	Attendance and Recruitment	Increase of Enrollment	Attendance	 Increase attendance by 4% to reach goal of 97%
4 Increase Staff Quality, Recruitment, and	Staff Quality, Recruitment, and Retention	 Continued staff retention Recruit highly qualified staff by attending job fairs All HQ teachers Staff recognition 	 Staff development and support for new teachers and 2nd year teachers Align TTESS observation and walkthrough 	Staff development and support for new teachers and 2nd year teachers
Retention	Increase Learning Time	 Morning routines for technology software Tutoring Quick transitions School Wide initiatives 	Schedule/program fidelity	Schedule/program fidelity

Vida N. Clover Goal: 90-60-30

Student Achievement Summary 2024

Vida N. Clover Elementary STAAR 2024-2025 STAAR

	Matl	nema	tics	
Grade	2021	2022	2023	2024
3rd Approaches	29%	57%	58%	65%
3 rd Meets	17%	27%	41%	26%
3 rd Masters	5%	14%	21%	5%
Total	17%	33%	40%	32%
4 th Approaches	21%	54%	68%	64%
4 th Meets	9%	31%	44%	41%
4 th Masters	3%	16%	16%	18%
Total	33%	34%	43%	41%
5 th Approaches	33%	68%	64%	76%
5 th Meets	28%	48%	38%	42%
5 th Masters	22%	15%	9%	8%
Total	28%	44%	37%	42%

	Re	ading		
Grade	2021	2022	2023	2024
3rd Approaches	55%	57%	57%	74%
3 rd Meets	19%	29%	36%	44%
3 rd Masters	10%	16%	19%	23%
Total	28%	34%	37%	47%
4 th Approaches	36%	55%	64%	80%
4 th Meets	12%	31%	41%	43%
4 th Masters	3%	15%	10%	20%
Total	17%	34%	38%	48%
5 th Approaches	39%	68%	72%	66%
5 th Meets	17%	45%	51%	36%
5 th Masters	11%	23%	16%	18%
Total	22%	45%	46%	40%

	Science											
Grade	2023	2024										
5 th Approaches	22%	53%	52%	44%								
5 th Meets	6%	29%	17%	4%								
5 th Masters	0%	7%	6%	2%								
Total	9%	30%	25%	17%								



2024 - 2025 Campus Goals



- The following charts reflect the State Accountability results in 2023- 2024(STAAR), including the mathematics 3-5, and all populations.
- This will allow us to analyze our needs and set attainable goals for the 2024-2025 school year.



Goal Area 1 – Student Achievement

Reading 3rd-5th

Math 3rd-5th

Science -5th

College, Career and Military Readiness

College Readiness (ES, MS, HS)

Goal Area 2: Closing the Gaps

Special Education Program

Gifted & Talented Program

Focus

Dyslexia

Emergent Bilingual

STAAR/EOC Performance

ParticipationTELPAS-Listening,

Speaking, Reading and Writing &

Composite Scores

Special Education Placement in Instructional

Setting 40/41

Student Groups:

All Students

African American

Hispanic

White

Asian

Economically Disadvantaged EB/EL (Current and Monitored)

Special Education (Current)

Continuously Enrolled

Non continuously Enrolled

Goal Area 3: Improve Culture and Climate

Attendance

Schoolwide Discipline Management

Bullying Prevention

Child Abuse

& Sexual Abuse Prevention

Suicide Prevention

Safe Environments

Social Emotional Learning

Goal Area 4 – Increase Staff Quality, Recruitment and Retention

Focus Area 6- Increase Learning Time

Focus Area 8- Staff Quality

Recruitment and Retention

Professional Development Training

Instructional Coaching and Support

Teacher Mentors

Increase: Proficient,

Accomplished, Distinguished

Process for Effective Staff Interviews

Screening of Staff

Teacher Feedback & Coaching

New Teacher Support

Multiple site job postings

Stipends for hard to staff positions



Goal Area 1: Student Achievement

Annual Goal 1: The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 5% points.

Objective 2: The percentage of students performing at approaches, meets, and masters on STAAR Reading 3-5 will increase from 77% to 82% approaches, 48% to 53% meets, and 22% to 27%.

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 and acceleration based on data.	-Asst. Principal - CLL -Reading Interventionist	DMAC Reports, STAAR released test, STAAR question stems, Progress monitoring template, Pearson, iReady, Sing Spell Read and Write, Estrellitas, Heggerty, Story Works	September 2024- August 2025	(CPR) -Progress Monitoring Reports -Walk-through feedback	Achievement in all identified student groups.	-Weeldy Assessments -CBAI -BMI & II -STAAR -TELPAS	Title 1 - #1, 2
Action Steps							

- 1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, 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	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Componen
Ongoing support for the	-Principal	DMAC Reports	September 2024- August 2025	-DMAC data reports	- Increase in Student	-Weekly Assessments	Title 1 - #1, 2
implementation of the	-Asst. Principal	Fluency progress monitoring template		-Campus Performance Reviews	Achievement in all identified	-CBA I	
ELAR/SLAR curriculum through	-CLL	Curriculum / Pearson		(CPR)	student groups.	-BM I & II	
CLCs, tailored professional	-Reading Interventionist	(TPRI)/Tejas Lee		-Progress Monitoring Reports	-Increase academic performance	-STAAR	
development, and small group	-Homeroom teachers	Checklists Pre-K and Kinder		-Walk-through feedback	of all student groups in all BM	-TELPAS	
instruction.		iReady Reports (Reading/Math)		-LPAC notes	and STAAR assessments.		
		Campus Based Assessments		-Lesson Plans			
		Fluency Testing		-Teacher created			
		AR Reports		assessments			
		Star Reports		-CLC roadmap and agendas			
		CLI Reports					
		T-TESS					
		AR					
		MyOn					
		Story Works					
Action Steps							

- Strategically group students for differentiated instruction and implement differentiated instruction.
- 2. Monitor and assess implementation of instruction.
- 3.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)
- 4. CLC Roadmap focused on literacy

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve	Principal	DMAC	September 2024- August 2025	-DMAC data reports	- Increase in Student	-Weekly Assessments	Title 1 - #1, 2
Student Achievement and	Assistant Principal	DMAC Reports		-Campus Performance Reviews	Achievement in all identified	-CBA I	
teacher knowledge and	CLL	STAAR released test		(CPR)	student groups.	-BM &	
implementation of state	Teachers	STAAR question stems		-Progress Monitoring Reports	-Increase a cademic performance	-STAAR	
standards (TEKS). The Science of		Progress monitoring template		-Walk-through feedback	of all student groups in all BM	-TELPAS	
Reading through CLC's.		Curriculum / Pearson		-LPAC notes	and STAAR assessments.		
		The Science of Reading		-Lesson Plans			
				-Teacher created assessments			
Action Steps							

- 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/ SLAR skills and strategies
- 4)Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.



Goal Area: 1	Student Achievement
Appual Coal:1	By Spring 2005. Clause Slamoetany will achieve an experall 50% mosts performance level in all students, all grades, and all subjects tested

Objective: 1 By June 2025, student achievement in STAAR reading at the meets level from 33% to 60% in all grades.

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	-Principal	DMAC Reports, STAAR	September 2024- August	-DMAC data reports	- Increase in Student	-Weekly Assessments	Title 1 - #1, 2
data to monitor student	-Asst. Principal	released test STAAR question	2025	-Campus Performance Reviews	Achievement in all	-Fluency Checks	
progress weekly and	-CLL	stems, Progress monitoring		(CPR)	identified student	-CBA I	
biweekly and drive	-Reading Interventionist	template, Pearson DMR		-Progress Monitoring Reports	groups.	-BM I & II	
interventions and	-Homeroom teachers	resources, Sing Spell Read and		-Walk-through feedback	-Increase academic	-STAAR	
acceleration based on		Write, Estrellitas, Heggerty		-LPAC notes	performance of all	-TELPAS	
data.				-Lesson Plans	student groups in all BM		
				-Teacher created assessments	and STAAR assessments.		
				Fluency checks			
Action Steps							

1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, 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	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Campus Leadership	-Principal	DMAC Reports	September 2024- August	-DMAC data reports	- Increase in Student	-Weekly Assessments	Title 1 - #1, 2
Team will monitor the	-Asst. Principal	Fluency progress monitoring	2025	-Campus Performance	Achievement in all	-In house assessment	
mplementation of the	-CLL	template		Reviews (CPR)	identified student	-вм і & іі	
curriculum through	-Reading Interventionist	Curriculum / Pearson		-Fluency Progress	groups.	-STAAR	
walkthroughs. Collecting	-Homeroom teachers	(TPRI)/Tejas Lee		Monitoring Reports	-Increase academic	-TELPAS	
and assessing student		Checklists Pre-K and Kinder		-Walk-through feedback	performance of all		
data to drive		Imagine Learning Reports		-Lesson Plans	student groups in all BM		
nterventions.		Campus Based Assessments			and STAAR assessments.		
		Fluency Testing					
		AR Reports					
		Star Reports					
		iReady					
		T-TESS					
		AR					
Action Steps							

1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, My View, Fluency Checks, My View Progress Monitoring, Intervention Strategies Schedule additional computer time before/ after school

2) Implement fluency intervention blocks for all grade levels

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 with campus Reading Interventionist



Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs, tailored professional development, and small group instruction.	-Principal -Asst. Principal -CLL -Reading Interventionist -Homeroom teachers	Training Material Training Agenda District Curriculum, pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WB Mentoring Minds WB STAAR Master WB		-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments -CLC roadmap and agendas	identified student groups. -Increase academic	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1 - #1, 2
Action Steps							

- 1. Strategically group students for differentiated instruction and implement differentiated instruction.
- 2. Monitor and assess implementation of instruction.
- 3.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)
- 4. CLC Roadmap focused on literacy



Goal Area 1: Student Achievement	
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Annual Goal 2: The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 27-22% points by August 2025.

Objective 1: Increase the number of students achieving "Approaches" on the Math STAAR from 66% to 90% and "Meets" from 33% to 60% and "Masters" from 8% to 30% by having access to a standard aligned and viable curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Campus Leadership team will monito	•	-TEKS resources	September 2024-	-Progress Monitoring Reports	ALI checks and BM1	-Weekly Assessments	Title I, II, III, IV
implementation of the curriculum at each	-Assistant Principal	-Forde Ferrier WB	August 2025	-Walk-through feedback	/BM2 scores show increases	-CBA I	State Bilingual Funds
classroom through teamed-up	-CLL	-District Curriculum (Eureka		-Lesson Plans	in student achievement	-BM I & II	State Comp.
walkthroughs and formal observations.	-Content Coordinators	Math)			and student performance	-STAAR/EOC	
		-iReady Math			growth.	-ALI Checks	
		-STAAR Release					
		Assessments					
		-Local and state data					
Action Steps							

- 1.) Ensure appropriate pacing of the curriculum based on the timelines provided by the Math Curriculum Department.
- 2) Observe and provide feedback to teachers on effective and rigorous instructional practices and strategies.
- 3) Conduct Team Walks, with the campus leadership team, monthly to calibrate and provide growth opportunities for teachers.
- 4.) Create a schedule for classroom visits monthly.



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 -Assistant Principal -Homeroom teachers -CLL	-Principal -Assistant Principal -Homeroom teachers -LIFE Coach	September 2024- August 2025	-DMAC data reports -Action Plans -Progress Monitoring Reports	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM and STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -ALI Checks	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

- 1.) Use disaggregated data to drive intervention plans that are related to students' needs. (interventions, tutorials, enrichment camps)
- 2.) Use district formative and summative assessments such as weekly assessments (Eureka Math), unit (6 weeks assessment), ALI checks, CBA, and BMs.
- 3.) Disaggregate campus data from student assessments to determine student progress at each performance standard.

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	-Principal	-TEKS resources	September 2024-	-Lesson Plans	BM1 and BM2 scores show	-Weekly Assessments	Title I, II, III, IV
be provided in Math to	-Assistant Principal	-Forde Ferrier WB	August 2025	-DMAC data reports	increases in student	-CBA I	State Bilingual Funds
students in need through	-Homeroom teachers	-District Curriculum (Eureka		-Attendance rosters (tutoring)	achievement and growth	-BM I & II	State Comp.
tutoring by their respective	-CLL	Math)		-Progress Monitoring Reports	Increase performance of	-STAAR	
teachers.		-iReady Math		-Walk-through feedback	students at Approaches, Meets	-ALI Checks	
		-STAAR Release			& Master performance level on		
		Assessments			STAAR		
		-Local and state data					
Action Steps							

- 1.) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.
- 2.) Disaggregate data to create small groups based on specific areas of need.
- 3.) Create a target group of students that will need extra help and remediation and gather data on those students.
- 4.) Continuous student monitoring to adjust instruction and interventions as needed.



Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 5% points by August 2025.

Objective 2: By August 2025, the percentage of student performance will increase 5% points in all STAAR Math standards by implementing effectively data driven interventions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use research-based practices to	-Principal	-Education Galaxy	September 2024-	-DMAC data reports	ALI Checks, BM1, and BM2	-Weekly Assessments	-Title I
improve Student Achievement and	-Assistant Principal	-DMAC Reports	August 2025	-IREADY & Education Galaxy Reports	scores show increase in student	-CBA I	– Title II
teacher knowledge and	-Homeroom teachers	-STAAR released test		-Progress Monitoring Reports	achievement student	-BM I & II	– Title III
implementation of state standards	-LIFE Coach	-STAAR question stems		-Walk-through feedback	performance growth.	-STAAR	– Special Ed. & Bilingual Funds
(TEKS).		-Progress monitoring		-Lesson Plans		-ALI Checks	– Migrant Funds
		template		-Teacher created assessments			
		-Eureka Math					
		-Pearlized math					
		-IREADY					
Action Steps							

- 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
- 2.) Alignment of TEKS with lesson objective, activities, exit ticket, and instructional strategies for student achievement.
- 3) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher.



Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Differentiation implemented in every	-Principal	-Education Galaxy	September 2024-	-DMAC data reports	-Closing the achievement gap	-Weekly Assessments	-Title I
classroom. Interventions are focused	-Assistant Principal	-DMAC Reports	August 2025	-Campus Performance Reviews (CPR)	among student groups	-CBAI	– Title II
on students who have significant	-Homeroom teachers	-STAAR released test		-Progress Monitoring Reports	-Increase academic	-BM I & II	– Title III
learning gaps and/or are lacking	-LIFE Coach	-STAAR question stems		-Walk-through feedback	performance of all student	-STAAR	– Special Ed. & Bilingual Funds
foundational skills. Students receive		-Progress monitoring		-Lesson Plans	groups in all BM, STAAR/EOC	-ALI Checks	– Migrant Funds
rapid, data driven interventions		template		-Teacher created assessments & exit tickets	tested subjects		
matched to their		-Eureka Math					
needs.		-Pearlized math					
		-IREADY					
Action Steps							

- 1.) Provide a hierarchy of preventions and interventions that includes classroom-based practices and strategies that all teachers implement
- 2.) Identify the 10% of students who need the highest level of interventions and create plans to support them.
- 3.) Create an assessment action plan that addresses misconceptions and misunderstandings
- 4.) Use assessment data to drive intervention plans and build intervention time into the day at every level.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
	-Principal	'	September 2024-	-DMAC data reports	-Closing the achievement gap	-Weekly Assessments	-Title I
Development (PD) trainings along with	•	1	August 2025	-Campus Performance Reviews (CPR)	among student groups	-CBA I	– Title II
our LIFE Coach that will develop the	-Homeroom teachers	-STAAR released test		-Progress Monitoring Reports	-Increase academic	-BM I & II	– Title III
teachers' instructional strategies and	-LIFE Coach	-STAAR question stems		-Walk-through feedback	performance of all student	-STAAR	– Special Ed. & Bilingual Funds
best practices.		-Progress monitoring		-Lesson Plans	groups in all BM , STAAR/EOC	-ALI Checks	– Migrant Funds
		template		-Teacher created assessments & exit tickets	tested subjects		
		-Eureka Math					
		-Pearlized math					
		-IREADY					
Action Steps							

- 1) Assess current instructional strategies.
- 2) Identify the strategies to improve engagement
- 3) Implement PD to inspire commitment
- 4.) Monitor implementation of the strategies.



Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 5% points by August 2025.
Objective 2:	By August 2025, the percentage of student performance will increase 5% points in all STAAR Math standards by implementing effectively data driven interventions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Use research-based practices to improve Student Achievement and teacher knowledge and	-Principal -Assistant Principal	-Education Galaxy -DMAC Reports	June 2024 – Aug. 2025		ALI Checks, BM1, and BM2 scores show increase in student achievement student		-Title I - Title II
implementation of state standards (TEKS).	-Homeroom teachers -LIFE Coach	-STAAR released test -STAAR question stems		-Progress Monitoring Reports		-BM &	- Title III - Special Ed. & Bilingual Funds
	-LIFE COBCI	-Progress monitoring template		-Walk-through feedback -Lesson Plans -Teacher created assessments			- Migrant Funds
		-Eureka Math -Pearlized math					
		-IREADY					
Action Steps							

1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.

2.) Alignment of TEKS with lesson objective, activities, exitticket, and instructional strategies for student achievement.

3) Teachers will use the data to focus on students that are not meeting the projected scores and pull those students for targeted instruction via small groups with a separate inclusion teacher.



Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
	-Principal -Assistant Principal	-Education Galaxy -DMAC Reports	June 2024 – Aug. 2025		-Closing the achievement gap among student groups	-Weekly Assessments -CBA I	-Title I - Title II
significant learning gaps and/or are lacking foundational skills. Students receive rapid, data driven interventions matched to their needs.	1	-STAAR released test -STAAR question stems -Progress monitoring template -Eureka Math -Pearlized math -IREADY		-Walk-through feedback	student groups in all BM, STAAR/EOC tested		– Title III – Special Ed. & Bilingual Funds – Migrant Funds
Action Steps							

- 1.) Provide a hierarchy of preventions and interventions that includes classroom-based practices and strategies that all teachers implement
- 2.) Identify the 10% of students who need the highest level of interventions and create plans to support them.
- 3.) Create an assessment action plan that addresses misconceptions and misunderstandings
- 4.) Use assessment data to drive intervention plans and build intervention time into the day at every level.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Create a series of Professional Development (PD) trainings along with our LIFE Coach that wi develop the teachers' instructional strategies and best practices.	-Principal -Assistant Principal -Homeroom teachers -UFE Coach	-Education Galaxy -DMAC Reports -STAAR released test -STAAR question stems -Progress monitoring template -Eureka Math -Pearlized math -IREADY	-	-Progress Monitoring Reports -Walk-through feedback	student groups in all BM, STAAR/EOC tested	-CBA I -BM I & II -STAAR	-Title II - Title III - Title III - Special Ed. & Bilingual Funds - Migrant Funds
Ąçijąŋ Steps							

2) Identify the strategies to improve engagement

3) Implement PD to inspire commitment

4.) Monitor implementation of the strategies.



Goal Area 1:	Special Populations Goals & Strategies
Annual Goal 1:	The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 8-19% points by August 2025
Objective 3:	The percent of students performing at approaches, meets, and masters on STAAR Reading 3-5 will increase from 75% to 90% approaches, 44% to 60% meets, and 22% to 30% masters by integrating cross curricular content through Science and Social Studies.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
All teachers will receive training on	-Principal	Lead4ward	September 2024-	Agenda	Increased student progress	Formative	Title 1 - #1, 2
TEKS analysis to determine depth and	-Asst. Principal	Region 1	August 2025	Sign-in sheets	for all students to include	assessments	
complexity of each student	-CLL	DMAC Curriculum State and		Data reports	sub populations as measured	Progress Monitoring	
expectation taught and how to	-Reading Interventionist	federal accountability		PowerPoints	on CBAs, BMs, STAAR,	Benchmarks STAAR	
integrate cross curricular literacy	-Homeroom teachers -	reports		Professional development trainings CLC's	TELPAS	TELPAS	
content.	Content Coordinator	Scholastic Resources				Weekly assessments	
		Story Works					
Action Steps							

Organize comprehensive workshops focused on TEKS analysis and cross-curricular literacy integration.

Establish collaborative planning times where teachers can work together to integrate cross-curricular content.

Provide teachers with access to a variety of materials and resources to aid in TEKS analysis and literacy integration.

Establish a system for monitoring progress and providing feedback on the integration of cross-curricular literacy content.



Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor lesson plans to	-Principal	Lead4ward Region 1	September 2024-	Agenda	Increased student	Formative	Title 1 - #1, 2
ensure cross curricular	-Asst. Principal	DMAC	August 2025	Sign-in sheets	progress for all	assessments	
literacy is embedded	-CLL	Curriculum State and		Data reports	students to include	Benchmarks	
through grade level	-Reading Interventionist	federal accountability		PowerPoints	sub populations as	STAAR	
planning and CLC's	-Homeroom teachers	reports		Professional development	measured on CBAs,	TELPAS	
		Scholastic Resources		trainings CLC's	BMs, STAAR, TELPAS	Weekly	
		Story Works		Lesson Plans		assessments	
Action Steps							

Conduct systematic reviews of lesson plans to verify the integration of cross-curricular literacy.

Facilitate collaborative planning sessions focused on embedding literacy across different subjects.

Provide teachers with checklists and templates to guide the integration of literacy into their lesson plans.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional	-Principal	Lead4ward Region 1	September 2024-	Agenda	Increased student	Formative	Title 1 - #1, 2
development curriculum	-Asst. Principal	DMAC	August 2025	Sign-in sheets	progress for all	assessments	
training will be provided for	-CLL	Curriculum State and		Data reports	students to include	Benchmarks	
teachers and staff on	-Reading Interventionist	federal accountability		PowerPoints	sub populations as	STAAR	
instructional strategies (e.g.	-Homeroom teachers	reports		Professional development	measured on CBAs,	TELPAS	
CIF) and data analysis.		Scholastic Resources		trainings CLC's	BMs, STAAR, TELPAS	Weekly	
		Story Works		Data presentation		assessments	
Action Steps							

- 1. Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.
- 2.CLLs will allow for Science and Social Studies lesson planning during CLCs to create consistency among the reading classes being taught.
- 3.Integrate technology into the curriculum to provide in-person learning with the use of the following platforms: Google Classroom, iReady, Epic, Newsela, Accelerated Reader, Newsomatic.



Goal Ar	rea 1:	Special Populations Goals & Strategies
Annual	l Goal 1:	The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 3% points by August 2025
Objectiv	ive 3:	The percent of students performing at approaches, meets, and masters on STAAR Reading 3-5 will increase from 68% to 90% approaches, 43% to 60% meets, and 22% to 30% masters by integrating cross curricular content through Science and Social Studies.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will receive	-Principal	Lead4ward	September	Agenda	Increased student	Formative	Title 1 - #1, 2
training on TEKS analysis to	-Asst. Principal	Region 1	2024- August	Sign-in sheets	progress for all	assessments	
determine depth and	-CLL	DMAC	2025	Data reports	students to include	Progress	
complexity of each student	-Reading Interventionist	District		PowerPoints	sub populations as	Monitoring	
expectation taught and how	-Homeroom	Curriculum State and		Professional development trainings CLC's	measured on CBAs,	Ben chmarks	
to integrate cross curricular	teachers -Content	federal accountability			BMs, STAAR, TELPAS	STAAR	
literacy content.	Coordinator	reports				TELPAS	
		Scholastic Resources				Weekly	
		Story Works				assessments	
Action Steps							

Organize comprehensive workshops focused on TEKS analysis and cross-curricular literacy integration.

Establish collaborative planning times where teachers can work together to integrate cross-curricular content.

Provide teachers with access to a variety of materials and resources to aid in TEKS analysis and literacy integration.

Establish a system for monitoring progress and providing feedback on the integration of cross-curricular literacy content.



Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor lesson plans to	-Principal	Lead4ward	September	Agenda	Increased student	Formative	Title 1 - #1, 2
ensure cross curricular	-Asst. Principal	Region 1	2024- August	Sign-in sheets	progress for all	assessments	
literacy is embedded	-CLL	DMAC	2025	Data reports	students to include	Benchmarks	
through grade level planning	-Reading Interventionist	Curriculum State and		PowerPoints	sub populations as	STAAR	
and CLC's	-Homeroom teachers	federal accountability		Professional development	measured on CBAs,	TELPAS	
		reports		trainings CLC's	BMs, STAAR, TELPAS	Weekly	
		Scholastic Resources		Lesson Plans		assessments	
		Story Works					
Action Steps							

Conduct systematic reviews of lesson plans to verify the integration of cross-curricular literacy.

Facilitate collaborative planning sessions focused on embedding literacy across different subjects.

Provide teachers with checklists and templates to guide the integration of literacy into their lesson plans.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional -	-Principal	Lead4ward	September	Agenda	Increased student	Formative	Title 1 - #1, 2
development curriculum -	-Asst. Principal	Region 1	2024- August	Sign-in sheets	progress for all	assessments	
training will be provided for	-CLL	DMAC	2025	Data reports	students to include	Benchmarks	
teachers and staff on -	-Reading Interventionist	Curriculum State and		PowerPoints	sub populations as	STAAR	
instructional strategies (e.g	-Homeroom teachers	federal accountability		Professional development trainings	measured on CBAs,	TELPAS	
CIF) and data analysis.		reports		CLC's	BMs, STAAR, TELPAS	Weekly	
		Scholastic Resources		Data presentation		assessments	
		Story Works					
Action Steps							

- 1. Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.
- 2.CLLs will allow for Science and Social Studies lesson planning during CLCs in order to create consistency among the reading classes being taught.
- 3.integrate technology into the curriculum to provide in-person learning with the use of the following platforms: Google Classroom, iReady, MyOn, Newsela, Accelerated Reader, Newsomatic.

