



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan

School Name:

Kelly-Pharr Elementary



2024-2025





OPPORTUNITIES FOR ALL



OUR VISION

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

SCHOOL MOTTO

“ACHIEVING EXCELLENCE TOGETHER”





OUR 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 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.

PSJA School Board



PSJA School Board

Carlos G. Villegas, Jr., *President*

Diana Serna, *Vice-President*

Yolanda Castillo, *Secretary*

Jesús "Jesse" Vela, Jr., *Assistant Secretary*

Cynthia A. Gutiérrez, *Member*

Jesús A. "Jesse" Zambrano, *Member*

Jorge Zambrano, *Member*

Superintendent's Cabinet

Alejandro Elias, Ph.D., Superintendent of Schools

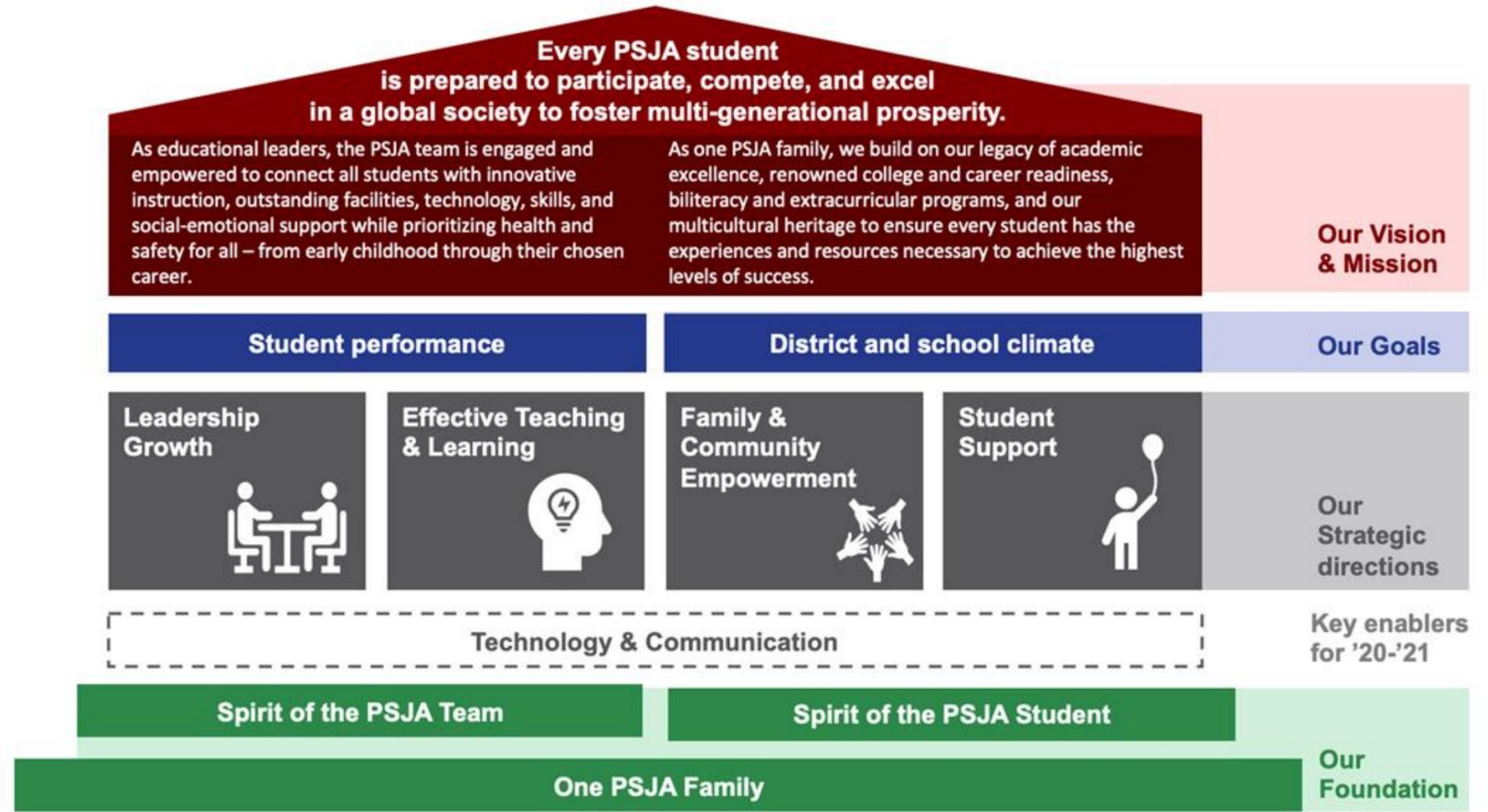
Rebecca Gonzales, Chief Financial Officer

Dr. Rebecca Garza, Assist. Supt. Human Capital Development

Ranulfo Marquez, Assist. Supt. for Academics

Roel Faz, Chief of Operations





Members

Name	Title
Guadalupe Garza	Principal
Kimberly Matias	Assistant Principal
Amanda Esqueda	Counselor
Bianca Garza	Special Forces Representative
Ana Lopez	Teacher- PK 3/PK 4
David Frias	Teacher- Kinder
San Juanita Cerda	Teacher -1 st Grade
Cruz Castillo	Teacher- 2 nd Grade
Yvette Diaz	Teacher- 3 rd Grade
Eira Munoz	Teacher- 4 th Grade
Santos Cantu	Teacher- 5 th Grade
Maria Quintanilla	Paraprofessional
Elias Masias	Head Custodian
Elizabeth Palacios	Parent/ Business



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Campus Demographics



October 2023	ALL	MALE	FEMALE	SPED	EB	MIGRANT	ECD	GT	CTE
3 rd Grade	104	53	51	18	51	0	97	5	NA
4 th Grade	94	38	56	13	40	2	91	8	NA
5 th Grade	97	52	45	11	47	0	89	8	NA
Total for 3 rd -5 th Grades	295	143	152	42	138	2	277	21	NA

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



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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.



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report
2. 2023-2024 Campus Attendance
3. 2023-2024 TPRI/Tejas Lee Campus Summary Report
4. 2023-2024 Circle Data
5. Discipline Referrals
6. PEIMS Demographics
7. Walk-through Data
8. Parental Involvement Data
9. T-TESS Teacher Evaluations
10. Teacher Professional Development Plans
11. Teacher Certifications
12. TELPAS Scores
13. Technology Inventories
14. 2023-2024 Campus Benchmark Data



STAAR 2024 Reading



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

2023-2024 STAAR/STAAR ALT2

CAMPUS ACHIEVEMENT

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	Count	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
PSJA ISD	1843	212	12%	180	10%	1451	79%	1237	67%	943	51%	458	25%
Kelly-Pharr Elementary		8	8%	14	15%	74	77%	58	60%	43	45%	23	24%



2023-2024 STAAR/STAAR ALT2

PREVIOUS YEAR COMPARISON

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	APPROACHES 2023 STAAR	APPROACHES 2024 STAAR	Comparison	MEETS 2023 STAAR	MEETS 2024 STAAR	Comparison	MASTERS 2023 STAAR	MASTERS 2024 STAAR	Comparison
PSJA ISD	75%	79%	4%	48%	51%	3%	22%	25%	3%
Kelly-Pharr Elementary	82%	77%	-5%	52%	45%	-7%	24%	24%	0%



2023-2024 STAAR/STAAR ALT2

STUDENT ACHIEVEMENT

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	Number of Tests	Approaches		Meets		Masters		Raw Score	Scale Score	Letter Grade
		Grade Level		Grade Level		Grade Level				
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	5748	4399	77%	2791	49%	1265	22%	49	77	C
Kelly-Pharr Elementary	280	201	72%	123	44%	53	19%	45	73	C
Grade 3 Reading	100	54	54%	34	34%	8	8%	32	60	D
Grade 4 Reading	84	73	87%	46	55%	22	26%	56	85	B
Grade 5 Reading	96	74	77%	43	45%	23	24%	49	76	C



2023-2024 STAAR/STAAR ALT2

DEMOGRAPHIC STUDENT ACHIEVEMENT

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	APPROACHES LEVEL																				
	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5748	4399	77%	5715	4376	77%	5493	4156	76%	5388	4070	76%	2863	2054	72%	1016	505	50%	91	62	68%
Kelly-Pharr Elementary	280	201	72%	277	201	73%	266	187	70%	262	184	70%	129	82	64%	48	25	52%	1	1	100%
Grade 3 Reading	100	54	54%	99	54	55%	95	49	52%	93	48	52%	48	19	40%	20	10	50%			
Grade 4 Reading	84	73	87%	83	73	88%	82	71	87%	81	70	86%	34	29	85%	13	8	62%			
Grade 5 Reading	96	74	77%	95	74	78%	89	67	75%	88	66	75%	47	34	72%	15	7	47%	1	1	100%



Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

DEMOGRAPHIC STUDENT ACHIEVEMENT

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	MEETS LEVEL																				
	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
Kelly-Pharr Elementary	280	123	44%	277	123	44%	266	110	41%	262	110	42%	129	46	36%	48	14	29%	1	0	0%
Grade 3 Reading	100	34	34%	99	34	34%	95	29	31%	93	29	31%	48	10	21%	20	6	30%			
Grade 4 Reading	84	46	55%	83	46	55%	82	44	54%	81	44	54%	34	14	41%	13	4	31%			
Grade 5 Reading	96	43	45%	95	43	45%	89	37	42%	88	37	42%	47	22	47%	15	4	27%	1	0	0%



Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

DEMOGRAPHIC STUDENT ACHIEVEMENT

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	MASTERS LEVEL																				
	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5748	1265	22%	5715	4376	77%	5493	4156	76%	5388	4070	76%	2863	2054	72%	1016	505	50%	91	62	68%
Kelly-Pharr Elementary	280	53	19%	277	201	73%	266	187	70%	262	184	70%	129	82	64%	48	25	52%	1	1	100%
Grade 3 Reading	100	8	8%	99	54	55%	95	49	52%	93	48	52%	48	19	40%	20	10	50%			
Grade 4 Reading	84	22	26%	83	73	88%	82	71	87%	81	70	86%	34	29	85%	13	8	62%			
Grade 5 Reading	96	23	24%	95	74	78%	89	67	75%	88	66	75%	47	34	72%	15	7	47%	1	1	100%



2023-2024 STAAR/STAAR ALT2

SCHOOL PROGRESS - PART A

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

	# of Tests	ANNUAL GROWTH			Earned Points	# of Tests	ACCELERATED LEARNING		Earned Points	Raw Score	Scale Score	Letter Grade
		# of students					# of students					
		0	0.5	1			0	0.25				
PSJA ISD	3700	1137	325	2232	2394.5	977	512	465	116.25	67.85811	76	C
Kelly-Pharr Elementary	175	41	8	117	121	53	22	31	7.75	73.57143	83	B
Grade 4 Reading	84	19	1	56	56.5	18	5	13	3.25	71.13095	80	B
Grade 5 Reading	91	22	3	61	62.5	35	17	18	4.5	73.62637	83	B



2023-2024 STAAR/STAAR ALT2

CLOSING THE GAP

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

Academic Achievement (Meets Level or above)

	All Students		Hispanic		High Focus		EB	ECD	SPED	Points Earned 0-4		
	2024	2023	2024	2023	2024	2023	2024			All Students	Hispanic	High Focus
2024 Target	46%		39%		37%		37%	35%	26%			
Next Interim Target	55%		49%		48%		48%	46%	38%			
Long Term Target	73%		40%		69%		69%	68%	63%			
PSJA ISD	49%	48%	49%	48%	47%	47%	42%	47%	26%	3	4	3
Kelly-Pharr Elementary	44%	52%	44%	52%	41%	52%	36%	42%	29%	0	4	3



Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

CLOSING THE GAP

ELEMENTARY READING ALL GRADES (SNAPSHOT) (PRELIMINARY)

Academic Growth Status

	All Students		Hispanic		High Focus		EB	ECD	SPED	Points Earned 0-4		
	2024	2023	2024	2023	2024	2023	2024			All Students	Hispanic	High Focus
2023 Target	64%		62%		61%		62%	60%	50%	3	3	3
Interim Target	74%		72%		71%		72%	70%	60%			
Long Term Target	94%		92%		91%		92%	90%	80%			
PSJA ISD	68%	70%	68%	70%	67%	70%	64%	67%	51%	3	3	3



STAAR 2024 Math



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

CAMPUS ACHIEVEMENT

ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)

	Total	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
		PSJA ISD	1843	174	9%	203	11%	1466	80%	1197	65%	885	48%



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

PREVIOUS YEAR COMPARISON

ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)

	APPROACHES 2023 STAAR	APPROACHES 2024 STAAR	Comparison	MEETS 2023 STAAR	MEETS 2024 STAAR	Comparison	MASTERS 2023 STAAR	MASTERS 2024 STAAR	Comparison
PSJA ISD	76%	80%	4%	48%	48%	0%	19%	15%	-4%
Kelly-Pharr Elementary	74%	76%	2%	48%	52%	4%	23%	15%	-8%



Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

STUDENT ACHIEVEMENT

ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)

	Number of Tests	Approaches		Meets		Masters		Raw Score	Scale Score	Letter Grade
		Grade Level		Grade Level		Grade Level				
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	5749	4234	74%	2587	45%	894	16%	45	73	C
Kelly-Pharr Elementary	280	201	72%	122	44%	43	15%	44	72	C
Grade 3 Math	100	65	65%	28	28%	7	7%	33	62	D
Grade 4 Math	84	63	75%	44	52%	22	26%	51	78	C
Grade 5 Math	96	73	76%	50	52%	14	15%	48	75	C



Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

DEMOGRAPHIC STUDENT ACHIEVEMENT

ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)

	APPROACHES LEVEL																				
	ALL			HISPANIC			HIGH FOCUS			ECD			EB			SPED			HIGHLY MOBILE		
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%
PSJA ISD	5749	4234	74%	5716	4208	74%	5494	3994	73%	5389	3907	72%	2863	2032	71%	1014	574	57%	91	65	71%
Kelly-Pharr Elementary	280	201	72%	277	200	72%	266	187	70%	262	183	70%	129	87	67%	48	27	56%	1	1	100%
Grade 3 Math	100	65	65%	99	64	65%	95	60	63%	93	58	62%	48	30	63%	20	13	65%			
Grade 4 Math	84	63	75%	83	63	76%	82	61	74%	81	60	74%	34	25	74%	13	6	46%			
Grade 5 Math	96	73	76%	95	73	77%	89	66	74%	88	65	74%	47	32	68%	15	8	53%	1	1	100%



Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2

DEMOGRAPHIC STUDENT ACHIEVEMENT

ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)

	MEETS LEVEL																																		
	ALL					HISPANIC					HIGH FOCUS					ECD					EB					SPED					HIGHLY MOBILE				
	Test	App	roa	che	s %	Test	App	roa	che	s %	Test	App	roa	che	s %	Test	App	roa	che	s %	Test	App	roa	che	s %	Test	App	roa	che	s %					
PSJA ISD	5749	2587			45%	5716	2568			45%	5494	2398			44%	5389	2335			43%	2863	1174			41%	1014	316			31%	91	32			35%
Kelly- Pharr Elementary	280	122			44%	277	122			44%	266	109			41%	262	107			41%	129	44			34%	48	19			40%	1	1			100%
Grade 3 Math	100	28			28%	99	28			28%	95	23			24%	93	23			25%	48	10			21%	20	8			40%					
Grade 4 Math	84	44			52%	83	44			53%	82	42			51%	81	41			51%	34	13			38%	13	5			38%					
Grade 5 Math	96	50			52%	95	50			53%	89	44			49%	88	43			49%	47	21			45%	15	6			40%	1	1			100%



Comprehensive Needs Assessment



2023-2024 STAAR/STAAR ALT2																																																	
DEMOGRAPHIC STUDENT ACHIEVEMENT																																																	
ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)																																																	
MASTERS LEVEL																																																	
	ALL				HISPANIC				HIGH FOCUS				ECD				EB				SPED				HIGHLY MOBILE																								
	Tes	ted	Ap	pro	ach	es	%	Tes	ted	Ap	pro	ach	es	%	Tes	ted	Ap	pro	ach	es	%	Tes	ted	Ap	pro	ach	es	%	Tes	ted	Ap	pro	ach	es	%	Tes	ted	Ap	pro	ach	es	%	Tes	ted	Ap	pro	ach	es	%
PSJA ISD	5749			894			16%	5716			4208			74%	5494			3994			73%	5389			3907			72%	2863			2032			71%	1014			574			57%	91			65			71%
Kelly- Pharr Elemen tary	280			43			0.1535	277			200			0.7220	266			187			0.7030	262			183			0.6984	129			87			0.6744	48			27			0.5625	1			1			1
Grade 3 Math	100			7			0.07	99			64			0.6464	95			60			0.6315	93			58			0.6236	48			30			0.625	20			13			0.65							
Grade 4 Math	84			22			0.26	83			63			0.7590	82			61			0.7439	81			60			0.7407	34			25			0.7352	13			6			0.4615							
Grade 5 Math	96			14			0.15	95			73			0.7684	89			66			0.7415	88			65			0.7386	47			32			0.6808	15			8			0.5333	1			1			1



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2												
SCHOOL PROGRESS - PART A												
ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)												
	# of Tests	ANNUAL GROWTH			Earned Points	# of Tests	ACCELERATED LEARNING			Raw Score	Scale Score	Letter Grade
		# of students					# of students					
		0	0.5	1			0	0.25	Earned Points			
PSJA ISD	3698	1192	387	2131	2324.5	980	581	399	99.75	65.55571	73	C
Kelly-Pharr Elementary	175	50	11	115	120.5	53	28	25	6.25	72.42857	82	B
Grade 4 Math	84	28	6	50	53	18	9	9	2.25	65.77381	74	C
Grade 5 Math	91	22	5	65	67.5	35	19	16	4	78.57143	89	B



Comprehensive Needs Assessment



2023-2024 STAAR/STAAR ALT2																	
CLOSING THE GAP																	
ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)																	
Academic Achievement (Meets Level or above)																	
	All Students		Hispanic		High Focus		EB	ECD	SPED	Points Earned 0-4			Raw Score	Total Points			
	2024 Target	2023	2024	2023	2024	2023	2024	2024	2024	All Students	Hispanic	High Focus					
2024 Target	49%		44%		42%		45%		40%		45%						
Next Interim Target	58%		53%		52%		54%		50%		54%						
Long Term Target	75%		72%		71%		73%		70%		73%						
PSJA ISD	45%	48%	45%	48%	44%	48%	41%		43%		31%		0	3	3	25	7.5
Kelly-Pharr Elementary	44%	48%	44%	48%	41%	48%	34%		41%		40%		0	3	0		



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Comprehensive Needs Assessment

2023-2024 STAAR/STAAR ALT2												
CLOSING THE GAP												
ELEMENTARY MATHEMATICS ALL GRADES (SNAPSHOT) (PRELIMINARY)												
Academic Growth Status												
	All Students		Hispanic		High Focus		EB	ECD	SPED	Points Earned 0-4		
	2024	2023	2024	2023	2024	2023	2024			All Students	Hispanic	High Focus
2023 Target	69%		68%		66%		69%	65%	58%			
Interim Target	78%		77%		76%		78%	75%	68%			
Long Term Target	95%		95%		95%		95%	95%	88%			
PSJA ISD	65%	77%	65%	77%	65%	77%	65%	65%	65%	0	0	0
Kelly-Pharr Elementary	72%	65%	73%	65%	71%	65%	69%	71%	54%	3	3	3



Comprehensive Needs Assessment



Goals

- Improve students' literacy
- Improve and increase daily attendance rate
- Improve academic achievement in all areas
- Improve social and emotional well being for all

Objectives

- Increase percentage of students reading on grade level
- Build leadership among students and staff
- Improve staff and student learning
- Provide programs relevant to the needs and interests of the Kelly-Pharr Elementary School community
- Identify the needs of the school community to improve school climate
- Improve staff skills in effectively addressing Home/School/Community
- Improve state test scores
- Improve on sustainability goals
- Improve on Dual Language Program implementation



PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Demographics

All Students

The following sources from across our campus were used to review the Economically Disadvantaged data by the SBCDM: State of Texas Assessments of Academic Readiness (STAAR) results, and Domain III to determine strengths and needs of our All Students.

Needs:

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

- In 3rd grade Reading, the achievement gap between Eco D. and All students is 1% at the meets level.
- In 3rd grade Mathematics, the achievement gap between Eco D. and All students is 2% at the meets level.
- In 5th grade Reading, the achievement gap between Eco D. and All students is 2% at the meets level.
- In 5th grade Mathematics, the achievement gap between Eco D. and All students is 2% at the meets level.



Demographics

Demographics Summary Continued

Emergent Bilingual Learners (EB):

The following sources from our campus were used to review the English Learners data results by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EB students.

Needs:

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

- In 3rd grade Reading, the achievement gap between EB. and All students is 7% at the meets level.
- In 3rd grade Mathematics, the achievement gap between EB. and All students is 14% at the meets level.
- In 4th grade Reading, the achievement gap between EB. and All students is 4% at the meets level.
- In 4th grade Mathematics, the achievement gap between EB. and All students is 3% at the meets level.
- In 5th grade Reading, the achievement gap between EB. and All students is 4% at the meets level.
- In 5th grade Mathematics, the achievement gap between EB. and All students is 4% at the meets level.
- In 5th grade Science, the achievement gap between EB. and All students is 10% at the meets level.



Demographics Summary Continued

Special Education:

The following sources from across our campus were used to review the Special Education data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Special Education students.

Needs:

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

- In 3rd grade Reading, the achievement gap between Sp. Ed. and All students is 12% at the meets level.
- In 4th grade Reading, the achievement gap between Sp. Ed. and All students is 14% at the meets level.
- In 4th grade Mathematics, the achievement gap between Sp. Ed. and All students is 13% at the meets level.
- In 5th grade Reading, the achievement gap between Sp. Ed. and All students is 8% at the meets level.
- In 5th grade Mathematics, the achievement gap between Sp. Ed. and All students is 8% at the meets level.

Personnel Needs: Kelly-Pharr Elementary work will continue to 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. Professional development for all teachers needs to occur that will target differentiated instruction.



Comprehensive Needs Assessment

2024-2025 Kelly-Pharr Campus Goals

	Kelly-Pharr 2023	Kelly-Pharr 2024	Goals 2025
Domain I Student Achievement	77	71	77
Domain II part A School Progress Academic Growth	73	84	89
Domain II part B School Progress Relative Performance	86	79	86
Domain III Closing the Gaps	81	83	88



Comprehensive Needs Assessment

2024-2025 Kelly-Pharr Campus Goals

3 rd Grade Reading			
Goal 2025		2023	2024
Approaches	83	83	54
Meets	57	57	34
Masters	57	57	8

4 th Grade Reading			
Goals 2025		2023	2024
Approaches	64	83	87
Meets	44	57	55
Masters	18	57	26

5 th Grade Reading			
Goals 2025		2023	2024
Approaches	92	80	77
Meets	60	55	45
Masters	31	29	24



Comprehensive Needs Assessment

2024-2025 Kelly-Pharr Campus Goals

3 rd Grade Mathematics			
Goals 2025		2023	2024
Approaches	78	78	65
Meets	47	47	28
Masters	19	19	7

4 th Grade Mathematics			
Goals 2025		2023	2024
Approaches	75	60	75
Meets	38	40	52
Masters	17	20	26

5 th Grade Mathematics			
Goals 2025		2023	2024
Approaches	80	82	76
Meets	57	55	52
Masters	31	25	15



2024-2025 Kelly-Pharr Campus Goals

5 th Grade Science			
2025 Goal		2023	2024
Approaches	68	68	52
Meets	46	46	27
Masters	23	23	11



Comprehensive Needs Assessment

		Targeted Improvement Plan			
Campus:	Kelly Pharr Elementary				
Problem Statement #1	In 2024, Kelly Pharr Elementary had 20% of all students perform at the "meets" level in <u>Lectura</u> in all grades. (Domain 1- Student Achievement)				
Root Cause:	Lack of curriculum pacing, resources, and professional development.				
Annual Goal:	By May 2025, Kelly Pharr Elementary will increase by 10pts/10% at the "meets" level in <u>Lectura</u> in all grades. (From 20% to 30%)				
Strategy:	Monitor and adjust the pacing of the curriculum, resources and professional development to meet the needs of students testing Reading in Spanish/Lectura.				
	Q1 Goal (Sept-Nov)	Q2 Goal (Dec-Feb)	Q3 Goal (Mar-May)	Q4 Goal (June-Aug)	
Quarterly Goals					
Intervention 1 (Curriculum Pacing)	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will reflect on the implementation of the curriculum pacing guide for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 2 (Professional Development)	Professional Development will be provided in the use of the curriculum pacing guide, student leadership portfolios, supplemental resources, and intervention programs.	Professional Development will be provided in the use of the curriculum pacing guide, student leadership portfolios, supplemental resources, and intervention programs.	Professional Development will be provided in the use of the curriculum pacing guide, student leadership portfolios, supplemental resources, and intervention programs.	Teachers and leadership team will reflect on the implementation of the professional development provided for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 3 (Resource- Student Leadership Portfolios)	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Student portfolios will travel with the student to the next grade level to allow constant monitoring of the student's progress from year to year. Teachers will review their overall implement progress of the student leadership portfolios and determine what adjustments need to be made, if any, for the following school year. (Ongoing)	
Intervention 4 (Resource- Supplemental Resources)	Identify and implement supplemental resources needed for Lectura, including an intervention program for Tier II /Tier III. (Ongoing)	Identify and implement supplemental resources needed for Lectura, including an intervention program for Tier II /Tier III. (Ongoing)	Identify and implement supplemental resources needed for Lectura, including an intervention program for Tier II /Tier III. (Ongoing)	Teachers and leadership team will reflect on the implementation of the supplemental resources and intervention programs for the school year and determine what changes need to be made, if any, for the following school year. (Ongoing)	



Comprehensive Needs Assessment

		Targeted Improvement Plan			
Campus:	Kelly Pharr Elementary				
Problem Statement #2	In 2024, Kelly Pharr Elementary had 24% of all students perform at the "meets" level in <u>Science</u> . (Domain 1- Student Achievement)				
Root Cause:	Lack of curriculum pacing, resources, and professional development.				
Annual Goal:	By May 2025, Kelly Pharr Elementary will increase by 10pts/10% at the "meets" level in <u>Science</u> . (From 24% to 34%)				
Strategy:	Monitor and adjust the pacing of the curriculum, resources and professional development to meet the needs of 5th grade students testing Science (English and Spanish).				
	Q1 Goal (Sept-Nov)	Q2 Goal (Dec-Feb)	Q3 Goal (Mar-May)	Q4 Goal (June-Aug)	
Quarterly Goals					
Intervention 1 (Curriculum Pacing)	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will reflect on the implementation of the curriculum pacing guide for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 2 (Professional Development)	Professional Development will be provided in the new science adoption and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios, supplemental resources, and intervention programs.	Professional Development will be provided in the new science adoption and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios, supplemental resources, and intervention programs.	Professional Development will be provided in the new science adoption and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios, supplemental resources, and intervention programs.	Teachers and leadership team will reflect on the implementation of the professional development provided for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 3 (Resource- Student Leadership Portfolios)	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Student portfolios will travel with the student to the next grade level to allow constant monitoring of the student's progress from year to year. Teachers will review their overall implement progress of the student leadership portfolios and determine what adjustments need to be made, if any, for the new school year.	
Intervention 4 (Resource- Supplemental Resources)	Identify and implement supplemental resources needed for Science, including an intervention program for Tier II/Tier III. (Ongoing)	Identify and implement supplemental resources needed for Science, including an intervention program for Tier II/Tier III. (Ongoing)	Identify and implement supplemental resources needed for Science, including an intervention program for Tier II/Tier III. (Ongoing)	Teachers and leadership team will reflect on the implementation of the supplemental resources and intervention programs for the school year and determine what changes need to be made, if any, for the following school year. (Ongoing)	



Comprehensive Needs Assessment

		Targeted Improvement Plan			
Campus:	Kelly Pharr Elementary				
Problem Statement #3	In 2024, Kelly Pharr Elementary had 19% of all <u>Special Education</u> students perform at the "meets" level in all tested subjects. (Domain III- Closing the Gaps)				
Root Cause:	Lack of curriculum pacing, resources, and professional development.				
Annual Goal:	By May 2025, Kelly Pharr Elementary <u>Special Education</u> students will increase by 10pts/10% at the "meets" level in all tested subjects. (From 19% to 29%)				
Strategy:	Monitor and adjust the pacing of the curriculum, resources and professional development to meet the needs of all Special Education students (English and Spanish).				
	Q1 Goal (Sept-Nov)	Q2 Goal (Dec-Feb)	Q3 Goal (Mar-May)	Q4 Goal (June-Aug)	
Quarterly Goals					
Intervention 1 (Curriculum Pacing)	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will reflect on the implementation of the curriculum pacing guide for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 2 (Professional Development)	Professional Development will be provided in a special education curriculum and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios and allowable supplemental resources for for students receiving Special Education services.	Professional Development will be provided in a special education curriculum and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios and allowable supplemental resources for for students receiving Special Education services.	Professional Development will be provided in a special education curriculum and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios and allowable supplemental resources for for students receiving Special Education services.	Teachers and leadership team will reflect on the implementation of the professional development provided for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 3 (Resource- Student Leadership Portfolios)	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Student portfolios will travel with the student to the next grade level to allow constant monitoring of the student's progress from year to year. Teachers will review their overall implement progress of the student leadership portfolios and determine what adjustments need to be made, if any, for the new school year.	
Intervention 4 (Resource- Supplemental Resources)	Organize and implement all supplemental resources needed based on student's IEPs for all tested subjects in their language of instruction/assessment. (Ongoing)	Organize and implement all supplemental resources needed based on student's IEPs for all tested subjects in their language of instruction/assessment. (Ongoing)	Organize and implement all supplemental resources needed based on student's IEPs for all tested subjects in their language of instruction/assessment. (Ongoing)	Teachers and leadership team will reflect on the organization and implementation of all supplemental resources and materials needed based on student's IEPs for all tested subjects in the language of instruction/assessment. (Ongoing)	



Comprehensive Needs Assessment

		Targeted Improvement Plan			
Campus:	Kelly Pharr Elementary				
Problem Statement #4	In 2024, Kelly Pharr Elementary had 33% of all <u>Emergent Bilingual</u> (EB) students perform at the "meets" level in all tested subjects. (Domain III- Closing the Gaps)				
Root Cause:	Lack of curriculum pacing, resources, and professional development.				
Annual Goal:	By May 2025, Kelly Pharr Elementary <u>Emergent Bilingual</u> (EB) students will increase by 10pts/10% at the "meets" level in all tested subjects. (From 33% to 43%)				
Strategy:	Monitor and adjust the pacing of the curriculum, resources and professional development to meet the needs of all Emergent Bilingual students (English and				
	Q1 Goal (Sept-Nov)	Q2 Goal (Dec-Feb)	Q3 Goal (Mar-May)	Q4 Goal (June-Aug)	
Quarterly Goals					
Intervention 1 (Curriculum Pacing)	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will plan weekly using the curriculum pacing guide. Lessons will be modified with prior approval from leadership team.	Teachers and leadership team will reflect on the implementation of the curriculum pacing guide for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 2 (Professional Development)	Professional Development will be provided in the Bilingual curriculum and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios and supplemental resources for EB students, including professional development on intervention programs.	Professional Development will be provided in the Bilingual curriculum and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios and supplemental resources for EB students, including professional development on intervention programs.	Professional Development will be provided in the Bilingual curriculum and its curriculum pacing guide. In addition, professional development will be provided on the student leadership portfolios and supplemental resources for EB students, including professional development on intervention programs.	Teachers and leadership team will reflect on the implementation of the professional development provided for the school year and determine what changes need to be made, if any, for the following year. (Ongoing)	
Intervention 3 (Resource- Student Leadership Portfolios)	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Teachers will implement the student leadership portfolios. Students will use these portfolios to self-monitor their progress. Teachers will meet with their students every 3 weeks.	Student portfolios will travel with the student to the next grade level to allow constant monitoring of the student's progress from year to year. Teachers will review their overall implement progress of the student leadership portfolios and determine what adjustments need to be made, if any, for the new school	
Intervention 4 (Resource-Supplemental Resources)	Identify and implement supplemental resources needed based on EB's IEP needs, in the EBs language of instruction/assessment, including an intervention program for Tier II /Tier III. (Ongoing)	Identify and implement supplemental resources needed based on EB's IEP needs, in the EBs language of instruction/assessment, including an intervention program for Tier II /Tier III. (Ongoing)	Identify and implement supplemental resources needed based on EB's IEP needs, in the EBs language of instruction/assessment, including an intervention program for Tier II /Tier III. (Ongoing)	Teachers and leadership team will reflect on the implementation of EBs supplemental resources, including EB student's intervention program for Tier II /Tier III. (Ongoing)	



2nd Grade TPRI and TejasLee EOY

TPRI MASTERS	TPRI MEETS	TPRI APPROACHES	TPRI DNM+	TPRI DNM
2022				
2023				
2024				

TEJAS LEE MASTERS	TEJAS LEE MEETS	TEJAS LEE APPROACHES	TEJAS LEE DNM+	TEJAS LEE DNM
2022				
2023				
2024				

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Comprehensive Needs Assessment



1st Grade TPRI and TejasLee EOY

	TPRI MASTERS	TPRI MEETS	TPRI APPROACHES	TPRI DNM+	TPRI DNM
2022					
2023					
2024	61	0	38		

	TEJAS LEE MASTERS	TEJAS LEE MEETS	TEJAS LEE APPROACHES	TEJAS LEE DNM+	TEJAS LEE DNM
2022					
2023					
2024	58	3	39		