Pharr – San Juan – Alamo Independent School District



AUGUSTO GUERRA ELEMENTARY

Campus Improvement Plan 2024-2025 Draft

Augusto Guerra EL Leadership Team



The Campus Lead Team / Campus SBDM Committee

Roel Faz, Principal Berlinda Cabrera, Assistant Principal Natalia Rodriguez, Counselor Elda Valdez, Counselor Daleth Juarez, Collaborative Learning Leader Angelica Cruz, Reading Interventionist Rene Hernandez, Coach & Safety Committee Member Leader Brittany Sanchez, Science Lab Teacher / Public Relations Cynthia Perales, Music Teacher & Safety Committee Member Minerva Lazo, Librarian

PSJA ISD BOARD MEMBERS & SUPERINTENDENT'S CABINET:

PSJA ISD School Board of Trustees

Dr. Cynthia A. Gutierrez – Carlos G. Villegas, Jr. – Diana Serna – Yolanda Castillo-Vacancy Jesus A. "Jesse" Zambrano – Member Jorge Zambrano - Member



Augusto Guerra Elementary VISION & MISSION STATEMENT



Vision

Augusto "Gus" Guerra elementary students are actively involved and prepared to collaborate,

compete and become multi-cultural life-long learners.

Mission

Our mission at Augusto "Gus" Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today's multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success.

Campus Overview / Executive Summary



Augusto Guerra is located in Alamo, Texas on 807 FM 495 and is part of feeder pattern that continues to Memorial Early College High School. The following data is reported as of September 2024- our campus currently serves about 723 students in Pre-K – 5th grade. Our mission at Augusto "Gus" Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today's multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success. Our Vision is that Augusto Guerra's student population is made up of approximately 99% Hispanic and 1% White. Our student population is by vast majority, economically disadvantaged, 96.5 to be exact and 2% of them identified as migrant students. Furthermore, 9.3% (63 students) of our student population accounts for approximately 1.6% (11 students) of our student population. Additionally, we serve a large population of English learners; they account for 50% of our population (314 students to be exact). The attendance rate for our campus on average is about school year, the attendance rate for the campus has been maintained on an average ranges from 92% to 94%. Most of our students live in the surrounding areas of the school community, which consist of low-income housing and suburb areas that stretch into Donna, TX. They also account for about 25% of our students who are zoned in other areas and are currently attending Guerra Elementary under special permission.

One of the greatest things about Guerra El is the transformational culture it has exhibited through its consistent school climate – implementing college-ready initiatives: to continue to grow, compete, and provide students opportunities to be a part of extracurricular activities that support our social emotional goals and to keep them involved in positive energy! Furthermore, our student-centered excellence approach defines Guerra. Our teachers are motivated to guide students through fun, engaging learning in all core subjects along with social emotional skills needed to exceed in our multi-cultural society. Our

GUERRA WOLVERINES culture is so rich in spirit, one of our top priorities, is focused on providing the best communication and family partnerships to ensure all students are provided a transformational elementary experience!

Campus Initiatives



- Student & Leadership team led conferences for Student Progress using STAAR 2023-2024 data in 3rd-5th and TPRI, TXKea and Fluency data in PK-2nd.
- Sustainable Development Goals & 21st Century Proficiencies- Implementation year 2; Guerra El campus community
 is currently working towards implementing a plan that ensures all students are exposed to the 17 sustainable goals
 across all content areas and GL curriculum alignment to the 21st century proficiencies.
- All GLs are exposed to a university to help promote higher academic success and engage students in social emotional awareness activities to promote college readiness.
- Academic content vertical alignment team experts in each GL lead effective planning discussions in each content; reading & writing, math, science, and social studies.
- All teachers are responsible for implementing campus literacy initiatives; integrating literacy across all content areas through effective reading and writing skills every day.
- Effective CLCs are led using the most current data and using literature from campus book studies, "Fundamental 5 2022, and Learning in the Fast Lane, 2021, and 2023-2024 Common Instructional Framework- JFF).
- Every GL will be provided with professional development on our Holdsworth journey implementing PDSA cycles to understand change ideas to consistently monitor what is and isn't working in the classroom .

PK3 EOY Fluency Data



		uciic	Data	Track	CI			
	Students		BOY %		Students		EOY	
Margarita Lopez	24	94%	3%	3%	21	0%	14%	86%
Maria Gloria	20	100%	0%	0%	22	9%	23%	68%
Mayra Carrizales	19	100%	0%		22	23%	4%	73%
РКЗ	72	96%	2%	2%	65	11%	14%	75%
Teacher D	ata Tra	cker F	Readin	g (Rav	v # of			
	Students		BOY	5.11.91	Students		EOY	
Margarita Lopez	24	22	1	1	21	0	3	18
Maria Gloria	20	20	0	0	22	2	5	15
						2		
Mayra Carrizales	19	19	0	0	22	5	1	16
Mayra Carrizales PK3	19 72	19 70	0 1	0	22 65		1 9	
							-	16
							-	16
				1 BOY	EOY		-	16
				1	65		-	16
	72			BOY 8-22 to Fall	EOY 2-20 to Spring		-	16
				1 BOY 8-22 to Fall (1st & 2nd	EOY 2-20 to Spring (5th & 6th		-	16
	72	70		1 BOY 8-22 to Fall (1st & 2nd 10+	65 EOY 2-20 to Spring (5th & 6th 10+		-	16
	Pre-K 3	70	1	1 BOY 8-22 to Fall (1st & 2nd	EOY 2-20 to Spring (5th & 6th		-	16

PK4 EOY Fluency Data



Teacher Data Tracker

	1040			acher				
	Students		BOY		Students		EOY	
Norma Rodriguez	27	59%	29%	12%	24			
Racel Flores	25	60%	28%	12%	18			
Brittny Zamora	27	48%	30%	22%	17			
Monica Pimentel					16			
Mayra Carrizales	10	90%	0%	10%	14			
РК4	89	58%	27%	15%	89	13%	17%	
Teacher	Data T	rackei	r Read	ling				
Teacher		Tacker		ing	Churchenster		FOV	
	Students		BOY		Students		EOY	
	07	15						
Norma Rodriguez	27	16	8			0	3	21
Racel Flores	25	15	7	3	18	5	1	12
Brittny Zamora	27	13	8	6	17	1	3	13
Monica Pimentel					16	3	0	13
Mayra Carrizales	10	9	0	1	14	3	8	3
PK4	89	52	24	13	89	12	15	62
11:37:58 AM					FOX			
				BOY	EOY			
				8-22 to	2-20 to			
	Pre-K 4			Fall	Spring			
				(1st & 2nd	-			
	Green	Mas		20+	20+			
	Yellow		aches	5-19	5-19			
	Red	Sup	port	04	04			

Kinder EOY Fluency Data



	Teac	her D	ata Tr	acker				
	Students		BOY%		Students		EOY	
San Bocanegra	18	17%	39%	44%	19	26%	0%	74%
Maritza Bugarin	17	29%	18%	53%	20	0%	0%	100%
Adriana Rivera	23	39%	17%	44%	23	4%	17%	78%
Crystal Olvera	21	33%	14%	52%	23	9%	13%	78%
Kinder	79	30%	22%		85	10%	8%	82%
Teacher	Data T	racke	r Read	ding				
	Students		BOY		Students		EOY	
San Bocanegra	18	3	7	8	19	5	0	14
Maritza Bugarin	17	5	3	9	20	0	0	20
Adriana Rivera	23	9	4	10	23	1	4	18
Crystal Olvera	21	7	3	11	23	2	3	18
Kinder	79	24	17	38	85	8	7	70

1st Grade EOY Fluency Data



Fluency Data Tracker Reading (Percents)

	Students Tested		BOY % -	- SEPTEMB	ER 2022		Students Tested		EOY - M	EOY - MAY 2023			
B. Ramirez	22	23%	9%	0%	0%	68%	21	29%	19%	19%	29%	5%	
S. Martinez	24	8%	21%	4%	17%	50%	22	14%	5%	36%	5%	41%	
D. Silva	24	13%	21%	21%	13%	33%	22	41%	9%	19%	14%	18%	
N. Lopez	25	8%	4%	8%	24%	56%	21	19%	19%	14%	19%	29%	
1st Grade	95	13%	14%	8%	14%	52%	86	26%	13%	22%	16%	23%	

Fluency Data Tracker Reading (Raw # of

DNM

	Students Tested		BOY -	SEPTEMBE	R 2022		Students Tested		EOY - M	EOY - MAY 2023		
B. Ramirez	22	5	2	0	0	15	21	6	4	4	6	1
S. Martinez	24	2	5	1	4	12	22	3	1	8	1	9
D. Silva	24	3	5	5	3	8	22	9	2	4	3	4
N. Lopez	25	2	1	2	6	14	21	4	4	3	4	6
1st Grade	95	12	13	8	13	49	86	22	11	19	14	20
				BOY KEY						EOY KEY		
	Superior		46+						92-116			
	Masters		31-45						61-91			
	Meets		16-30						35-60			
	Approaches		7-15						19-34			

1-18

2nd Grade EOY Fluency Data



Fluency Data Tracker Reading (Percents)

S. Garcia	23	4%	13%	13%	22%	48%	19	26%	47%	0%	0%	26%
V. Ibarra	19	26%	5%	11%	16 %	42%	19	37%	32%	11%	0%	21%
L. Peña	22	23%	33%	22%	4%	18%	22	9%	14%	36%	23%	18%
J. Alvarado	23	13%	35%	8%	4%	35%	21	0%	57%	24%	10%	10%
J. Salas	12	8%	25%	8%	8%	50%	17	59%	18%	0%	6%	18%
2nd Grade	98	15%	22%	13%	12%	38%	98	24%	34%	15%	<mark>8</mark> %	18 %

Fluency Data Tracker Reading (Raw # of

	Students Tested		BOY - SEPTEMBER 2022					EOY - MAY 2023				
	restea		001 -		1 2022		Tested					
S. Garcia	23	1	3	3	5	11	19	5	9	0	0	5
V. Ibarra	19	5	1	2	3	8	19	7	6	2	0	4
L. Peña	22	5	7	5	1	4	22	2	3	8	5	4
J. Alvarado	23	3	8	2	1	8	21	0	12	5	2	2
J. Salas	12	1	3	1	1	6	17	10	3	0	1	3
2nd Grade	98	15	22	13	11	37	98	24	33	15	8	18
				BOY KEY						EOY KEY		
Superior			85-111						125-148			
Masters			51-84						101-124			
Meets			37-50						73-100			
Approaches			24-36						44-72			
DNM			0-23						0-43	1		

Demographics (May 2023)



	ALL	Male	Female	SPED	504	ELs	M2	MIGRANT	ECD	GT	AT RISK	Hispanic	White
Number	689	334	355	93	12	314	0	13	665	11	502	678	3
Percent	100%	48%	52%	9%	2%	47%		2%	97%	2%	73%	99%	0.5%

2023 Accountability Summary



			Augı	isto (Guerr	a El All	-Dom	ains (A	ugust	2023	5)		
Campus	Eco D	Approach	Meets	Masters	Domain I Raw Score	Domain I Scaled Score	Domain II- Part A Raw Score	Domain II- Part A Scaled Score			Domain III- Scaled Score	Campus Overall Rating	STAAR Rating Label
Guerra	96.4	77	47	17	47	75	73	76	84	71	92	86	В

2022-2023 Student Achievement: Domain 1 Aug. 2023 Data

6

	STAA	AR by Subj	ect	
Subject	Approaches	Meets	Masters	Domain 1
3rd	79/104 =	52/104 =	17/104 =	
Reading	76 %	50%	16 %	142/3 = 47%
4th		50/90 =	20/90 =	
Reading	70/90 = 78%	56%	22%	156/3 = 52%
5th		40/89 =	19/89 =	
Reading	71/89 = 80%	45 %	21%	146/3 = 56%
		142/283 =	56/283 =	
Totals	220/283 = 78%	50 %	20%	148/3 = 49%
	62/104 =	32/104 =	4/104 =	
3rd Math	60 %	42 %	10%	95/3 = 32%
		60/90 =	32/90 =	
4th Math	72/90 = 80%	67 %	36%	183/3 = 61%
		36/89 =		
5th Math	69/89 = 78%	40 %	5/89 = 6%	124/3 = 41%

2022-2023 Student Achievement: Domain 1 Aug. 2023 Data

6

	ST	AAR 2024		SUA
Subject	Approaches	Meets	Masters	
3rd Reading	79/104 = 76%	52/104 = 50%	17/104 = 16%	142/3 = 47%
3rd Math	62/104 = 60%	32/104 = 42%	4/104 = 10%	95/3 = 32%
4th Reading	70/90 = 78%	50/90 = 56%	20/90 = 22%	156/3 = 52%
4th Math	72/90 = 80%	60/90 = 67%	32/90 = 36%	183/3 = 61%
5th Reading	71/89 = 80%	40/89 = 45%	19/89 = 21%	146/3 = 56%
5th Math	69/89 = 78%	36/89 = 40%	5/89 = 6%	124/3 = 41%
5th Science	61/89 = 69%	15/89 = 17%	3/89 = 14%	89/3 = 30%
Totals	484/655 = 74%	285/655 = 44%	101/655 = 15%	133/3 = 44%

2023 Domain 1 Student Achievement by Subject



Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	238	238	0	0	0	0	0	0	34	141
Did Not Meet Approaches	56	56	0	0	0	0	0	0	18	41
Met Approaches Grade Level	182	182	0	0	0	0	0	0	16	100
Met Meets Grade Level	112	112	0	0	0	0	0	0	8	57
Met Masters Grade Level	43	43	0	0	0	0	0	0	1	21
Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	238	238	0	0	0	0	0	0	34	141
Did Not Meet Approaches	52	52	0	0	0	0	0	0	14	39
Met Approaches Grade Level	186	186	0	0	0	0	0	0	20	102
Met Meets Grade Level	116	116	0	0	0	0	0	0	10	66
Met Masters Grade Level	38	38	0	0	0	0	0	0	3	20
Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	75	75	0	0	0	0	0	0	8	47
Did Not Meet Approaches	20	20	0	0	0	0	0	0	4	12
Met Approaches Grade Level	55	55	0	0	0	0	0	0	4	35
Met Meets Grade Level	30	30	0	0	0	0	0	0	2	19
Met Masters Grade Level	10	10	0	0	0	0	0	0	0	6
Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Social Studies data is available for this	report.									
Writing Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Writing data is available for this report.										

2023 Domain 1 Student Achievement by Subject

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All % Met	Max Points
Number of Tests	551	551	0	0	0	0	0	0	76	329		
% Met Approaches	77	77							53	72		
% Met Meets	47	47							26	43		
% Met Masters	17	17							5	14		
Sum of Met %	141	141							84	129	141	300
Average of Met %	141 divided by 300							47				
Component Score Elementary Sc						nentary Scaler	Score					

Component	Component Score	Elementary Scaled Score
STAAR	47	75

School Progress Domain II: Part A – Academic Growth

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No Points		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet Low	Did Not Meet Low	12
Did Not Meet High	Did Not Meet Low	7
Approaches Low	Did Not Meet Low	0
Approaches Low	Did Not Meet High	7
Approaches High	Did Not Meet Low	4
Approaches High	Did Not Meet High	2
Approaches High	Approaches Low	8
Meets	Did Not Meet Low	1
Meets	Did Not Meet High	4
Meets	Approaches Low	4
Meets	Approaches High	7
Masters	Did Not Meet Low	1
Masters	Did Not Meet High	1
Masters	Approaches Low	0
Masters	Approaches High	2
Masters	Meets	14
Developing Low	Developing Low	0
Developing High	Developing Low	0
Satisfactory	Developing Low	0
Satisfactory	Developing High	0
Accomplished	Developing Low	0
Accomplished	Developing High	0
Accomplished	Satisfactory	1
Total with No Points		75
Haif Point		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet High	Did Not Meet High	13
Approaches Low	Approaches Low	7
Approaches High	Approaches High	19
Developing High	Developing High	0
Total with Half Point		39



School Progress Domain II: Part A – Academic Growth

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One Point		
Prior Year Outcome	Current Year Outcome	Count of Tests
Did Not Meet Low	Did Not Meet High	13
Did Not Meet Low	Approaches Low	1
Did Not Meet Low	Approaches High	6
Did Not Meet Low	Meets	1
Did Not Meet Low	Masters	0
Did Not Meet High	Approaches Low	16
Did Not Meet High	Approaches High	5
Did Not Meet High	Meets	10
Did Not Meet High	Masters	1
Approaches Low	Approaches High	20
Approaches Low	Meets	6
Approaches Low	Masters	3
Approaches High	Meets	31
Approaches High	Masters	5
Meets	Meets	38
Meets	Masters	21
Masters	Masters	22
Developing Low	Developing High	0
Developing Low	Satisfactory	0
Developing Low	Accomplished	0
Developing High	Satisfactory	1
Developing High	Accomplished	0
Satisfactory	Satisfactory	2
Satisfactory	Accomplished	0
Accomplished	Accomplished	0
Total with One Point		202
Total		316

Accelerated Learning - No Points					
Prior Year Outcome	Current Year Outcome	Count of Tests			
Did Not Meet Low	Did Not Meet Low	12			
Did Not Meet Low	Did Not Meet High	13			
Did Not Meet High	Did Not Meet Low	7			
Did Not Meet High	Did Not Meet High	13			
Developing Low	Developing Low	0			
Developing Low	Developing High	0			
Developing High	Developing Low	0			
Developing High	Developing Low	0			
Total with No Points		45			



School Progress Domain II: Part A – Academic Growth



Accelerated Learning - One Point					
Prior Year Outcome	Current Year Outcome	Count of Tests			
Did Not Meet Low	Approaches Low	1			
Did Not Meet Low	Approaches High	6			
Did Not Meet High	Approaches Low	16			
Did Not Meet High	Approaches High	5			
Did Not Meet Low	Meets	1			
Did Not Meet High	Meets	10			
Did Not Meet Low	Masters	0			
Did not Meet High	Masters	1			
Developing Low	Satisfactory	0			
Developing High	Satisfactory	1			
Developing Low	Accomplished	0			
Developing High	Accomplished	0			
Total with One Point		41			

((Total with Half Point x	((Total with Haif Point x 0.5) + (Total with One Point x 1) + (Total Accelerated Learning x 0.25)) divided by Total							
((39 x 0.5) + (202 x 1) + (41 x 0.25)) + / 316	I	231.75 / 316	I	73				

Component	Component Score	Elementary Scaled Score
STAAR	73	76

School Progress Domain II: Part B – Relative Performance



Aggregate (Subjects Combined)	All Students	Sum of All % Met	Max Points
Number of Tests	551		
% Met Approaches	77		
% Met Meets	47		
% Met Masters	17		
Sum of Met %	141	141	300
Average of Met %	141 divid	ed by 300	47

Component	Elementary Raw Score	Elementary ECD Percentage	Elementary Scaled Score
STAAR	47	96.4	84

School Progress Domain III: Closing the Gap



Academic Achievemen	ıt										
STAAR Performance S	tatus (Percentage at I	Meets Grade Level o	r Above)								
	Reading										
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points		
All Students	238	Y	47	46	55	73	228	43	3		
High Focus	233	Y	47	37	48	69	222	42	3		
Lowest Performing											
Hispanic	238	Y	47	39	49	70	228	43	3		
					Math						
All Students	238	Y	49	49	58	75	228	39	3		
High Focus	233	Y	49	42	52	71	222	39	3		
Lowest Performing											
Hispanic	238	Y	49	44	53	72	228	39	3		
		Α	cademic Ach	ievement Total = Points	Earned / Points Possible	= 18/24 = 75.0					
Academic Growth											
Academic Growth STAAR Growth Status	(Elementary and Mide										
	(Elementary and Mide				Reading						
	(Elementary and Mide Test Count		Actual	Interim Target		Long Term Target	PY Test Count	PY Actual	Points		
		dle Schools)			Reading		PY Test Count 90	PY Actual 90	Points 0		
STAAR Growth Status	Test Count	dle Schools) Met Min Size	Actual	Interim Target	Reading Next Interim Target	Long Term Target					
STAAR Growth Status All Students	Test Count 158	dle Schools) Met Min Size Y	Actual 71	Interim Target 72	Reading Next Interim Target 80	Long Term Target 95	90	90	0		
STAAR Growth Status All Students High Focus	Test Count 158	dle Schools) Met Min Size Y	Actual 71	Interim Target 72	Reading Next Interim Target 80	Long Term Target 95	90	90	0		
STAAR Growth Status All Students High Focus Lowest Performing	Test Count 158 155	dle Schools) Met Min Size Y Y	Actual 71 70	Interim Target 72 69	Reading Next Interim Target 80 78	Long Term Target 95 95	90 88	90 90	0 3		
STAAR Growth Status All Students High Focus Lowest Performing	Test Count 158 155	dle Schools) Met Min Size Y Y	Actual 71 70	Interim Target 72 69	Reading Next Interim Target 80 78 79	Long Term Target 95 95	90 88	90 90	0 3		
STAAR Growth Status All Students High Focus Lowest Performing Hispanic	Test Count 158 155 155	dle Schools) Met Min Size Y Y Y	Actual 71 70 71	Interim Target 72 69 71	Reading Next Interim Target 80 78 79 Math	Long Term Target 95 95 95	90 88 90	90 90 90	0 3 3		
STAAR Growth Status All Students High Focus Lowest Performing Hispanic All Students	Test Count 158 155 158 158	dle Schools) Met Min Size Y Y Y	Actual 71 70 71 71	Interim Target 72 69 71 72	Reading Next Interim Target 80 78 78 79 Math 80	Long Term Target 95 95 95 95 95	90 88 90 104	90 90 90 91	0 3 3 3		
STAAR Growth Status All Students High Focus Lowest Performing Hispanic All Students High Focus High Focus	Test Count 158 155 158 158	dle Schools) Met Min Size Y Y Y	Actual 71 70 71 75 75 75	Interim Target 72 69 71 72 70 71	Reading Next Interim Target 80 78 78 79 Math 80	Long Term Target 95 95 95 95 95 95 95	90 88 90 104	90 90 90 91	0 3 3 3		

School Progress Domain III: Closing the Gap



Student Success									
Student Achievement	Domain Score: STAA	R Component Only							
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	551	Y	47	47	57	77	536	44	3
High Focus	540	Y	47	40	50	70	523	44	3
Lowest Performing									•
Hispanic	551	Y	47	41	51	71	536	44	3
		_	Student Su	iccess Total = Points	Earned / Points Possible =	9/12 = 75.0	_		
English Learner Profi	ciency								
	oficiency Status (Prog	ress>=1 Level or Adv	/anced High)						
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
EL Proficiency	232	Y	61	49	51	55	244	39	4
			EL Profic	iency Total = Points E	arned / Points Possible = 4	/4 = 100.0			
Closing the Gaps Sur	nmary								
Component					Component Points	Weigh	ıt	Total Points	
Academic Achieveme	ent				75	30%	i	22.5	
Academic Growth					62.5	50%		31.3	
Student Success					75	10%		7.5	
English Language Pro	oficiency				100	10%		10	
					Closing the Gaps R	aw Score (STAAR Comp	ponent Only)	71	
					Closing the Gaps Sca	led Score (STAAR Comp	onent Only)	92	



		Dom	ain GOALS		
	STAAR	2022	STAAR 2023	STAAR 2	023 Goals
Domain 1	72	(+)3	75	80	(+5)
Domain 2	95		84	90	(+10)
Part A	95	(-19)	76	86	(+10)
Part B	81	(+3)	84	90	(+6)
Domain 3	78	(+14)	92	95	(+5)
Overall	90	(-3)	87	90	(+3)

COLLEGE READY.CONNECTED.COMPLETE av

TELPAS 2023 Progress Data

	Listening 2023		
	Prog	gress	%
1 st	24	38	63%
2 nd	48	58	83%
3 rd	39	49	80%
4 th	13	48	27%
5 th	37	49	76%
Totals	161	242	67%

	Speaking 2023		
	Prog	gress	%
1 st	17	38	45%
2 nd	36	57	63%
3 rd	6	49	12%
4 th	21	• 48	44%
5 th	23	49	47%
Totals	103	241	43%

	R	Reading 2023	
	Prog	gress	%
1 st	11	38	29%
2 nd	30	56	54%
3 rd	25	48	52%
4 th	27	48	56%
5 th	37	49	76%
Totals	130	239	54%

	Writing 2023		
	Prog	gress	%
1 st	7	38	18%
2 nd	27	56	48%
3 rd	14	48	29%
4 th	14	48	29%
5 th	15	49	31%
Totals	77	239	32%

	Composite Rating '23 to '22		
	Prog	gress	%
1 st	18	38	47%
2 nd	42	56	75%
3 rd	17	48	35%
4 th	16	48	33%
5 th	32	49	65%
Totals	125	239	52%

TELPAS 2023 Data / 2024 Goal



	2023	2023 Preliminary Scores		
	Prog	gress	%	
1 st	17	37	46%	
2 nd	40	55	73%	
3 rd	26	45	58%	
4 th	19	47	40%	
5 th	34	47	72%	
Totals	136	231	59%	
			Target 49%	

TELPAS GOALS					
	TELPAS	2022	TELPAS 2023	TELPAS 2	024 Goals
Listening	52	(+15)	67	70	(+3)
Speaking	37	(+6)	43	50	(+7)
Reading	43	(+11)	54	60	(+6)
Writing	35	(-2)	32	50	(+18)
Overall Progress	39	(+20)	59	65	(+6)

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2024-2025 Campus Goals



- **Goal 1:** The percent of student tests in all grades will increase by 5% in reading , math, writing and science at approaches, meets and masters performance levels, so that Domain 1 is a letter A, all tests all subjects must equal to a 60% . (85 / 55 /25).
- **Goal 2:** 90% of all students in 4th and 5th grade will show expected and accelerated growth in both reading and math in student academic growth.
- **Goal 3:** The percent of all students who perform at meets levels in reading will increase 47% to a 60%. The percent of all students who perform at meets levels in math will increase from 49% to 60%.
- **Goal 4:** 50 % of our students in each grades will increase one proficiency level on TELPAS in at least 3 of the 4 domains.
- **Goal 5:** The percent of SPED students who perform at approaches levels in reading and math will increase by 10 percent points .

Title 1 School Wide Components:

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-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2024-2025 ROOT CAUSE ANALYSIS



 Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum. Special education teachers will collaborate with regular
ELA/Reading teachers during learning communities.
 Implement supplemental aids for content and learning support to best meet the individual student needs.
 Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum.
 Special education teachers will collaborate with regular mathematics teachers during collaborative learning communities.
 Implement supplemental aids for content and learning support to best meet individual student needs.
 Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards.
 Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
 Provide professional development for teachers and campus leaders on best practices that will help teachers support bilingual students through deconstructing of Math Standards, understanding the verbs.
 understanding the verbs. Provide training through data analysis that will ensure a deep understanding of the Math TEKS standards.

District Focus Areas



- Focus Area 1: Student Achievement
- **Focus Area 2:** Student Progress, Academic Growth, Relative Performance
- **Focus Area 3:** Closing the Achievement Gaps
- Focus Area 4: Family and Community Involvement
- Focus Area 5: Technology
- Focus Area 6: Increasing Learning Time
- Focus Area 7: School Culture and Climate
- Focus Area 8: Staff Quality, Recruitment, and Retention

District Instructional Focus Roadmap





Pharr – San Juan – Alamo ISD

2023-2024 District Instructional Focus Roadmap



District CLC PD Goals				
Improve writing, reading	Pursue rigor by balancing	Inspire global thinkers using		
fluency and comprehension	conceptual understanding,	common instructional		
by offering teachers support and professional	procedural skills and fluency in mathematics by offering	frameworks and connections to the Sustainability		
development in literacy.	teachers support and	Development Goals		
	professional development			

Principal CLC PD Goals			
Promote ongoing collaboration to learn and share best practices that improve writing, reading fluency, and comprehension in classrooms across the district.	Promote ongoing collaboration to learn and share best practices to increase rigor by balancing conceptual understanding, procedural skills and fluency in mathematics classrooms across all grade levels.	Develop global thinkers by consistently incorporating the Common Instructional Framework and relevance in the classroom through the Sustainable Development Goals.	



PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2024-2025 Comprehensive Needs Assessment



Focus Area Reviewe	Cummons of Strongthe	Challenges
Focus Area Reviewe	Summary of Strengths	
1 Student Achievement, CCMR and Graduation Ra	 Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition: Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. Assessments that are aligned to state standards and the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Professional development is provided throughout the year in response to classroom observations and formative assessments. 	 Early literacy : Student reading on level by third grade is an area that we as a campus will continue to work on and monitor by integrating a strong plan for Fluency from PK – 5th grade. Effective close reading best practices and implementation of effective literacy skills that align to all contents in all grades Opportunities for OPEN ENDED responses in response to meaningful connections with author's purpose. Instructional time in Reading and Math needs to be monitored to ensure effective cycle of lessons are being delivered. Reading, Mathematics and Science Curriculum Committees to address TEK Specific vertical alignment norms and non-negotiables Curriculum effectiveness with a focus on the instructional core: student task / TEK alignment Classroom observation lack quality feedback with two-day maximum turnaround time with next steps and reflection questions must be implemented. Reading Learning Walks with focus on TEK specificity and alignment to students tasks with use of activities and manipulatives Math Learning Walks with focus on TEK specificity and alignment to students tasks with use of activities and manipulatives Science – lack of authenticity and relevancy, using labs to effectively to enhance weekly units and science vocabulary

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2024-2025 Comprehensive Needs Assessment



Focus Area Reviewed	Summary of Strengths	Challenges
2 School Progress Academic Growth Relative Performance	 A strong curriculum in mathematics and ELA/Reading has resulted in student academic growth on a yearly basis in approaches level for both reading and mathematics in the last 3 years The number of students performing at the Meets and Masters performance level has increased each year in Math Campus data session reviews provide teachers the opportunity for effective reflection time on specific student growth Campuses are receiving hands-on professional development on how to strategically improve the Growth Progress Measure and Relative Performance Domains of the State Accountability System. This allows focused planning for student growth. Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to benchmark data through-out the year. Student academic progress and relative performance is measured after each benchmark is administered and appropriate intervention measures are prescribed Student progress is monitored after each Benchmark for each student based on his performance form 2019. 	 Campuses are expected to improve their overall state accountability rating by one letter grade or maintain its "A" rating as applicable. Instruction must be differentiated for all sub-population groups across disciplines and at all grade levels. Implement time in teachers instructional schedules to address personalized instructional plans Campus leaders and teachers should understand that student progress is a critical component of the state accountability system and that all students must show progress each year. Campus administrators and department leads must become very skilled working with data at their campuses to identify specific students who will be targeted to ensure they advance at least one level from the previous year Intervention groups, targeted tutorial and academies must be implemented with fidelity to meet the individual needs of students. (differentiated for each group of students) A strong tutorial program must be developed to include all performance levels Allocating resources to meet the needs of specific student needs and have the resources readily available during tutorials/academies. Data- rich environments to embrace a culture that embraces academic growth : interactive data walls, student created data walls, CLC data walls,

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT

2024-2025 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
3	Closing the Achievement Gap	 In 3rd grade, All students and economically disadvantage group met target in Reading. In 5th grade, All students, economically disadvantage and emergent bilingual (EB) group met target in Reading. In 4th grade, All students, economically disadvantaged, migrant, and emergent bilingual group met their target in Math. In 5th grade, economically disadvantaged and emergent bilingual group met the Math target. Sustain our target of 59%, this year our English Language proficiency status increased by 20 points, our goal for 24-25 is a target of 60%. 	 As per the TAPR data, The Special education group did not meet the READING and MATH target in 3rd-5th grade. Our emergent bilingual groups in 3rd and 4th grade did not meet target in READING. Our 3rd grade, had three special populations not meet target: economically disadvantage, emergent bilinguals, and special education in MATH. Our 4th grade, had 5 groups not meet target: All students, economically disadvantage, emergent bilinguals, and special education, and migrant in READING.
4	Family and Community Engagement	 Parents have a high rate of participation at campus meetings and community events, both virtually and historically on campus. Parent resources, materials and communications are provided in both English and Spanish through our social media and direct messaging systems The campus website informs parents of all events though a monthly calendar and specific flyers sent out to address weekly events. Parent educators' professional development is based on local, state and national standards for parental involvement. Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents. Literacy nights and Curriculum nights are accessible and convenient for parents throughout the school district. Campus PR and Media committee work hand in hand with district events and Districts' PR dept. 	 Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress (Fluency, Math, Reading, Writing, Science) Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships Staff needs training on how to effectively share assessment strategies with parents about their children's progress. Provide parents webinar training and phone links to help them better understand their students' current academic levels and progress using state assessment and local benchmarks. Provide opportunities for parents to be involved in students' academic and social emotional instructional plans

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2024-2025 Summary of Findings



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Focus	Area Reviewed	Summary of Strengths	Challenges
5	Technology	• District Technology Integration Specialists work closely with Campus Instructional Technologist (CITs) to promote technology trainings at the campuses.	 Allocating sufficient time for computer-based learning is a challenge at all levels.
		 Technology is integrated into the core curriculum via programs such as: Peardeck, Google Classroom, ScreenCastify, Canvas, Nearpod, MyOn, AR, 360, Brainpop, Learning.com, Imagine Learning, Read and Write, Criterion, Systems 44, etc. Online Professional Development in the area of Technology is available via Mobile Mind - provides availability to just-in-time training without having to pull teachers or staff out for training and do it at their own pace. Our CAMPUS CIT will be working diligently with teacher to help support instructional technology needs- specifically in the areas of Reading and Math through Nearpod and other instructional technology. Teachers have been provided technology resources to enhance instructional plans 	 Technology infrastructure needs to be improved to meet the need for computer- based learning. Making technology platforms available to practice and enhance Curriculum in all subjects. Using technology to practice local formal and informal assessments, for instance using summit K12 to identify challenges early. Creating webinars to facilitate the different levels of how Educational Technology can be implemented .
			 A system must be put in places to monitor usage of many of our technology programs as well as resources.
6	Increased Learning Time	 Tutorials are provided for students who through weekly formative assessments and benchmarks are identified in need of extended learning. Intervention time is non-negotiable, every GL has been provided the time and resources needed to implement 45 minutes to 50 minutes of intervention time, designating two days a week to math and two days to reading. 	 Meeting the academic needs of sub-groups: ELL, Special Education, ECD, Migrant, At Risk, GT, and RTI Finding a balanced instructional schedule that provides each discipline its required time to ensure district curriculum and pacing guides could be implemented with fidelity
		• Extended Learning District Enrichment Camps ensure students are given opportunity to get a head-start in building relationships with Campus teachers at all levels as they develop project-based lessons aligned to the standards.	 Closing the achievement gaps of sub-groups: ELL, Special Education, RTI
		 Campus Academies in the areas of mathematics, reading, writing, science are planned so that 2-3 hours of extended learning is provided for all students at all performance levels. 	 Student participation in district enrichment camps to increase learning time
		• The common planning period provided for teachers throughout the district allows for more effective lessons planning.	

PHARR-SANJUAN-ALAMOINDEPENDENTSCHOOLDISTRICT 2024-2025 Summary of Findings



Foc us	Area Reviewed	Summary of Strengths	Challenges
7	and Climate	 Crisis Teams at the district and school levels to address student mental and physical needs 	 Ensure campuses receive information that is clear, transparent complete and consistent with districts' vision and goals.
		 Case Management software to view the students' behavior to intervene and assist the student 	 Revisit Safety Procedures in regards to fire drills and lock downs, and ensure we practice two in the fall and two in the spring.
		 Administrators and Leadership team create calendar of events and promote college readiness activities to motivate students with school pride 	 Health Dept. Covid19: Clear and precise information is disseminated in a timely manner, so all protocols and guidelines
		 Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. 	 are consistent Integrate the police and security departments into all emergency situations , specifically lock down procedures.
		 School nurses are providing a school environment that promotes wellness for all students. 	 Accuracy, compliance, and consistency of student attendance (eg., Enrollment/Withdrawals)
		 All staff is trained on creating a safe school culture and climate. Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner 	 Non-healthcare professionals need to be trained and assist with meeting healthcare needs of students.
			 Survey school staff and students to measure the school culture and climate - 3rd – 5th grade
8	Staff Quality,	All teachers are certified in the teaching assignment by practicing quality interviews	TEA's new rules require all English Language Arts teachers to
	and Retention	 97% of all teachers are bilingual certified to meet the needs of all our Els and sub- groups (2 teachers still lack assessment). 	be bilingually or ESL certified.Time to help support teachers who required a directed growth plan .
		 TIA grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. 	 Continued professional development on TTESS, and its alignment to everyday teacher observations.
		 Investing time in personal reflection time on career goals: empowering teachers to invest time on their passion and future goals 	• Campus committees, clubs and organizations, UIL, require teachers to perform extra duties to help create a well-balanced academic program
		 Teachers are provided continuous ongoing coaching support from our CLL to address strengths and weaknesses. Collaborative learning walks are implemented to provide opportunities for on-campus professional development on best practices 	for all students.Calibrating evaluations and creating a system to
			effectively measure performance pay to student achievement.Providing teachers quality time for self-reflection based on concrete
		 Contingent rewards are implemented every six weeks to celebrate accomplishments of teacher and student success. 	student data. 36



- By June 2025, All Students will increase by 10% in Reading in the "APPROACHES" performance level, from 79% to 89%, by 10% in Reading in the "MEETS" performance level, from 47% to 57% and by 10% in Reading in the "Masters" performance level, from 18% to 28% in Domain 1(47% to 57%).
- By June 2025, All Students will increase by 10% in Math in the "APPROACHES" performance level, from 71% to 81%, by 10% in Math in the "MEETS" performance level, from 49% to 59% and by 10% in Math in the "Masters" performance level, from 16% to 26% in Domain 1(48% to 58%).
- By June 2025, All Students will increase by 10% in Science in the "APPROACHES" performance level, from 69% to 79%, by 10% in Science in the "MEETS" performance level, from 40% to 50% and by 10% in Science in the "Masters" performance level, from 13% to 23% in Domain 1(41% to 51%).



- By June 2025, All students will meet Academic Achievement component in Reading the Closing the Gaps, from 47 (actual target) to 55(Interim target) and in Academic Achievement Closing component in Math Closing the Gap, from 49 (actual target) to 58 (interim target).
- By June 2025, All students will increase 5-9 points in the Academic Growth component in Reading in Closing the Gaps, from 71 (actual target) to 80 (Interim target) and in Math from a 75 (actual target) to 80(Interim target).
- By June 2025, 50% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math to meet the 4 points meeting interim targets.



- By June 2025, our High Focus performance of 47% in Reading will sustain or increase by 5% points to 52 surpassing the Interim target of 37 by 15 points.
- By June 2025, our High Focus performance of 49% in Math will sustain or increase by 5% points to 54 surpassing the Interim target of 42 by 12 points.
- By June 2025, 50% of Emergent Bilingual students will advance by at least one level of the composite rating from June 2023 to June 2024.
- By June 2025, Emergent Bilingual students will increase scores by advancing at least from one or two of the TELPAS domains from 2023 to 2024.
- > By June 2025, we will sustain the TELPAS rating of 59% or increase our target score of 69%.
- By June 2025, 50% of our Special education students will meet the target standard of approaches or meets in reading and Math at meets level.
- By June 2025, our special education students will increase by 10% in all subjects in each performance standard, approaches meets & masters in Domain 1.

Goal Area 3: Improve Campus Culture and Climate



- By June 2025, Guerra Students' and Staffs' will have a better understanding of sustainability integration in the classroom by an increase of 90%
- By June 2025, 90% of staff, parent and students will engage and interact with child's literacy journey and campus community events.
- By June 2025, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.



- By June 2025, 84% of all teachers will show growth in TTESS Performance Evaluation Report by one level in the effectiveness rubric rating.
- By June 2025, Guerra Elementary will build capacity, promote collaboration, inspire action, and develop leaders.
- By June 2025, 90% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.

PSTA .
COLLEGE READY.CONNECTED.COMPLETE

Goal Area 1:	Student Achievement						
Annual Goal 1: Objective 1:				g in the "APPROACHES" perform i in the "Masters" performance k ections) in Heading STAAH perfo			
Strategy 1	Persons Responsible/Title	Resources		Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
READING BOY assessments, TAAR 2023, and BM 2 data will be utilized to bersonalize instructional needs for all students on a veekly basis.	Campus Leadership Team	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1& 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	Title 1: #1Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Service: Programs, and Funds
) The leadership team will condu) All teachers will integreate tec Strategy 2				the following Reading platforms: SAVV Evidence of Implementation	AS, NewsELA, Nearpod Evidence of Impact	Formative/ Summative	Title-I School- v ide Component
Campus review sessions will be administered with campus leadership team and GL chairs within 48	Assistant unitual	TEKS resources Curriculum lesson plans Curriculum pacing guide	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Agendas	Student Achievement gains on the CBAs & Benchmark 1 & 2	Assessment Formative & summative assessments	Title 1: #1Comprehensive Needs Assessment,
nours following district level ocal assessments to dentify and address areas	Team District Leadership Team Curriculum Coordinators All Teachers	State and local student data Individualized Resources Curriculum Department Special population Dept.		Walkthrough documents Progress monitoring data Program data	Teacher retention Results Driven Accountability Report	CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	#2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Service Programs, and Funds
ours following district level cal assessments to Jentify and address areas	Team District Leadership Team Curriculum Coordinators	data Individualized Resources Curriculum Department		Progress monitoring data	Results Driven	Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR	#3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service
nours following district level ocal assessments to dentify and address areas of concern. Action Steps) The campus leadership team v	Team District Leadership Team Curriculum Coordinators All Teachers will conduct learning walks with	data Individualized Resources Curriculum Department Special population Dept.		Progress monitoring data Program data k alignment.	Results Driven	Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning	#3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service
nours following district level ocal assessments to dentify and address areas of concern. <u>Action Steps</u>) The campus leadership team v 2) The campus leadership team v	Team District Leadership Team Curriculum Coordinators All Teachers will conduct learning walks with will provide feedback to teach	data Individualized Resources Curriculum Department Special population Dept. <u>a a spcific docus on TEKS a</u> ers on effective and rigorou	is instructional r	Progress monitoring data Program data k alignment.	Results Driven	Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning	#3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Service



Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to implement and nonitor best practices used to supplement teacher's Reading veekly lesson plans: gradual elease; Additionally, 17 Sustainable goals will be integrated to promote eal-world connections. Action Steps	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI RTI MyOn Accelerated Beader Special population	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR / TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teacher #10 Coordination and integration of Fede State, and Local Services, Programs, and Funds
	urrent data to develop instructional strategies a	and best practices to meet their students?learni	ng needs.				
	LAR/ SLAR curriculum in order to enhance the						
		ie that focuses on instructional strategies that					
-		promote author's purpose and real-world conr					
F) CLL will Roll out effective strategies for Re-	ading such as PLORE and Tic-Tac-Toe during (CLCs and model through learning walks; use wa	Ikthroughs for consitency in implementation				
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will plan for intentional daily practice of SCR and ECR.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLL Agendas Walkthrough documents Progress monitoring data Program data	Peer editing in SCR & ECR Students receiving better scores in BMs Students understand the differences between SCR & ECR Online journals for ECR & SCR for instant feedback Student-Teacher conferences	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks Student Learning Objectives STAAR / TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teacher; #10 Coordination and integration of Feder State, and Local Services, Programs, and

Action Steps

1) CLL will model in CLC and learning walks the process of SCR & ECR

2) Leadership team will use walkthroughs to ensure consistency of the use of the graphic organizers

All Teachers

ECR & SCR Graphic Organizers

Google Classroom

3) Resources such as writing folder and anchor charts will be made available.

4) Ongoing support from disitrcit reading coordinator on effective lesson planning and pacing.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Grammar conventions will be intentionally targeted to support improvement Reading STAAR scores.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department ECR & SCR Graphic Organizers Google Classroom		Curriculum documents Lesson plans CLL Agendas Valkthrough documents Progress monitoring data Program data Classroom Schedules	conventions from 2nd-5th Grammar Journals Forde-Ferrier Strategies Revise and Edit Block	CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks Student Learning Objectives STAAR /	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Daily schedules will be adjusted to ensure	effective time on Grammar Conventions is being	implemented					
2) Leadership team will use walkthroughs to	ensure consistency of the use of the graphic org	anizers					
3) Resources such as writing folder and and	hor charts will be made available.						

Funds



Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2024, All Students will increase by 15% in Reading	in the "APPROACHES" performance level, from 76%	to 31% , by 14% in	Reading in the "MEETS" performance lev	vel, from 47% to 61% and by	15% in Reading in the "Masters" performance	level, from 18% to 33% in Domain 1(47% to 64%).
Objective 2:	80% of all students in lower grades will read or	n level or above grade level by implementin	ng differentiate	d data driven instruction by June	2024.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Implement a detailed plan that supports teachers as they integrate Fluency and Comprehension in their instruuctional plan as part of their rotations, and interventions and and at every grade level.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers Librarian	TEKS resources Curriculum learan guide Curriculum pacing quide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special papulation Dept.	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLL Coach Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR / TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers & Campus Leadership Team will monitor the implementatio	n of Fluency in PK - 2nd grade.						
1) Teachers & Campus Leadership Team will monitor student reader Al							
2) The campus leadership team will closely monitor and intervene when							
3) All teachers will integrate techonology into the curriculum to provid		forms: Istation, MyOn, Accelerated Reader					
4) Teachers will implement CIF strategies such as Think, Pair & Share of 5) Teachers will use data to modify intervention rotations/centers to d							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
100% of all classrooms will promote an enviornment that is rich in literacy, language , teacher-made anchor charts, visuals, and interactive world walls.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS reraircear Curriculum peran planr Curriculum peran gauide State and localizudent data Individualized Reraircear Curriculum Department RTI MyOn Accelerated Reader Special population Dept. Capitane	Sept. 2023 - June 2024	Curriculum documents Lesson plansCLL Coach Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR / TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Classroom teachers will create fluency libraries that will provide lev	eled reading for each students' prescribed reading plan.						
2) Pre-K guidelines & KG-2nd TEKS will guide teachers to create enga	ging lessons for all students that provide a strong introduction	on using anchor charts in the beginning , collaborate t	o understand skill	s , and reinforcement at the end of the we	ek.		
3) Teachers will provide engaging hands on Reading lessons with a fo		ry, purposeful student talk opportunities that promot	e thinking				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Component
Teachers in Pre-K-2nd grade will create and	Principal Assistant principal Campus Leadership	TEKS resources Curriculum lesson plans	Sept. 2023 - June 2024	Curriculum documents Lesson plans	Student Achievement gains on the CBAs &	Formative & summative assessments CBAs	Title 1: #1 Comprehensive Needs Assessment,
implement a Fluency plan that includes : Letter	Team	Curriculum pacing quido Stato and local student data Individualized	Lane LOL4	CLL Coach Agendas	Benchmark 1 & 2	Benchmarks (BMs) Weekly Progressing	#2 Reform Strategies,
name letter sound, high frequency words, and	District Leadership Team	State and Incalstudent data Individualized Resources Curriculum Department		Walkthrough documents	Teacher retention	Fluency Checks AR STAR	#3 Instruction by Highly Qualified Teachers,
fluency cold reads.	Curriculum Coordinators All Teachers	RTI MyOn Accoloratod Roador Special papulatian Dopt. Caprtano		Progress monitoring data Program data	Results Driven Accountability Report	Student Learning Objectives STAAR / TELPAS	#10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will monitor student achivement with student profiles (pro							
2) Teachers will provide students with one to one and group intervent 3) Students will practice orally rereading text, including student-adult							



Automation Association Association Association Association Association Automation framework will be oreaded maintime training train or all Pick Addressess maintime training t	Goal Area 1:	Student Achivement						
Implementant Performance streak function large streak functin large streak function large streak function large st	Annual Goal 1:			ROACHES [®] performance level	, from 76% to 91% , by 14% in Reading in the •	MEETS* performance level, fr	om 47% to 61% and by 15% in Re	ading in the "Masters"
Strategy Persons Responsibility Resources Timelity Persons Responsibility Person Responsi Responsibility Person Responsibility<								
Strategy IPrivate registration (in the registr	Objective 3:	70% of all students in lower grades KG-	2nd grade will increase their reading performance t	hrough the use of small group instruc	ction and rotations by June 2024.			
mainting large of a life second grand for a life second grand gran	Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Compone
11 The standing supports monitoring standing standing to all standing transform 12 Subsets and the standing st	An Instructional framework will be created to maximize learning time for all Pre-K-2nd grade foucusing on Closed Reading activities during small group intervention, specific rotaitons and whole group instruction extensions.	Assistant principal Campus	PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents	Sept. 2023 – June 2024	Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data	Progress monitoring scores	assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly	#1 Comprehensive Needs Assessme #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services,
Transform Transform Evidence of Implementation Evidence of Implementation Formative Strategy 2 Strategy 2 Persons Responsible/Title Resources Title I School - vide Compon Assessmenta Title I School - vide Compon Assessmenta <td>Action Steps</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Action Steps							
I] Taketer will be provided the opportunity op participater intrimedity interimedity interimedi	1) The reading progress monitoring team will provid	le verticallu algined close reading, training	for all teachers by using TEKS specificity that bui	lds on each other from PK - 2nd grad	e.			
21 Dubre with product or with reading under addit reading, batcher addit reading, batcher addition additon addition addition addition addition addition addition additiona								
Strateg 2 Persons Responsible/Title Resources Title1 School-vide Compon Strateg 2 Persons Responsible/Title Resources Title1 School-vide Compon Strateg 3 Persons Responsible/Title Resources States 4				and readers' theatre.				
Strategy 2 Persons Responsible/11/tic Hespaces Title 1 Evidence of Implementation Evidence of Implementation Assessment Title 1 Title 1 Title 1 Strategy 2 Assessment Title 1 Strategy 2 Strategy 2 Assessment Title 1 Strategy 2								
Action Steps Price State principal Campus Price State principal Campus Price State principal Price Price State principal Price Price State principal Price Pri	Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Compone
1) Observe and provide feedback to teachers on effective and rigorous instructional reading structional strategies. I eachers will identify tow performing stratadards (TEKS) and traquency distribution charts, and summative data to create their Reading academies. I title - I School - vide Component on effective closed Reading Progress Monitoring and Provided with ongoing professional development on effective closed Reading Progress Monitoring and strategies. Formative/ Summative data to create their Reading academies. Title - I School - vide Component Assessment as easies the alignment of the TEKS. Formative/ Summative data coreate their Reading Progress Monitoring and provided with ongoing professional development on sheltered instructional strategies. Formative/ Summative data coreate their Reading Progress Monitoring soores increase Formative/ Summative data coreate their Reading Progress Monitoring soores increase Formative/ Summative data coreate development on effective closed Readers assessments Title - I School - vide Component assessments Revision and uncertaint care for professional development team for professional development on sheltered instructional strategies in increase Progress Monitoring soores increase Formative & summative data coreate development data assess the adignment data is ing. Spel & Vrite MyDn Accelerated Reader Closed Reader Closed Reader Closed Reader Closed Reader Sing, Spel & Vrite MyDn Accelerated Reader Closed Reader Closed Reader Closed Reader Closed Reader Sing, Spel & Vrite MyDn Accelerated Reader Closed Reader Closed Reader Closed Reader Closed Reader Sing Specific rotation. Accelerated Reader Sing, Spel & Vrite MyDn Ac	support and intervention strategies for all	Assistant principal Campus	PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents	Sept. 2023 – June 2024	Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data	Progress monitoring scores	assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly	#1 Comprehensive Needs Assessme #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services,
1) Observe and provide feedback to teachers on effective and rigorous instructional reading structional strategies. I teachers will identify (up performing stratadards [TEKS] and frequency distribution charts, and summative data to create their Reading academies. I teachers will identify (up performing strategies through planned teacher CLCs to target differentiated intervention groups. Evidence of Implementation Evidence of Implementation Formative/ Summative Assessment Title-1 School - vide Components Strategy 3 Persons Responsible/Title Resources Sept. 2023 - June 2024 Currioulum documents Student Achievement gains Formative/ Summative assessments ITtle 1: Assistant principal development on sheltered instructional strategies in teachers will development on sheltered instructional strategies in increase All teachers Student Achievement gains Formative / Summative assessments ITtle 1: Ha teachers will development on sheltered instructional strategies in teachers will be able to utilits reading strategies in increase All teachers Student Achievement gains Formative / Summative assessments ITtle 1: Ha teachers will development on sheltered instructional strategies in teachers will development data All teachers Student Achievement gains Formative / Summative assessments ITtle 1: Ha teachers will development team for projectific rotations. All teachers Stis and local strutesion assessments Stigent teacher	Action Steps							
2) Teachers will identify low performing standards (TEKS) and frequency distrivation charts, and summative data to create their Reading academies. 3) Teachers will be provided with ongoing professional development on effective Closed Reading strategies through planned teacher CLCs to target differentiated intervention groups. Evidence of Implementation Evidence of Implementation Formative Summative Assessment Title-1 School- vide Compone Assessment Strategy 3 Persons Responsible/Title Resources TEKS Sept. 2023 – June 2024 Curriculum documents Leason plans Student Achievement gains Formative Summative assessments Title 1: evelopment toam for professional development on sheltered instructional strategies Principal TEKS Sept. 2023 – June 2024 Curriculum documents Student Achievement gains Formative Summative assessments HICenprehensive Needs Assessm development on sheltered instructional strategies Resist and principal TEKS Sept. 2023 – June 2024 Curriculum documents Student Achievement gains Progress monitoring scores assessments #ICenprehensive Needs Assessm development on sheltered instructional strategies Readership Teacher Studers Mil teachers Wile Milyon Accoelerated Reader Close Reading Teacher Created activities Wile Milyon Accelerated Reader HiCenprehensive Meeds Asseessm Program data		fective and rigorous instructional reading	a strategies					
Strategy 3 Persons Responsible/Title Resources Timeline Evidence of Implementation Evidence of Impact Formative/Summative Assessment Title-I School- vide Compon- Assessment Establish a Reading Progress Monitoring and vertical alignment team for professional development to nisheltered instructional strategies ha teachers will be able to utilize duing netervention, whole group and specific rotations. Principal Assistant principal All teachers TEKS PS Spite MUCh Assistant principal All teachers Sept. 2023 – June 2024 Curriculum documents Lesson plans Student Achievement gains Progress monitoring scores increase Formative/Summative assessments Title 1: #I Comprehensive Needs Assessm tase and local student data Sing, Spite With Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone Sept. 2023 – June 2024 Curriculum documents Lesson plans Student Achievement gains Progressm onitoring scores increase Formative & summative assessments Title 1: #I Comprehensive Needs Assessm trachers, #I Coordination and integration of Federal, State, and Local Services, Program data Intervention modify schedules/groups Student Achievement gains Formative & summative assessments #II Comprehensive Needs Assessm trachers, #II Comprehensive Needs Assessm trachers, #II Comprehensive Needs Program data Intervention modify schedules/groups Program data Intervention modify schedules/groups Program data Intervention modify schedules/groups Program data Intervention modify schedules/groups Program data Intervention modify schedules/groups Pro				mies.				
Strategy 3 Persons Responsible/Title Hesources Timeline Evidence of Implementation Evidence of Implementation Assessment Title-1 School-vide Componentation Establish a Reading Progress Monitoring and vertical alignment team for professional development to sheltered instructional strategies tha teachers will be able to utilize duing nitervention , whole group and specific rotations. Principal Assistant principal Assistant principal Leadership Team TEKS PK Guidelines Lesson plans Sept. 2023 - June 2024 Curriculum documents Lesson plans Student Achievement gains progress monitoring soores increase Formative & summative assessments Title 1: #1C omprehensive Needs Assessm #2 Reform Strategies, sing, speli & vite Nonitoring data Title 1: #2 Reform Strategies, sing, speli & vite Vertical Alignment Documents Capstone Vertice Alignment team will meet with teacher one every two weeks to review attifacts in all grade levels and assess the alignment of the TEX. 1) A Reading Progress Monitoring and persons Steps Vertice Alignment team will meet with teacher one every two weeks to review attifacts in all grade levels and assess the alignment of the TEX. Vertice Alignment of the TEX. 2) Support Technology integration within the ELAFI/SLAR curriculum in order to enhance the learning lessons. Use Alignment team will meet with teacher one every two weeks to review attifacts in all grade levels and assess the alignment of the TEX.	Teachers will be provided with ongoing profession	onal development on effective Closed R	eading strategies through planned teacher CLCs to	o target differentiated intervention gro	oups.			
Assistant principal development on sheltered instructional strategies ha teachers will be able to utilize duing netrevention, whole group and specific rotations. Here development Documents capsed assessments will be able to utilize duing netrevention, whole group and specific rotations. Here development Documents capsed assessments will be able to utilize duing netrevention and integration of the teacher set of teacher set of the teacher set of the teacher set of teacher set of teacher set of teacher set of teacher set o	Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Compone
Action Steps 1) A Reading Progress Monitoring and Vertical Alignment team will meet with teacher once every two weeks to review artifacts in all grade levels and assess the alignment of the TEKS. 2) Support technology integration within the ELARY SLAR curriculum in order to enhance the learning lessons.	Establish a Reading Progress Monitoring and vertical alignment team for professional development on sheltered instructional strategies tha teachers will be able to utilize duirng intervention, whole group and specific rotations.	Assistant principal Campus	PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents	Sept. 2023 – June 2024	Lesson plans CLL Coach Agendas Walk through by administrators Progress monitoring data Program data Intervention modify schedules/groups	Progress monitoring scores	assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY, EOY TX KEA: BOY, MOY, EOY Teacher created weekly	#1 Comprehensive Needs Assessme #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services,
1) A Reading Progress Monitoring and Vertical Alignment team will meet with teacher once every two weeks to review artifacts in all grade levels and assess the alignment of the TEKS. 2) Support technology integration within the ELARY SLAR curriculum in order to enhance the learning lessons.	Action Stens							
				In the design of the strength of the T	EK8			
) A Reading Progress Monitoring and Vertical Alig			els and assess the alignment of the T	EKS.			



oal Area 1:	Student Achievement						
nnual Goal 2:	the "Masters" performance l	evel, from 16% to 36% in Doma	in 1(48% to 67%).	mance level, from 78% to 93% , by			
bjective 1: Strategy 1	Persons Responsible/Title	ove by 5 points (according to Resources	projections) in Math STA/ Timeline	AR performance by implementing Evidence of Implementation	g differentiated data driven in Evidence of Impact	struction to meet the needs or Formative/ Summative Assessment	all students. Title-I School- wide Component
evelop and implement a 80Y <mark>math</mark> assessment, se STAAR 2022, and BM o assess and identify areas f concern.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Instructional timelines Sharon Wells curriculum TEKS resources DMAC Curriculum lesson plans Curriculum pacing guide State and local student data Campus individualized Resources	Sept. 2023 – June 2024	Agendas and sign-in sheets Data Analysis documents (DMAC) CLC's Agenda Walkthrough documents Progress monitoring data Lesson Plans Student samples	Student achievement gains on: progress moitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks [BMs] STAAR Summative assessments Dist. Weekly exams Campus based exams	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Services Programs, and Funds
Action Steps							
	ic performance by implementing plann						
				er to prescribe appropriate resources for ir	ntervention.		
	G to create spiral reviews based on ar						
l eachers will use supplemental m	aterials to integrate anchor charts and	f math strategies into their weekly less	son plans.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
campus review session ill be administered bi- eekly and at the end of the x weeks with campus adership team and GL hairs to identify and ddress areas of concern in te areas of : Problem	Coach Campus Math Team All teachers	DMAC data reports Action Plans and timelines Intervention Acdemies Personalize lesson plan for specific groups	Sept. 2023 – June 2024	Agendas DMAC campus & class reports Campus Performance Reviews Lesson plans Walkthtoughs Sign in sheet	Increase student progre Progress monitor data Student achievement gains on: CBAs & Benchmarks [BMs]	Formative & Summative assessments CBA 1 BM 1 & 2 Campus created exams Progress monitoring	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration Federal, State, and Local Service:
Action Steps				walkthrough			
	neet with curriculum coordinators to h	elp teachers address areas of need.					
		·	action plans, including academies	s, that target areas of concern for all stude	of groups and sub-groups		
-) parents following district benchmark:			· ·			
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
evelop a plan to implement nd monitor best practices sed to supplement teacher's lath- weekly lesson plans.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde	Sept. 2023 - June 2024	Curriculum documents Lesson plans LIFE Coach Agendas Walkthrough documents Progress monitoring data	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students Progress Monitoring	Formative & Summative assessments Weekly exams District/Campus assessments Progress Monitoring	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers,

1) The campus CLL will provide professional development during teacher CLCs to help support campus academic needs.

2) After BM teachers will submit an action plan with intervention activities (Countdown to next BM / STAAR) to meet the needs of their students.



ãoal Area 1:	Student Achievement	eace be 15% in Math in the 600000	CHEST performance level from	n 78% to 93% , by 22% in Math in the «MEE	TS# performance level from 49% to 7	V and by 20V in Math in the Shiaster	cz parformance level, from 15% to
Annual Goal 2:	36% in Domain 1(48% to 67%).	ease by 15% in Main III the FAFFFIOP	CHES- performance level, rion	1 76% (U 35% , UY 22% III Ma(n III (NE -MEE	15- performance level, nom 43% to A	iz and by 20% in Mach in the -Master	s- performance level, riom 16% (o
Objective 2:	75% of KG-2nd grade students will incease t	heir math performance by implementing plann	ing and instruction protocols with fideli	y by the end of June 2024.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught in Math.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 – June 2024	Agendas and sign-in sheets Data Analysis documents (DMAC) CLC's Agenda Walkthrough documents Progress monitoring data Lesson Plans Student samples	Student achievement gains on: progress moitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks (BMs) STAAR Summative assessments Dist. Weekly exams Campus based exams	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teacher #10 Coordination and integration of Fede State, and Local Services, Programs, and Funds
Action Steps							
] Teachers will provide interventions and dif	ferentiate instruction using technology, proble	em- solving skills, etc. to reach all learning stu	es.				
		y through Learning Walks with a focus on prot					
· ·		hem on differentiaitng instruction using writing				Formative/ Summative	
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Assessment	Title-I School- wide Componen
The campus will implement curriculum math opportunities effective learning based on seed's assessment; using data and trends.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	
Action Steps							
, i	ve math Centers and monitor its effectivenes:	5.					
 Teachers will analyze UPSE strategy to me 							
Strategy 3 Every Six Weeks math training / opportunity or effect will be provided for teachers hroughout the school year on the assessed surriculum.	Assistant principal CLL Coach	Resources Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Timeline Sept. 2023 – June 2024	Evidence of Implementation Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Evidence of Impact Inceased weekly Progressing monitoring scores Student performance growth	Formative! Summative Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title-I School- wide Componen Title I: #I Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teacher #10 Coordination and integration of Fede State, and Local Services, Programs, and Funds
Acrion Steps							
) Teachers will disaggregate, analyze data, a NAU anadas will insult moth superson monitor							
2) All grades will input math progress monito	oring on a weekly basis. each, peer teach, and regroup based on stude						



Goal Area 1:	Student Achievement						
Annual Goal 2:	By June 2024, All Students will inc from 16% to 36% in Domain 1(48%		OACHES [®] performance level, from	78% to 93% , by 22% in Math in the	*MEETS* performance level, from 4	19% to 71% and by 20% in Math in t	he "Masters" performance level,
Objective 3:	By June 2024, PK-2nd grade will improve	in math performance in all performance sta	andards by implementing differentiated da	ta driven instruction to meet the need of all	students.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers in PK-2nd grade have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps					Student growth		
1)Provide Initial and ongoing training on th	e math TEKS						
	ni sessions on effective math strategies by h	nigh scoring teachers for PK-2nd grade tea	achers				
	be conducted for K-2nd grade teachers b						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- vide Component
Professional development will be provided for teachers, leadership writng team and related support staff on instructional strategies (e.g. CIF).	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
	nal development will be offered to address	•	•	engagement in math.			
	by District and Campus Instrucational Tec	hnologist to integrate technology into the c	core curriculum.				
3) Training for teachers on (CIF) strategies Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- v ide Component
PK-2nd teachers & Math leadership team will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	Principal Assistant principal CLL Coach Campus Math Team All teachers	Campus and district Benchmark Data Reports Personalize Academies TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curiculum Support	Sept. 2023 - June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Progress monitoring data	Inceased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Rederal State, and Least Services
Acrion Steps							
	um) will be created by Campus Math Team a						
	ve appropriate materials/resources to enha	ance instruction for all students, including B	L, SPED and students identified as at risk				
3)Ensure all PK-2nd grade students recei	ive support for intervention.						

nnual Goal 3:				nce in the "APPROACHES" per nce in the "Masters" performan			20% in Science in the "MEETS" 1 (41% to 65%).
Objective 1:	100% of all students will ir students.	mprove by 5 points (accord	ding to projectio	ons) in Science STAAR performance	by implementing differer	ntiated data driven	instruction to meet the needs of all
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School- wide Component
icience lab and 5th grade eachers will incorporate roject-based learning nrough sustainability and ategories.	Principal Assistant principal CLL Campus Science Team 5th Grade Teachers Science Lab teacher	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data STAAR Ready Kamico Summit K12 Think Up	Sept. 2023 – June 2024	Curriculum documents Lesson plans CLC Agendas Walkthrough documents Progress monitoring data Program data Science Lab lessons Project Based Learning	Inceased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Qualitty and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps		TCM Time for Kids					
Science lab lessons will be p		TCM Time for Kids n learning experiences th		ents, outdoor learning, virtual/in-pers	on fieldtrips.		
Science lab lessons will be p) Students will be exposed to	understanding the relation	TCM Time for Kids on learning experiences the of the sustainable goals a	and science	ents, outdoor learning, virtual/in-pers			
) Science lab lessons will be p) Students will be exposed to	understanding the relation	TCM Time for Kids on learning experiences the of the sustainable goals a	and science		nmitK12.	Formative Summative Assessment	Title-I School- wide Component





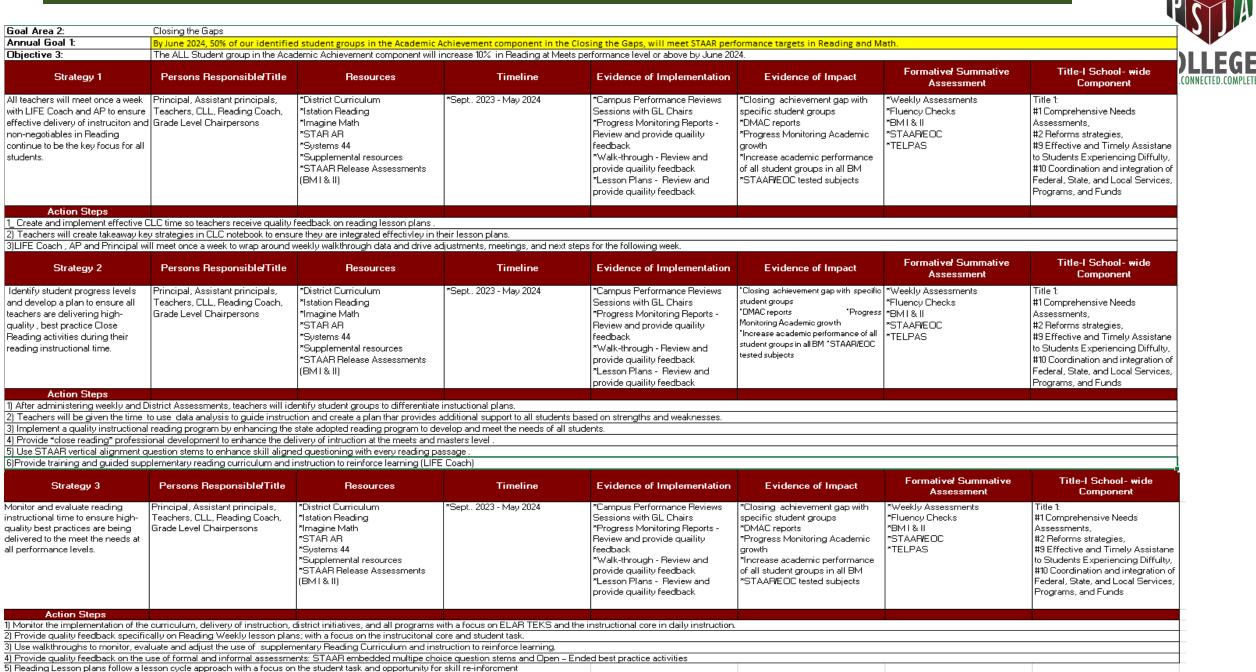
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School- wide Component
Science Lab teacher will	Principal	Training Material	Sept. 2023 -	Curriculum documents	Inceased weekly	Formative &	Title 1:
ensure all stakeholders are held accountable of student's	Assistant principal	Training Agenda District Curriculum,	June 2024	Lesson plans CLC Agendas	Progressing monitoring scores,	Summative assessments	#1 Comprehensive Needs Assessment, #2 Reform Strategies,
knowledge of science across	Campus Science Team	Pacing guide, Year- at-		Walkthrough documents	arowth	Benchmarks	#3 Instruction by Highly Qualified
all grade levels.	5th Grade Teachers	a- Glance, Weekly		Progress monitoring data	1-	District/Campus	Teachers,
	Science Lab teacher	Lessons		Program data	gains on the STAAR	assessments	#4 High-Qualitty and Ongoing
		State and Local Data		Science Lab lessons	Teacher retention	Teacher reated	Professional Development,
		STAAR Ready		Project Based Learning	TELPAS	exam Teacher	#10 Coordination and integration of
		Kamico			Results Driven	observation	Federal, State, and Local Services,
		Summit K12 Think Up			Accountability Report		Programs, and Funds
		TCM Time for Kids					
Action Steps							
1) Science vertical alignments (strategies.			
2) Curriculum nights will be he							
3) Projects such as Sience W.0							
4) Science Vocabulary Extrava	ganza will be held every ye	ear to promote content voc	abulary and ver	tical alignment.		E	
Strategy 4	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative	Title-I School- wide Component
Utrategy 4	Responsible/Title	ricsources	THICHTIC		L fidence of impact	Assessment	Hae component
5th grade teachers and	Principal	Training Material	Sept. 2023 -	Curriculum documents	Inceased weekly	Formative &	Title 1:
students will be held	Assistant principal	Training Agenda	June 2024	Lesson plans	Progressing	Summative	#1 Comprehensive Needs Assessment,
accountable of science		District Curriculum,		CLC Agendas	monitoring scores,	assessments	#2 Reform Strategies,
progression through progress	Campus Science Team	Pacing guide, Year- at-		Walkthrough documents	growth Student Achievement	Benchmarks	#3 Instruction by Highly Qualified
monitoring and intentional interventions.	5th Grade Teachers Science Lab teacher	a- Glance, Weekly Lessons		Progress monitoring data Program data	gains on the STAAR	District/Campus assessments	Teachers, #4 High-Qualitty and Ongoing
Triter vericions.	Science Lab teacher	State and Local Data		Science Lab lessons	Teacher retention	Teacher reated	Professional Development,
		STAAR Ready		Project Based Learning	TELPAS	exam Teacher	#10 Coordination and integration of
		Kamico			Results Driven	observation	Federal, State, and Local Services,
		Summit K12			Accountability Report		Programs, and Funds
		Think Up					
		TCM Time for Kids					
Acrion Steps							
1) Teachers will be provided su	unnlemental resources nee	ded to meet the needs of a	all diverse learn	ers and student populations in Scienc	e.		
				ore and exaderic populations in conside			
2) Teachers will become data e				onal grouping for intervention and tuto			



l Area 2:	Closing the Gaps						
nual Goal 1:	By June 2024, All students will meet Ad target) to 58 (interim target).	ademic Achievement component in Readi	ng the Closing t	he Gaps, from 47 (actual target) to 55(Interi	im target) and in Academic Achievment Clo	sing component in Re	eading Closing the Gap, from 49 (actual
jective 1:	All student groups in the Academic Achie	vement component will be monitored to en:	sure that at leas	st 50% of students meet Academic Achieve	ment standards in Reading June 2024.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
ollect and assess data to monitor the rogress of weekly assessments by using leets level standards in reading.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM I &	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services,
			Act	tion Steps			
	ogress monitoring and of both formal and i						
	ed to determine student progress and incr- o drive intervention plans and build interver	ease performance at the Meets level and at stion time into the day at every level	oove.				
	o drive intervention plans and build interver rventions that are directly related to studen						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of
			Act	tion Steps			
	ensure teachers allocate time for intervent						
	n action plans that are prescribed and targe f implementation : teachers are given the o	ted to meet the needs of student groups bo	oth on google m	ieets and face to face.			
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"District Curriculum "Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM1 &	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services,
			Act	tion Steps			
•	every three weeks during Teacher CLC pro						
	struction of second on factoriality implement	tation and effective targeting of groups duri	na intervention				

Annual Goal 1: (a) Objective 2: A Strategy 1 Collect and assess data to monitor the progress of weekly assessments by using B	actual target) to 80(Interim target).		th component in Reading in Closin, its meet Academic Growth star Evidence of Implementation "Campus Performance Reviews Sessions with GL		eł Summati	target) and in Math from a 75 Title-I School- wide Component
Objective 2: Strategy 1 Collect and assess data to monitor the progress of weekly assessments by using meets level standards in C	Persons Responsible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level	Resources "District Curriculum "Istation Reading "Imagine Math	Timelin e 'Sept 2023 -	Evidence of Implementation 'Campus Performance	Evidence of Impact	eł Summati	
Collect and assess data to P monitor the progress of pr weekly assessments by using R meets level standards in C	Responsible/Title Principal, Assistant rincipals, Teachers, CLL, Reading Coach, Grade Level	"District Curriculum "Istation Reading "Imagine Math	e "Sept 2023 -	Implementation *Campus Performance		eł Summati	
monitor the progress of pr weekly assessments by using P meets level standards in C	rincipals, Teachers, CLL, Reading Coach, Grade Level	"Istation Reading "Imagine Math	2023 -		*Closing achievement gap with	11.5	
		"Systems 44 "Supplemental resources "STAAR Release Assessments (BM1 &		Chairs Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and	specific student groups "DMAC reports "Progress Monitoring Academic growth "Increase academic performance of all student groups in all BM "STAAR/EOC tested subjects	"Weekly Assessme nts "Fluency Checks "BM1&II "STAAR/E OC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State
		in		provide quailitu feedback			and Local Services.
				tion Steps			
 Meet with GL once a week to di Student groups' data will be dis 					000		
 Use weekly and local assessm 							
4) Provide quality daily instruction							
	Persons			Evidence of		- Unitadiv	The LOCK of the
Strategy 2	Persons Responsible/Title	Resources	Timelin e	Implementation	Evidence of Impact	e <i>l</i> Summati	Title-I School- wide Component
ensure students meet Math pr Meets Standards on district B	Principal, Assistant rrincipals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	District Curriculum Istation Reading Imagine Math STAR AR Systems 44 Supplemental resources	"Sept 2023 - May 2024	"Campus Performance Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk through - Beujew and	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student	"Weekly Assessme nts "Fluency Checks "BM1&II	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Evactioneing Diffultu
			Ac	tion Steps		STUBBLE	
1) Review and adjust instructional	al times to ensure teachers all	ocate time for intervent	ion and targ	eted instructional time.			
Implement instructional best pr					th on google meets and face to	o face.	
Teacher CLCs focus on the pr	rogress of implementation : te	eachers are given the op	oportunity to	reflect and evalute progress.		I UIIIIIIII	
Strategy 3	Persons Responsible/Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	eł Summati	Title-I School- wide Component
		*District Curriculum	"Sept	*Campus Performance	*Closing achievement gap with specific student groups	"Weekly Assessme	Title 1: #1 Comprehensive Needs
implementation of action pr plans to ensure students are R	Principal, Assistant rincipals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	Istation Reading Imagine Math STAR AR Systems 44 Supplemental resources STAAR Release Assessments (BM1 &	2023 - May 2024	Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and	*DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR tested subjects	nts "Fluency Checks "BMI&II "STAAR/E OC "TELPAS	Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State
implementation of action pr plans to ensure students are P progressing to meets C	rincipals, Teachers, CLL, Reading Coach, Grade Level	"Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release	May 2024	Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback	*DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM	"Fluency Checks "BM1&II "STAAR/E OC	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
implementation of action pr plans to ensure students are P progressing to meets C	rrincipals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	"Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM1 &	May 2024 Act	Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and tion Steps	*DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM	"Fluency Checks "BM1&II "STAAR/E OC	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
implementation of action pr plans to ensure students are B progressing to meets C standards in MATH.	rrincipals, Teachers, CLL, Reading Coach, Grade Level Chairpersons tion plans every three weeks d	"Istation Reading "Imagine Math STAR AR "Systems 44 "Supplemental resources "STAAR Release Assessments (BM1 & during Teacher CLC pro	May 2024 Act ogress mont	Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback "Lesson Plans - Review and tion Steps oring data designated dates.	*DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR tested subjects	"Fluency Checks "BM1&II "STAAR/E OC	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and





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oal Area 2: mual Goal 2:	Closing the Gaps	Focus performance of 472	(in Deedine will event in		- F 2		
							its.
bjective 1:	The All Student group will der	nonstrate increase of academic	growth in the area of Reading), and increase of academic gro	wth in the area of Math by June	2024.	
Strategy 1	Persuus Responsible/Title	Rasmurcas	Timeline	Evidence of Implementation	Evidence of Impact	Formatival Summativa Arrassment	Title-I School- uide Compos
he campus will create Campus Progress monitoring committee that will monitor icademic student growth in Reading and Math.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1&11)	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BMI&II "STAAR "TELPAS	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
Action Stops		ality feedback every two weeks	ve ve este servisitione Clubered				
		eekly intervention plans for Rea			ningronns.		
		walkthroughs, lesson plans , and		t invidiualized student academic	growth in Reading and Math.		
		ath development to differentiate				Formative/Summative	
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Assessment	Title-I School- uide Compon
Create and display data-growth calls in the areas of Reading and Aathematics in a centralized ocation (e.g., data room, every lassroom, CLL room) to honitor and have students set heir own goals.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1 & II)	*Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups "Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and
Actiun Steps	I						
		e goals based on the students' ir data walls to promote friendly cor					
		rowth after every local assessme	·		141		
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Arresement	Title-I Schaul- uide Campas
Communicate and celebrate tudent academic progress in the areas of Reading and flathematics to all campus takeholders. (students and arents)	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum "Istation Reading "Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1 & II)	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BMI&II "STAAR "TELPAS	Title 1: #1Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, Sta
Acriss Steps		fy and celbrate any growth that i					



aoal Area 2:	Closing the Gaps						v
nnual Goal 2:	By June 2024, our High Fo	cus performance of 49% in	Math will sustain or increa	se by 5% points to 54 surpa	ssing the Interim target of (42 by 12 points.	
Objective 2:	The Emmergent Bilingual students t	will demonstrate an increase of acade	emic growth in the area of Reading a	and Math.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Els will be monitored bi-weekly to demonstrate growth in academic orogress in the areas of Math & Reading by June 2024.	Principal, Assistant principals, Teachers, LIFE Coach, Reading Coach, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback	*Closing the achievement gap among specific student groups "Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM I & II "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessment: #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of
Action Steps Teachers will evaluate the progres	ss of Emergent Bilinguals students in	their observoorne bu analuzing week!	" accossment data and comparing i	it to 2023 BM2 and STAAR 2023 data			
 Pluency checks: Teachers will ass 	sess language development in the En	glish Language to identify instruction	al language of assessment in K - 3r	rd grade and 4th-5th grade as needed.	3.		
3) Admin will monitor the implement	tation and use of the English languag	ge supports during instructional time.					
4) Provide and monitor the impleme	entation of technology resources use	ad to facilitate learning for EL Studen	(S.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be provided quality training on how ELP strategies are embedded in weekly lesson plans to enhance the overall instructional program for EBs.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice activities	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&11 "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistan to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local
Action Steps		a fac all to a chasa					
	ining in language acquisition strategie Il ensuren that Bilingual/ESL teachers		od receive the same information an	d resources			
	Proficiency Standards (ELPS) and ed			110001000			
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained and guided on the implementation of EL supplemental aids to personalize the need of every EB student in their classroom.	Principal, Assistant principal, Teachers, CLL, Reading Coach, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2023 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice activities	"Sept 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BMT&II "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistand to Students Experiencing Diffulty, #10 Coordination and integration of Federal State and Local
Acrion Steps							
	n Dual Lang. Dept. and Region 1 and a r Longuage Support specialists to ope						
	r Language Support specialists to ens Ikthough data to give our Bilingual te			pport the language			
Jone, millana i molpar mirase wa	in the second se	someto quality recobacit on ED differe	anarassia meshawarah.	+			



Goal Area 2:	Closing the Gaps						
Annual Goal 3:	By June 2024, 50% of English le	earners will advance by at least o	ne level of the composite rating f	rom June 2023 to June 2024.			
Objective 1:		in 2nd - 5th grades will increase one pro					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- vide
All tecahers will receive training on TELPAS overview and updates with specifics to rubrics, sample items, Summit K 12 and Telpas Ready : Focus on Listening & Speaking ! By Region 1.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -EB Strategic Plan -Linguistic Instructional Alignment Guide EB Instructional and Assessment Accommodations	"Sept., 2023 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS BM "Summit K-12 Assessments	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1)Teachers will review TELPAS update	es to better understand their students' pro	oficiency levels and their specific needs	in each domain.				
2)Teachers will review rubrics to better	understand how they are able to integra	ate different levels of questioning through	nout their weekly lesson plans.				
	K12 and have an effective plan to implem						
	in their contect specific instrucitonal les						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- vide
All teachers will receive training to	Principal, Assistant principals,	District Curriculum: TELPAS Listening	*Sept., 2023 - May 2024	Campus Performance Reviews	*Closing the achievement gap among	Weekly Assessments	Title 1:
effectivley implement ELPS	Teachers, CLL, Reading Coach,	and Reading Acitvities		Sessions with GL Chairs	specific student groups	Fluency Checks	#1Comprehensive Needs
throughout the school year in	Grade Level Chairpersons, Bilingual	*TELPAS Release		*Progress Monitoring Reports -	 Increase academic performance of 	I'STAAR	Assessments,
meaningful integrated methods to continue developing English	director, Language Development Specialists, Bilingual	*Summit K 12 -Proficiency Level Descriptors		Review and provide quaility feedback Walk-through - Review and provide	all student groups in all BM *STAAR/EOC tested subjects	TELPAS BM Summit K-12	#2 Reforms strategies, #3 Effective and Timely Assistane to
language proficiency.	Strategist, English Language	-Composite Rating Template		quaility feedback	STAARIEUU tested subjects	Assessments	Students Experiencing Diffulty,
nanguage pronoency.	Development Coach	-TELPAS Educator Guide -LEP Strategic Plan Linguistic Instructional Alignment		*Lesson Plans - Review and provide quaility feedback		Assessments	#10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1)Teachers will review what the ELPS a	are, their purpose, how they are assessed	d with TELPAS, and most importantly ho	w they can provide meaningful practice	through the content areas.			
	g teams will review implementation of ELF		· ·	-			
3)Teachers will reflect on their instruci	tonal practice with a focus on ELPS imple	ementation and their impact on Els' prog	ress monitoring data.				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title-I School- wide
Teahers will create and implement a	Principal, Assistant principals,	District Curriculum: TELPAS Listening	"Sept., 2023 - May 2024	Campus Performance Reviews	*Closing the achievement gap among		Title 1:
scheduled plan that details how	Teachers, CLL, Reading Coach,	and Reading Acitvities		Sessions with GL Chairs	specific student groups	*Fluency Checks	#1Comprehensive Needs
targeted student groups by level of	Grade Level Chairpersons, Bilingual	*TELPAS Release		Progress Monitoring Reports -	Increase academic performance of	"BMI&I	Assessments,
Domain in Listening, Speaking,	director, Language Development	*Summit K 12		Review and provide quality feedback	all student groups in all BM	STAAR	#2 Reforms strategies,
Reading and Writing will utilize Summit K 12 to practice TELPAS sample	Specialists, Bilingual	-Proficiency Level Descriptors -Composite Rating Template		*Walk-through - Review and provide guaility feedback	*STAAR/EOC tested subjects	*TELPAS BM *Summit K-12	#9 Effective and Timely Assistane to Students Experiencing Diffulty,
items.	Strategist, English Language Development Coach	-Composite Rating Template -TELPAS Educator Guide		Calify reedback Lesson Plans - Review and provide		Assessments	#10 Coordination and integration of
items.	Development Coach	-LEP Strategic Plan		guaility feedback			Federal, State, and Local Services,
		-Linguistic Instructional Alignment		quality reedback			Programs, and Funds
		Guide EL Instructional Alignment					Programs, and Funds
Acrion Steps							
1)Teachers will be guided in creating a	Summit K 12 plan that provides students	targeted and presicibed TELPAS pract	ice that will help students progress to th	e next level.			
[2]Teachers , LIFE Coach, and AP will r [3]Teachers will utilize Summit K 12 was	nonitor the implementation of the plan ar kly benchmarks to analyze data and adju	nd provide quality feedback after weekly ust TEL DAS intervention plans to address	progress review sessions.	practice items			
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	litle=l School= wide
All teachers will embed TELPAS	Principal, Assistant principals,	*District Curriculum: TELPAS Listening		Campus Performance Reviews	*Closing the achievement gap among	Accossment	Title 1:
specific Speaking & Listening	Principal, Assistant principals, Teachers, CLL, Reading Coach,	and Reading Acitvities	0ept., 2020 - May 2024	Sessions with GL Chairs	specific student groups	*Weekly Assessments *Fluency Checks	#1Comprehensive Needs
activities as routine practice in their	Grade Level Chairpersons, Bilingual	*TELPAS 2023 Release		Progress Monitoring Reports -	Increase academic performance of	"BM1&II	Assessments,
daily lesson plans and content area	director, Language Development	"Summit K 12		Review and provide quaility feedback	all student groups in all BM	STAAR	#2 Reforms strategies,
instruciton.	Specialists, Bilingual	-Proficiency Level Descriptors		"Walk-through - Review and provide	"STAAR/EOC tested subjects	TELPAS BM Summit K-12	#2 herorms strategies, #9 Effective and Timely Assistane to
n isrooton.	Specialists, Dilingual Strategist, English Language Development Coach	-Fronciency Level Descriptors -Composite Rating Template -TELPAS Educator Guide		quality feedback *Lesson Plans - Review and provide		Assessments	#3 Errective and Timely Assistance to Students Experiencing Diffulty, #10 Coordination and integration of

Objective 2: At least 80x of Emmergent Billingualein 2nd - 5th Grades will increase one problemory level in Reading by June 2024. Evidence of Impact Formative/ Summative Assessment Table 1 School - vide Component Bit stelegs 1 Persons Responsible Tritle Responsible Tritle Responsible Tritle Table 1 School - vide Component Table 1 School - vide Component Bit school - vide Component The Implementation Responsible Tritle Totation Curronium Table 1 School - vide Component Table 1 School - vide Component Bit school - vide Component Table 1 School - vide Component Table 1 School - vide Component Table 1 School - vide Component Bit school - vide Component Table 1 School - vide Component Table 1 School - vide Component Table 1 School - vide Component Bit school - vide Component Table 1 School - vide Component Table 1 School - vide Component Table 1 School - vide Component Bit school - vide Component Table 2 School - vide Component Table 2 School - vide Component Table 2 School - vide Component Bit school - vide Component Table 2 School - vide Component Table 2 School - vide Component Table 2 School - vide Component Bit school - vide Component Table 2 School - vide Component Table 2 School - vide Component	Goal Area 2:	Closing the Gaps							
Strateg 1 Persons Timeline Evidence of Implementation Implementation Formative/Summative Implementation Formative/Summative Implementation Title 1 School - vide Component All reachers vill review exclose and the statement andigs stills in the reside statement process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose and the process exclose a	Annual Goal 3:	By June 2024, Emergen	t Bilingual students will i	increase scores by adva	ncing at least from one	or two of the TELPAS d	omains from 2023 to 202	24.	
Strategy Personality Title Hesponality Title Hesponality Title Hesponality Title Hesponality Title Massessment Titles Section and Inc. Bitingual development Private Section and Inc. Spat. 2023 - Massed test Titles Section and Inc. Valid Accessment Valid	Objective 2:	At least 60% of Emmergent B	Bilingualsin 2nd – 5th Grades w	vill increase one proficiency lev	vel in Reading by June 2024.	_	_		
TELPAS 202 released test pueption subtractions and the TELPAS Parking Cook, Grade were Chargeron, Language TELPAS Parking Cook, Grade Were TELPAS Parking Cook, Grade Were Grade Parking Cook, Grade Were	Strategy 1		Resources	Timeline		Evidence of Impact		Title-I School- wide Component	
1) All reachers will review TELPAS released test questions and the TELPAS reading shuppents to understand the process every EB has to take with a focus on questions that build on each other as they increase in level of rigor. 2) Teachers will review TELPAS guaration stems in their weekly reading lesson plans to provide EL students the opportunity to practice addressing TELPAS reading skills. Strategy 2 Persons Resources Timeline Evidence of Impact Formative/ Strating skills. Title-1 School- vide Component Strategy 2 Persons Resources Timeline Evidence of Impact Formative/ Strating and position of the strategiles. Title-1 School- vide Component Teachers will active the tax to address the test questions. Persons Teachers will active the strategiles. Title 1 Title 1 Strategiles. Teachers will active the strate strategiles. Teachers will active the strategiles. Totage and strategiles.		principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language	TELPAS Listening and Reading Acitvities "TELPAS Release "Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	"Sept., 2023 - May 2024	Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback	gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR tested subjects	Fluency Checks BM1&II STAAR TELPAS BM	#1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty,	
2) Teachers will take the TELPAS 2023 benotmark as othey can better understand the process every EB has to take with a focus on questions that build on each other as they increase inlevel of igor. 3) Teachers will bechmark students using the 2023 Teachers will bechmark students using the 2023 Teachers will sugn the 2023 Teachers will s	Action Steps								
3) Teachers will integreater TELPAS question stems in their weekly reading lesson plans to provide EL students the opportunity to practice addressing TELPAS reading stills. Termative/Summative Assessments Strategg 2 Persons Title-1 School- wide Component Strategg 2 Persons Title 1 School- wide Component Teachers will colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Title 1 School- wide Component Title 1 School - wide Component Title 1 School - wide Component Title 1 School - wide Component Colspan="2">Colspan="2">Colspan="2">Title 1 School - wide Component Title 1 School - wide Component Will be the achievement Persons Title 1 School - wide Component Title 1 School - wide Component Colspan= School - wide Component Weekly and to colspan="2">Title 1 School - wide Component Title 1 School - wide Component School - wide Component <th colspan<="" td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th>	<td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>								
Strategy 2 Persons Resources Timeline Evidence of Implementation Evidence of Implementation Formativef Summative Assessment Title - School - vide Component Teachers will bechmark students using the 2023 TELPAS benchmark and use the data to address Fincipal, Assistant principal, Teachers, CLL, TELPAS Performance Title - School - vide Component Fincipal, Assistant Principal, Assistant Title - School - vide Component Weaking Assistant reading strending on the meading strending on the reading strending on the rea	2) Teachers, will take the TEL	PAS 2023 benchmark so the	y can better understand the pro	ocess every EB has to take wi	th a focus on questions that b	uild on each other as they inc	rease in level of rigor.		
Strategy 2 Responsible/Title Hispan Assistant principal, Assistant principal, Reachers, CLL Reading Coach, Grade LELPAS Elevents that doubt using the 2023 TELPAS benchmark and that doubt using the 2023 TELPAS televents reading intervention groups and address tereading intervention groups that a focus on the TELPAS Billingual director, Language Development Specialists, Televent and the students tereading skill components. Title + School - vide Component Televent Specialists, Televent and the students tereading skill components. Title + School - vide Component Provide Quality terease academic provide quality terease acad	3) Teachers will integreate TE	ELPAS question stems in thei	r weekly reading lesson plans t	to provide EL students the op	portunity to pracitce addressin	g TELPAS reading skills .			
students using the 2023 reading cancel, fictures and provide and the students or set and provide numbers of all students or set and provide numbers with a cours on the TELPAS behaves and provide number of all students or set and provide numbers with a cours on the TELPAS provide numbers of all students or set and provide numbers or s	Strategy 2		Resources	Timeline		Evidence of Impact		Title-I School- wide Component	
1) Teachers will analyze student data and help students oreate goals based on their current progress in each Domain. Evidence of Implementation Evidence of Implementation Formative/ Summative Assessment Title-I School- wide Component Strategy 3 Persons Responsible/Title Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Stituguid director, Language level and create awareness with Principal, Assistant principals, Teachers, CLL, Proficiency Lava Descriptors - Composite Rating Temptors "Sept., 2023 - May 2024 "Campus Performance Reviews Sessions with GL Chairs "Closing the achievement gap among specific student groups "Weekly Title 1: Assessments Bilingual director, Language Level parters strategists, Bilingual strategist, English Language "District Curriculum: TELPAS Bilingual strategist, English Language Principal, Assistant principals, Teachers, CLL, Proficiency Level Descriptors "Sept., 2023 - May 2024 "Campus Performance Reviews Sessions with GL Chairs "Closing the achievement gap among specific student groups "Weekly Title 1: Assessments Bilingual director, Language Level and create awareness with "Proficiency Language Elingual strategist, English Language "Bilingual fortategist, Elingual strategist, Elingual strategist, E	with a focus on the TELPAS reading skill components.	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist, English Language	TELPAS Listening and Reading Acitvities *TELPAS Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating	*Sept., 2023 - May 2024	Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility feedback	gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR tested subjects	'Fluency Checks 'BM1&II 'STAAR 'TELPAS BM	#1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty,	
Strategy 3Persons Responsible/TitleResourcesTimelineEvidence of ImplementationFormative/ Summative AssessmentTitle-I School- wide ComponentTeachers will use bechmark assessment data to profile the students current progressing level and create awareness withPrincipal, Assistant principal, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Blingual director, Language Evelopment Specialists, English Language*Sept., 2023 - May 2024*Campus Performance Reviews Sessions with GL Chairs*Olosing the achievement gap among specific student groups*Weekly AssessmentsTitle 1: the sessions*Development Specialists, Buingual Strategist, English Language*Progress Monitoring Alignment Guide Alignment Guide EB*Sept., 2023 - May 2024*Campus Performance Reviews Sessions with GL Chairs*Closing the achievement gap among specific *Fluency Checks *Fluency Checks *Fluency Checks *STAARTitle 1: Assessments*Use Descriptore *Development Specialists, English Language*Development Specialists, English Language*Sept., 2023 - May 2024*Campus Progress Monitoring Progress Monitoring Reports - Review and provide quality*Weekly AssessmentsTitle 1: Assessments*Development Specialists, English LanguageProficiency Level Descriptore -TELPAS Educator Guide -Lingwitch Instructional Alignment Guide Alignment Guide EB*Computer Specialisty, English Language*Sept., 2023 - May Progress Monitoring Progress Monitoring Progress Monitoring Progress Monitoring Progress Monitoring Provide quality <td< td=""><td></td><td>at data and bala atudaata aaa</td><td></td><td>tana ang ang ing ang k Dama sin</td><td></td><td></td><td></td><td></td></td<>		at data and bala atudaata aaa		tana ang ang ing ang k Dama sin					
bechmark assessment data to profile the students current progressing level and create awareness with principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Level Chairpersons, Bilingual director, Language Level and create awareness with Listening and Reading Activities and Coach, Grade Level Chairpersons, Bilingual director, Language Level chairpersons, Bilingual Strategist, Bilingual Strategist, awareness with Listening and Reading Activities and Coach, Grade Level Chairpersons, Bilingual director, Language Level chairpersons, Bilingual Strategist, Bilingual Strategist, awareness with Listening and Reading Activities and Coach, Grade Level Chairpersons, Bilingual Strategist, Bilingual Strategi		Persons					Summative	Title-I School- wide Component	
Students will track their TELPAS progress by domain, celebrate their strengths and show ownership to address their weaknesses.	Teachers will use bechmark assessment data to profile the students current progressing level and create awareness with	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist,	Listening and Reading Acitvities TELPAS Release "Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional	2024	Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and	achievement gap among specific student groups "Increase academic performance of all	Assessments *Fluency Checks *BM1 & II *STAAR *TELPAS BM	#1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty,	
				ateau attaa aya di ataawaa ay					



Annual Goal 3:	Closing the Gaps						
viniual cival 3:	By June 2024, we will	sustain the TELPAS rating of 59% or increa	ase our target score of 6	59%.			
)bjective 3:	At least 60% of Emmerg	ent Bilingual in 2nd – 5th Grades will increase c					
Strategy 1	Persons	Resources	Timeline	Evidence of	Evidence of	Formativeł	Title-I School- wide Component
Our CLL will provide	Principal, Assistant	*District Curriculum: TELPAS Listening and	"Sept., 2023 - May 2024		*Closing the	"Weekly Assessments	Title 1:
uality training on the	principals, Teachers,	Reading Acitvities		Reviews Sessions with	achievement gap	*Fluency Checks	#1 Comprehensive Needs Assessments,
nplementation of	CLL, Reading Coach,	*TELPAS 2023 Release		GL Chairs	among specific student	"BMI&II	#2 Reforms strategies,
ELPAS writing	Grade Level	*Summit K 12		Progress Monitoring	groups	*STAAR	#9 Effective and Timely Assistane to
verview, on TELPAS	Chairpersons, Bilingual	 Proficiency Level Descriptors 		Reports - Review and	Increase academic	"TELPASIBM "	Students Experiencing Diffulty,
riting strategies, and	director, Language	 Composite Rating Template 		provide quaility	performance of all	Summit K-12	#10 Coordination and integration of Federa
on the TELPAS writing	Development	-TELPAS Educator Guide		feedback	student groups in all	Assessments	State, and Local Services, Programs, and
ubric proficiency level	Specialists,	-EB Strategic Plan		"Walk-through - Review	BM "STAAR tested		Funds
lescriptors.	Bilingual Strategist,	-Linguistic Instructional Alignment Guide		and provide guaility	subjects		
		EB Instructional and Assessment		feedback			
Taaabaaa sillaasa kas	the offectively interests T	ELPAS writing practice with a focus on key ite		Dubris Desfision en Louis	l De essiatere		
		help students build their academic vocabulary			a Descriptors.		
		ey can use to help students visualize and make					
Our TELPAS Writing	Principal, Assistant	*District Curriculum: TELPAS Listening and	"Sept., 2023 - May 2024	*Campus Performance	*Closing the	"Weekly Assessments	Title 1:
earn will train and guide	principals, Teachers,	Reading Acitvities		Reviews Sessions with	achievement gap	*Fluency Checks	#1 Comprehensive Needs Assessments,
ll teachers on our plan	CLL, Reading Coach,	*TELPAS 2023 Release		GL Chairs	among specific student	"BMI&II	#2 Reforms strategies,
o embed all TELPAS	Grade Level	*Summit K 12		Progress Monitoring	groups	*STAAR	#9 Effective and Timely Assistane to
riting practice across	Chairpersons, Bilingual	 Proficiency Level Descriptors 		Reports - Review and	Increase academic	"TELPASIBM "	Students Experiencing Diffulty,
Il contents areas.	director, Language	 Composite Rating Template 		provide quaility	performance of all	Summit K-12	#10 Coordination and integration of Federa
	Development	-TELPAS Educator Guide		feedback	student groups in all	Assessments	State, and Local Services, Programs, and
	Specialists,	-EB Strategic Plan		"Walk-through - Review	BM "STAAR tested		Funds
	Bilingual Strategist,	 Linguistic Instructional Alignment Guide 		and provide quaility	subjects		
		EB Instructional and Assessment		feedback			
		reate a plan with a scheduled activities for writ					
		vide students with academic language to help t					
		o help ensure they address key areas when the		PAS.			
i wrifing verfical allong	ent will address writing ac	tvities and cross-curricular alignment for all gr	ade levels.				
a nong vertioar alignin	Principal, Assistant			Company Destances	*Closing the	"Weekly Assessments	Title 1:
		*District Curriculum: TELPAS Listening and	"Sept., 2023 - Maii 2024	Lampus Petrormance			
ul teachers will	1 1 1	*District Curriculum: TELPAS Listening and Beading Acituities	"Sept., 2023 - May 2024	*Campus Performance Beujews Sessions with	-		#1 Comprehensive Needs Assessments
II teachers will onference with 100%	principals, Teachers,	Reading Acitvities	"Sept., 2023 - May 2024	Reviews Sessions with	achievement gap	*Fluency Checks	#1 Comprehensive Needs Assessments, #2 Beforms strategies.
II teachers will onference with 100% f their EBs to create	principals, Teachers, CLL, Reading Coach,	Reading Acitvities *TELPAS 2023 Release	"Sept., 2023 - May 2024	Reviews Sessions with GL Chairs	achievement gap among specific student	"FluencyChecks "BM I& II	#2 Reforms strategies,
II teachers will onference with 100% f their EBs to create wareness of their	principals, Teachers, CLL, Reading Coach, Grade Level	Reading Acitvities *TELPAS 2023 Release *Summit K 12		Reviews Sessions with GL Chairs "Progress Monitoring	achievement gap among specific student groups	"Fluency Checks "BM I&II "STAAR	#2 Reforms strategies, #9 Effective and Timely Assistane to
II teachers will onference with 100% f their EBs to create wareness of their urrent writing	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual	Reading Acitvities *TELPAS 2023 Release *Summit K 12 •Proficiency Level Descriptors		Reviews Sessions with GL Chairs Progress Monitoring Reports - Review and	achievement gap among specific student groups "Increase academic	"Fluency Checks "BM1&II "STAAR "TELPAS BM-"	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty,
All teachers will onference with 100% of their EBs to create wareness of their urrent writing roficiency level, its'	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language	Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template		Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility	achievement gap among specific student groups "Increase academic performance of all	*Fluency Checks *BM1&11 *STAAR *TELPAS BM Summit K-12	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federa
All teachers will onference with 100% of their EBs to create wareness of their urrent writing roficiency level, its' riteria and next steps	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development	Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide		Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback	achievement gap among specific student groups "Increase academic performance of all student groups in all	"Fluency Checks "BM1&II "STAAR "TELPAS BM-"	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federa State, and Local Services, Programs, and
All teachers will conference with 100% of their EBs to create awareness of their current writing proficiency level, its' criteria and next steps to address their goals.	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists,	Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -EB Strategic Plan		Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review	achievement gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR tested	*Fluency Checks *BM1&11 *STAAR *TELPAS BM Summit K-12	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federa
All teachers will conference with 100% of their EBs to create wareness of their current writing roficiency level, its' riteria and next steps	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development	Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide		Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback	achievement gap among specific student groups "Increase academic performance of all student groups in all	*Fluency Checks *BM1&11 *STAAR *TELPAS BM Summit K-12	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federa State, and Local Services, Programs, and
Il teachers will onference with 100% f their EBs to create wareness of their urrent writing roficiency level, its' riteria and next steps o address their goals.	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist,	Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -EB Strategic Plan -Linguistic Instructional Alignment Guide		Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility	achievement gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR tested	*Fluency Checks *BM1&11 *STAAR *TELPAS BM Summit K-12	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federa State, and Local Services, Programs, and
Il teachers will onference with 100% f their EBs to create wareness of their urrent writing oficiency level, its' iteria and next steps address their goals. All teachers will create	principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons, Bilingual director, Language Development Specialists, Bilingual Strategist,	Reading Acitvities *TELPAS 2023 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -EB Strategic Plan	d addressing criteria in the	Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility ir current level.	achievement gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR tested subjects	*Fluency Checks *BM1&11 *STAAR *TELPAS BM Summit K-12	#2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federa State, and Local Services, Programs, and



Goal Area 2:	Closing the Gaps						
Annual Goal 4	By June 2024, 50% of our S	pecial education students	will meet the tar	get standard of approaches	or meets in reading and Mat	h.	
Objective 1:	At least 50% of Special Education s	udents in 3rd– 5th Grades will increas	e 10% in Math and Re	ading by June 2024.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessme	Title-I School- w ide Component
Teachers will be trained and guided on the implementation of SPED supplemental aids to personalize the need of every SPED student in their classroom.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM1 & II) Unique Online Intervention Activities available in different portals	"Sept., 2022 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Veekly Assessments "Fluency Checks "BM1&II "STAAR "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services Programs, and Funds
Teachers will be given the time to u	use data analusis to quide instruction	and create a plan thar provides addition	onal support for our s	special educations students based on	strengths and weaknesses.		
,	, ,						
	strategies to help students build their a						
3) Leachers will create effective word	walls that they can use to help studen	ts visualize and make connections wi	ith the skill of the wee	к.			
Teachers will be trained and guided on the implementation of SPED supplemental aids to personalize the need of every SPED student in their classroom.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum: TELPAS Listening and Reading Acitvities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional	"Sept., 2022 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and provide quaility feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	*TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistant to Students Experiencing Diffulty, #10 Coordination and integration Federal, State, and Local Services Programs, and Funds
	ng Team will create a plan with a sched						
	rtunity to provide students with acade			says.			
	ough CLCs to help ensure they addres ess writing actvities and cross-curricul		gior TELPAS.				
,							
All teachers will conference with 00% of their special education tudents to create awareness of heir long term academic goal, its' riteria and next steps to address heir goals.	Principal, Assistant principals, Teachers, CLL, Reading Coach, Grade Level Chairpersons	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM1&II)	"Sept 2022 - May 2024	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quaility feedback *Walk-through - Review and provide quaility feedback *Lesson Plans - Review and	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	"Weekly Assessments "Fluency Checks "BM1&II "STAAR/EOC "TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistan to Students Experiencing Diffulty, #10 Coordination and integration Federal, State, and Local Service:
	Special Education Dept. and Region 1 district Special Ed. Coordinators to e			away strategies to implement with the uses to help support each student	r SPED populations.		
	uistrict special Ed. Coordinators to e (though data to give our Co teachers						
	ntation of technology resources used						



Strateg 1 Persons Resources Timeline Evidence of Campus Performance Evidence of Imagine Math Evidence of Campus Performance Formative/ Campus Performance Title 1 School - vi Veekly Assistant LEL and SPED students ERM and DV Coach, Reading Coach, Grade Level Title 1 Station Reading Tragene Math "State RB "State RB "Weekly Assessments" "Weekly Assessments" "Bit State Progress Monitoring Provide quality feedback Valk through - Review and provide quality feedback "Title 1 State Progress Monitoring Feedback "State RB "State RB "Bit State Progress Monitoring Feedback "State Provide quality feedback Valk through - Review and provide quality review and math "State RB Reviews and Provide quality reviews and provide quality revide no reviews "State RB Reviews P	innual Goal 4	By June 2024, Specia	l education students w	ill increase by 10% in a	Il subjects in each perf	ormance standard, app	roaches meets & mas	ters in Domain 3.
entig current fueds, performance of all student framework for principal, Assistant of the factor performance of all student framework for the student secures of the student secures to state the secure secures to student secures to stude secure to stude secures to student secures to student secures	Ibjective 2:	The Special Education stud	lents in the Academic Achie	evement component will me	et the performance targets i	n the areas of reading and m	athematics by June 2024.	
inget areas and goals for principals, Teachers, LIFE I station Reading Cash, Teachers, LIFE I st	Strategy 1	Persons	Resources	Timeline	Evidence of	Evidence of Impact	Formative/	Title-I School- wide
Review students' performance and progress and re-evaluate their accommodations and interventions based on their IEPs and English Learner progress monitoring reviews. The provide variable students instructional schedule to ensure they are given the opportunity to target their areas of needs improvement. Provide variable students instructional schedule to ensure they are given the opportunity to target their areas of needs improvement. Evidence of Impact Formative Title-1 School-vi Component Strategy 2 Persons Responsibile/Title Resources Timeline Evidence of Implementation Evidence of Impact Formative/ Summative Title-1 School-vi Component orders will be provide Principal, Assistant 'District Curriculum 'Sept. 2023 - May 2024 Campus Performance Proviews Sessions with GL Progress Monitoring Tradepis to personalize in mease academic Formative/ StraAP/EDC Title - 1 Strate personalize in mease strategies 'Saptemental resources' 'StraAP/EDC 'StraAP/EDC #2 Performs strategie to review strategies Strate personalize in registor pervided with sechers to provide quality feedback on EB instructional and intervention activities. Tracapers with exchers to provide quality feedback on EB instructional and intervention activities. Foreaction Strategies with a focus on differentiation, centers and targeted groups. Foreaction Strategior StraAP/EDC Foreaction Strategies	lentify current levels, arget areas and goals for II EL and SPED students I BM2 and BOY ssessment who can otentially meet erformance standards at peets level or above and	principals, Teachers, LIFE Coach, Reading Coach, Grade Level Chairpersons,	"Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources "STAAR Release	"Sept 2023 - May 2024	Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review	gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR	"Fluency Checks "BM I&II "STAAR/EOC	#1 Comprehensive Nee Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students
Adjust students instructional schedule to ensure they are given the opportunity to target their areas of needs improvement. Evidence of impact Formative supervise Title-1 School-vi Component Provide evennology resources to facilitate reading and math development to differentiate student learning. Evidence of impact Formative supervise Title-1 School-vi Component Strategy 2 Persons Resources Timeline Evidence of impact Formative supervise Title-1 School-vi Component Strategy 2 Persons Resources Timeline Evidence of impact Volenge school Formative supervise Title-1 School-vi Component Strategy 2 Persons Resources Timeline Evidence of impact Formative supervise Title-1 School-vi Component Strategy 2 Resources Title Name School Schoo	Action Steps							
IProvide exerces for parents on the importance of English Learner target standards and ampug goals. Evidence of Implementation Strategs 2 Formative/ Summative Component Title-I School-vi Implementation Strategs 2 Formative/ Summative Component Title-I School-vi Implementation Strategs 2 Evidence of Implementation of nglish Learner support rategies to personalize a need of eveng EL Evidence of Implementation of State Regions Title-I School-vi Component Strategs 2 Persons Resources Title-I School-vi Implementation of State Regions Formative/ Weekly Assessments Theory Exection State Regions Title-I School-vi Weekly Assessments Theory Exection State Regions Weekly Assessments Theory Exection State Regions Title-I School-vi Weekly Assessments Theory Exection State Regions Title-I School-vi Weekly Assessments Theory Exection State Regions Title-I School-vi Weekly Assessments The Colspan="2">Title-I School-vi Weekly Assessments The Colspan="2">Title File Provide quality feedback regetor strategies with a focus on differentiation, centers and targeted groups . Title-I School-vi Weekly Assessments The Colspan="2">School-vi Weekly Assessments Theachers With echards	Review students' perform	mance and progress and re-	evaluate their accommodal	tions and interventions base	ed on their IEPs and English	Learner progress monitoring	g reviews.	
Provide technology resources to facilitate reading and math development to differentiate student learning. Evidence of Impact Formative/ Summative Title-1 School-vi Component Strategs 2 Persons Responsible/Title Resources Timeline Evidence of Implementation Component Title-1 School-vi Component Ordersonal development ind trained and guided on ei implementation of glish Learner support rategies to personalize ender of event EL Action Steps Principal, Assistant Star R Release Title-1 School-vi Implementation of Star R Release Formative/ Implementation Title-1 School-vi Component Attion Steps Star R Release Star R Release Star Release Star Release Title-1 School-vi Implementation of Star R Release Title-1 School Vi Implementation of Star R Release Title-1 School Vi Implementation of SPED CLL and AP Will Reet vith transmiter will be provided with specific instructional training on implementation SPED strategies in weekly lesson plans. Title-1 School Vi Implementation of SPED Formative/ Star R Release Title-1 School Vi Complementation of SPED	6 I							
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tordescional development Inditional darget of principals, Teachers, CLL, personalize the need of upgemental and subdet on trategies to personalize the need of upgemental and so reflect the need of upgemental and so reflect the need of upgemental restance of all student is trategies to personalize the need of upgemental and intervention and intervention activities. Perviews Sessions with GL Chairs Berviews Sessions with GL Chairs Berviews Sessions with GL Stafk Release Intervention uppervise quality feedback is uppervised quality feedback is uppervised quality feedback is uppervised quality feedback Intervention and intervention activities. CLL and AP will be provided with specific instructional training on implementation of strategies with a focus on differentiation, centers and targeted groups. Evidence of lapset is trategies with a focus on differentiation, centers and targeted groups. Evidence of lapset is trategies for the student is trategies with a focus on differentiation, centers and targeted groups. If is trate is trategies with a focus on differentiation, centers and targeted groups. Strate vs 3 Principals, Trategies Monitoring incipals, Trate is trategies with a focus on differentiation, centers and targeted groups. Evidence of lapset is trategies to personalize is upplemental is too increase academic periormance of all student is trategies for the student is every SPED student in every SP	Strategy 2		Resources	Timeline		Evidence of Impact		
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nglish Learner support rategies to personalize ened of every EL Action Steps "Systems 44 "Supplemental resources" Reports - Review and provide quality feedback performance of all student groups in all BM "STAAR "TELPAS #9 Effective and Time Assistance to Student: Experiencing Diffultur. Action Steps "StaAR Release "Walk-through - Review" "Walk-through - Review" Tested of support Experiencing Diffultur. Action Steps "StataR Release "StataR Release" "Walk-through - Review" Tested of support Experiencing Diffultur. CLL and AP will meet with teachers to provide quality feedback on EB instructional and intervention activities. "Expensition" "Expensition" <td< td=""><td>nd trained and guided on</td><td>Reading Coach, Grade</td><td>"Imagine Math</td><td></td><td>Chairs</td><td>student groups</td><td>"BM1&II</td><td>Assessments,</td></td<>	nd trained and guided on	Reading Coach, Grade	"Imagine Math		Chairs	student groups	"BM1&II	Assessments,
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e ned of every EL Action Steps CL and AP will meet with teachers to provide quality feedback on EB instructional and intervention activities. Teachers will be provided with specific instructional training on implementation SPED strategies in weekly lesson plans. ICLL and Admin Team will monitor implementation of strategies with a focus on differentiation, centers and targeted groups. Strategr 3 Percent Reconstructional States acchers will be trained nd guided on the pplemental is to principals, Teachers, CLL, Reading Coach, Grade Level Chairper Sons Percent Strate Reconstruction Reading Timagine Math Systems 44 Supplemental resources Strate Reconstruction Systems 44 Supplemental resources Strate Reconstruction Percent Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent Reconstruction Percent	nglish Learner support		"Systems 44		Reports - Review and	performance of all student	*TELPAS	#9 Effective and Timely
Action Steps CLL and AP will meet with teachers to provide quality feedback on EB instructional and intervention activities. Teachers will be provided with specific instructional training on implementation SPED strategies in weekly lesson plans. Evidence of Implementation Forestive/Samestive Title-1School-uit Strategy 3 Parameter will be trained adding Principal, Assistant District Curriculum "Sept 2023 - May "Campus Performance Review Sessions with GL hairs "Closing the achievement garong section and supplementation of all student groups. "Weekly Assessments Title 1: Station Reading "Sept 2023 - May "Campus Performance Review Sessions with GL hairs "Neekly Assessments Title 1: Station Reading "Sept 2023 - May "Campus Performance Review Sessions with GL hairs "Sept 2024 - Waits "Campus Performance Review Sessions with GL hairs "Sept 2024 - Waits "Increase academic Performance Review and provide quality feedback." "Stata Release "BMI & II "House Assessments "Hite 1: State Assessments "Stata Release "BMI & II "Stata Release "Book Assessments "Stata Release	2 1					groups in all BM "STAAR		Assistane to Students
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Trachers will be provided with specific instructional training on implementation SPED strategies in weekly lesson plans. CLL and Admin Team will monitor implementation of strategies with a focus on differentiation, centers and targeted groups . Evidence of Implementation of Semultive Account of Semultine Account of Semultive Account of Semultive Account of								
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Strate y 3 Respectibility Respectity Respectibilit	CEL and Admin Team W	il monitor implemenation of	strategies with a focus on o	ilifferentiation, centers and t	argeted groups .			
Indiguided on the performance of SPED upplemental aids to performance of all student in their classroom. Principals, Teachers, CLL, Peading Coach, Grade Level Chairs "Istation Reading 'Istation Reading 'Istation Reading 'Istation Reading 'Istation Reading 'Istation Reading 'Istation Reading 'Systems 44 "Systems at 40" "Systems 40" Systems at 40"	Strategy 3		Resources	Timeline		Evidence of Impact		Title-I School- uide Component
Special Education monitoring teacher and homeroom teacher will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students)Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.	eachers will be trained nd guided on the nplementation of SPED upplemental aids to ersonalize the need of very SPED student in neir classroom.	principals, Teachers, CLL, Reading Coach, Grade Level	"Istation Reading "Imagine Math "STAR AR "Systems 44 "Supplemental resources		Reviews Sessions with GL Chairs "Progress Monitoring Reports - Review and provide quaility feedback "Walk-through - Review and provide quaility	gap among specific student groups "Increase academic performance of all student groups in all BM "STAAR/EOC tested	"Fluency Checks "BM1&II "STAAR/EOC	1
Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.								
			والمرتجع ومرتجع والمراجع المرتجع والمراجع		المراجع والمتحر والمتعاد والم	ion current structures the	st are preven to work for i	las student



Goal Area 3:	Improve Sustainability Goals int						
Innual Goal 1:	By June 2024, Guerra Stud	dents' and Staffs' will have a b	better understanding of sus	stainability integration in the cl	assroom by an increase of 90	0%.	
)bjective:1	100% of Guerra Elementary	staff will integrate the sustair	nable goals according to th	e curriculum			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development or Guerra Administrators Ind staff on sustainable Ioals adoption by the istrict.	Principal, Assistant Principal and staff.	Trainining equipment Powerpoints presentations,	August 2023 January 2024	Agendas, Curriculum, Project Based Learning, Sustainable goals roadmap	Recommending student's	Project Based	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services.
Action Steps							
. Training on Reading and Integrating sustainable g	Math curriculum with sustain	ability goals.					
. Integrating sustainable g 6. Create lesson plans alion	ied to the TEKS and sustaina	able goals.					
. Practice implmenting the	17 sustainability goals daily i	in the classroom to make con	nections to all contents.				
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
rovide staff development n the history of the oplementation of the lobal sustainability goals.	Prinicipal, Assistant Principal, Staff, Coaches	Curriculum, Roadmap, Slides, Powerpoints	August 2023 January 2024	Agendas, Sign in Sheets, Student Project	Improved understanding of sustainable goals	Fall and Spring Semester PBL community fair	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services Programs, and Funds
Action Steps							
Train history on Global Na	ation sustainable goals.		DC				
Ensure 100% of Guerra c	aff is able to implement susta amous is provided the oppor	ainable goals in the classroom tunity to practice sustainbility	 PE, music and computer throughout all daily activiti 	IaD. ies in the campus			
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- ⊯ide Component
rofessional development n reading, math, science nd social studies lignment on sustainable oals	Prinicipal, Assistant Principal, Staff	Training curriculum, United Nations website, google slides, Powerpoints	August 2023 January 2024	Agendas, Sign in Sheets, students projects	Integration of sustainable goals throughout campus	Project Based Projects	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds





Goal Area 3:	Improve Sustainability Goals integration in the campus
Annual Goal 1:	By June 2024, Guerra Students' and Staffs' will have a better understanding of sustainability integration in the classroom by an increase of 90%.
Objective 2:	100% of Guerra Elementary students will be exposed to sustainability goals through project based learning.
Objective 2.	i dovi oli didena zlemenkaly stadenos inii be eliposed to sastalilability goals tili odgi projekt based i edning.

Strategy 1	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a professional development to create a calendar on goal for every week according to the curriculum for student exposure.	Principal Asst. Principal Teachers Counselors All campus staff	Curriculum 17 United Nations purpose		Ongoing Universal call for action to improve lives of everyone globally. Students and staff will learn and develop projects to help improve climate crisis, economic fluctuations, conflicts and pandemic aftermath	Feedback from staff and students and observing students reasearch.	Questioning SDG project for the week	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
 The sustainability commit 	tee will train staff on the roadma	p and history of l	Jnited Nat	ions sustainble goals			

2) Integrate a campus wide set of the 17 sustainable goals

3) Communicate this initiative to students and staff.

teachers on project based

learning activities to align to

Action Steps

their curriculum.

Strategy 2	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus staff will be	Principal	Curriculum	Septern	Ongoing Universal call for	Feedback	Questioning SDG project for	Title-1:
provided professional	Asst. Principal	17 United	ber 202	action to improve lives of	from staff and	the week	#4 - High-quality and ongoing
development on United	Teachers Counselors	Nations	3- June	everyone globally.	students and		Professional development,
Nations Sustainble goals and	All campus staff	purpose	2024	Students and staff will learn	observing		#10 Corrdination and
then turned around to the				and develop projects to help	students		integration of Federal, State,
students.				improve climate crisis,	reasearch.		and Local services,
Action Steps							
1)Teachers will attend profess	ional development on the imple	ementation on s	ustainable	goals.			
2)Teachers will develop small	lessons to help students have -	a better understa	anding of s	ustainable goals.			
3) Meetings will be held to gath	her information on each other's	classroom.					
Strategy 3	Persons Responsible/Title	Resources	Timeli ne	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support staff will guide	Principal	Curriculum	Septern	Ongoing Universal call for	Feedback	Questioning SDG project for	Title-1:

action to improve lives of

Students and staff will learn

improve climate crisis,

economic fluctuations.

and develop projects to help

everyone globally.

from staff and the week

students and

observing

students

reasearch.



Each support staff member will meet with the GL to align sustainable goal for the week.
 Support staff members will work with grade levels to assist with project based learning activity.

Teachers Counselors

Asst. Principal

All campus staff

3) Support staff members assgined to each GL will also assist with GL on concerns on how goals can be implemented in PE, Music, and Library.

17 United

Nations

purpose

ber 202

3- June

2024

#4 - High-guality and ongoing

Professional development,

#10 Corrdination and integration of Federal, State,

and Local services,

Programs, and Funds

		G	oal Are	a 3: Impro	ove Car	npus C	Culture
Goal Area 3:	Improve Sustainal	bility Goals integrat	ion in the campus				
Annual Goal 1:	By June 2024 by an increas	· · · · · · · · · · · · · · · · · · ·	ents' and Staff	s' will have a better ur	nderstanding o	f sustainability	integration in the classroom
Objective 2:	100% of Guerra	Elementary stafi	will participate i	n community involvemen	t aligned to susta	inbility campus i	nitiative.
Strategy 1	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a committee to organize sustainable fair.	Principal Asst. Principal Teachers Counselor Support Staff	Curriculum United Nations	September 2023 - June 2024	Ongoing reminders of the importance of how the 17 sustainble goals have a great impact academically,	Project based activities	Surveys Questioning and discussions.	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local
Action Steps							
1) The committee will set up (
2) Integrate a campus susta				1 h 1.1			
Communicate the sustain		ents and the cor	nmunity through) newletters, media and sl	nowcases.	F	
Strategy 2	Persons Responsible /Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus staff will be provided professional development training on sustainable goals	Principal Asst. Principal Teachers Counselor All campus	Curriculum SDG Roadmap Google Slides Powerpoint	September 2023 - June 2024	Ongoing exposure to sustainable goal when going over a concept.	Feedback from staff and students Students projects	Questioning and discussions. Activities	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local
Action Steps	ctoff						coruiooc Brograme and Eurode
1)Teachers will attend susta	inable goal trainir	nas with specialis	st when needed.				
2)There will be a check of lis							
3) Meetings will be held on F				sustainable goals.			
Strategy 3	Persons Responsible /Title		Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Principal will designate a staff member as "support system" in each GL to help with sustainability concerns.	Principal Asst. Principal Teachers Counselor All campus staff	Curriculum United Nations Website	September 20203 - June 2024	Support staff will address concerns and will help teachers on how to better understand the implementation of sustainability in the	Classroom activities Classroom discussions Classroom presentations	Questioning presentations and discussions.	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Each support staff membe						backs on sustai	inable goals done in the
Support staff members ar					bility.		
3) Support staff members as	soined to each (GL will also assist	with GL sustain:	abilitu initiative			



		Culture and Climate					
Annual Goal 2:	By June 2024, 90	% of staff, parent and s	tudents will	engage and interact with (child's literacy journe	ey and campus co	ommunity events.
Objective 1:	100% of Guerra El	ementary staff, student	ts and parer	nts will be informed of Com	munity Outreach Pro	ogram by June 20.	24.
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- ⊎ide Component
All staff will be provided with informational trainings on various topics such as cyberbullying, bullying, social media, and emotional abuse.	*Principal *Campus Leadership Team and Teachers *Counselor *Parent Liason Community outreach team	*District Resource List *District Wraparound Services *District LPC *Student Assistance Referral *District PreK-12 Counseling and Guidance Curriculum *Feedback Surveys	*August 2023- June 2024	Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district "Student SEL Profiles	*Increase academic, social emotional performance of students.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1 - #4 - High-quality and ongoing Professional development, #9 Effective & Timely -Assistance to students experiencing difficulty, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
		parents on new SEL W					
3. The school counsel	ill assist in the refer or will deliver classr	ring processes to suppo	ort teachers	with family issues and cor		ture and address	campus issues such as cyberbullying, bullying, social
	ill assist in the refer or will deliver classr	ring processes to suppo	ort teachers	with family issues and cor		ture and address Formative/ Summative Assessment	campus issues such as cyberbullying, bullying, social Title-I School- wide Component
3. The school counsele media, and emotional a Strategy 2	ill assist in the refer or will deliver classr abuse. Persons Responsible!	ing processes to suppo oom lessons and provid	ort teachers le small grou	with family issues and cor up counseling to promote Evidence of	a positive school cu Evidence of	Formative/ Summative	
3. The school counselent media, and emotional a Strategy 2 The campus	ill assist in the refer or will deliver classr abuse. Persons Responsible? Title	ring processes to suppo oom lessons and provid Resources	Timeline	with family issues and cor up counseling to promote Evidence of Implementation	a positive school cu Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach	ill assist in the refer or will deliver classr abuse. Persons Responsible/ Title	Resources District Resource List District	Timeline	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one	a positive school cu Evidence of Impact *Student	Formative/ Summative Assessment 'Formative	Title-I School- v ide Component Title 1-
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach Team and our parent	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title "Principal "Campus	ning processes to suppo oom lessons and provid Resources *District Resource	Timeline *August 2023-	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional	a positive school cul Evidence of Impact "Student achievement,	Formative/ Summative Assessment 'Formative assessments	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach Team and our parent educators will provide	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title "Principal "Campus Leadership	Resources "District Resource List "District Wraparound	Timeline August 2023- June	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs.	a positive school cu Evidence of Impact Student achievement, social emotional	Formative/ Summative Assessment 'Formative assessments 'CBAs	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement,
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach Team and our parent educators will provide Community Outreach	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title 'Principal 'Campus Leadership Team and	Resources "District Resource List "District Wraparound Services	Timeline August 2023- June	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system	a positive school cu Evidence of Impact Student achievement, social emotional	Formative/ Summative Assessment 'Formative assessments 'CBAs 'Benchmarks	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement, #3 Effective & Timely -Assistance to students
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach Team and our parent educators will provide Community Outreach Programs to assist all	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title 'Principal 'Campus Leadership Team and Teachers	Besources Besources District Resource List District Wraparound Services District LPC	Timeline August 2023- June	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs. Teacher Weekly	a positive school cu Evidence of Impact Student achievement, social emotional	Formative/ Summative Assessment 'Formative assessments 'CBAs 'Benchmarks 'STAAR/EOC	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement, #3 Effective & Timely -Assistance to students experiencing difficulty,
3. The school counsele media, and emotional a	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title Principal 'Campus Leadership Team and Teachers 'School	Resources Bistrict Resource List District Wraparound Services District LPC Student Assistance	Timeline August 2023- June	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings	a positive school cu Evidence of Impact Student achievement, social emotional	Formative/ Summative Assessment 'Formative assessments 'CBAs 'Benchmarks 'STAAR/EOC 'TELPAS	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement, #3 Effective & Timely -Assistance to students
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach Team and our parent educators will provide Community Outreach Programs to assist all	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title Principal 'Campus Leadership Team and Teachers 'School Counselor	Resources Bistrict Resource List District Wraparound Services District LPC Student Assistance	Timeline August 2023- June	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a	a positive school cu Evidence of Impact *Student achievement, social emotional gains.	Formative/ Summative Assessment 'Formative assessments 'CBAs 'Benchmarks 'STAAR/EOC 'TELPAS 'TPRI/TEJAS	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement, #9 Effective & Timely -Assistance to students experiencing difficulty, #10 Corrdination and integration of Federal, State, and
3. The school counsele media, and emotional a Strategy 2 The campus Community Outreach Team and our parent educators will provide Community Outreach Programs to assist all identified groups.	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title Principal 'Campus Leadership Team and Teachers 'School Counselor 'Parent Liason	ing processes to supprocesses to supprocesses and provide com lessons and provide Resources *District Resource List *District Wraparound Services *District LPC *Student Assistance Referral	Timeline August 2023- June 2024	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and	a positive school cul Evidence of Impact Student achievement, social emotional gains.	Formative/ Summative Assessments 'CBAs 'Benchmarks 'STAAR/EOC 'TELPAS 'TPRI/TEJAS LEE	Title-I School- wide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement, #9 Effective & Timely -Assistance to students experiencing difficulty, #10 Corrdination and integration of Federal, State, and
3. The school counsele nedia, and emotional a Strategy 2 The campus Community Outreach Team and our parent educators will provide Community Outreach Programs to assist all dentified groups.	Il assist in the refer or will deliver classr abuse. Persons Responsible/ Title Principal Campus Leadership Team and Teachers School Counselor Parent Liason	Resources District Resource List District Wraparound Services "District LPC "Student Assistance Referral parents inviting the diffe	Timeline August 2023- June 2024	with family issues and cor up counseling to promote Evidence of Implementation Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and Action Ste	a positive school cul Evidence of Impact Student achievement, social emotional gains. ps ormation regarding to	Formative/ Summative Assessment *Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title-I School- ♥ide Component Title 1- #4 - High-quality and ongoing Professional development, #6, -Stategies to Increase Parent Involvement, #3 Effective & Timely -Assistance to students experiencing difficulty, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds



Goal Area 3:	Improve Campu	s Culture and Climate					
Annual Goal 2:			will engage	and interact with child's literacy journey and (campus community events.		
Objective 2:	100% of Guerra E	lementary staff, students and p	arents will b	e informed on the Social Emotional Learning	g component by June 2024.		
Strategy 1	Persons Responsible /Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessmen	Title-I School- wide Component
The SEL team on campus will conduct a survey and assess data to meet all identified student group's needs.	Principal Asst. Principal Teachers	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading	Aug. 2023 - June 2024	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district "Agendas "Sign in Sheets	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data	Title 1 - #9 Effective & Timely -Assistance to students experiencing difficulty, #10 Corrdination and integration of Federal State, and Local services, Programs, and Funds
Action Steps	d same to will some	plete SEL online survey.					
		id used to help drive next steps :	on the SEL	component.			
		ommunicated to all Guerra Can					
3. Action plan will be		djusted to meet the needs of G	ierra Camp	us community.			
Strategy 2	Persons Responsible /Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessmen	Title-I School- wide Component
The campus counselor will provide information sessions for all parents and Guerra community.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	Aug. 2023 - June 2024	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district "Agendas "Sign in Sheets "ERO Staff Development Registration	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	data STOPit	Title 1- #4 - High-quality and ongoing Professional development, #9 Effective & Timely - Assistance to students experiencing difficulty, #10 Corrdination and
Action Steps	a will be implement	ted to dissiminate survey data-t	o parente in	a timleu manner			
		assessing next steps.	o parents in	ra uniegmanner.			
			Jerra Camp	us community and adjusted every six weeks.			
Strategy 3	Persons Responsible /Title	Resources	Timelin e	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessmen	Title-I School- wide Component
The campus counselor will provide ongoing professional development on social emotional learning to increase staff- student	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	Aug. 2023 - June 2024	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets *ERO Staff Development Registration Reports	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data STOPit (Anonoymous Reporting	experiencing difficulty ,
Acrion Steps		"					
1. Survey data will be							
2. Action plan will be 3. Action plan will be		tilized. djusted to meet the needs of Gi	iorra Camp	us communitu			
 Accomptant will be 	e monicoreu and a	ajusted to meet the needs of Gi	ien a clamp	as community.			



Annual Goal 2:	· ·	Culture and Clima		s will engage and interact	u isla u la ilulă – listana de la		
	· · · · · · · · · · · · · · · · · · ·	· · · ·					·
Objective 3:		ementary staff, s	tudents and	parents will engage in fee	der pattern communi		2024.
Strategy 1	Persons Responsible/T itle	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Counselor will communicate with High and Middle	"High School Principal "Middle School	*School Pamphlets *Powerpoint	"October 2023-June 2024	"Photographs Portfolio "School's Agendas "School website	*District student rollover count.	*Formative Assessments *CBAs	Title 1 - #10 Corrdination and integration of Federal,
chool students to resent and perform to Il identified students or means for	Principal "School Counselor "Guidance and	presentations "School Performances				"Benchmarks "STAAR/EOC "TELPAS "TPRI/TEJAS	State, and Local services, Programs, and Funds
ecruitment and	Counseling					LEE	
Action Steps							
. Red Ribbon Rally						-	
. Career Fair							
. Sixth grade Orientatio							
. Elective Performance							
Strategy 2	Persons Responsible/T itle	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
he campus counselor	*Middle School	*School	*May 2024	*Photographs Portfolio	*District student	*Parent	Title 1-
ill establish a Parent	Principal	Pamphlets	ŕ	"School's Agendas	rollover count.	Participation	#6 - Strategies to
light in May with	Middle School	Powerpoint		"Sign in sheets			Increase Parental
eder school and	Counselors	presentations		*School website			lvolvement,
rovide them the	*Elementary	*School					#10 Corrdination and
pportunity to	School	Performances					integration of Federal,
howcase their	Counselor						State, and Local
Action Steps							
Parent Sixth grade Or	ientation						
. Invite feeder campus	to show case their	performing arts, e	electives and	academics to our campus	5.		
	Persons			Evidence of	Evidence of	Formative/	Title-I School- wide
Strategy 3	Responsible/T itle	Resources	Timeline	Implementation	Impact	Summative Assessment	Component
he campus counselor	*Middle School	*School	*May 2024	*Photographs Portfolio	*District student	*Formative	Title 1-
ill conduct a 5th	Principal	Pamphlets		"School's Agendas	rollover count.	Assessments	#10 Corrdination and
rade campus visit in	*Middle School	*Power point		*School website		*CBAs	integration of Federal,
lay to feeder middle	Counselors	presentations				*Benchmarks	State, and Local
chool.	*Elementary	*School				*STAAR/EOC	services, Programs, and
	School	Performances				*TELPAS	Funds
Acrion Steps							
Student Sixth grade 0	Drientation on camp	ous to provide the	em a rich exp	erience .			
O Constant and a second balance of	and to fooder a smi	ous and take nar	t in their norfe	rmaning arts showcase.			



Annual Goal 3:		re and Climate					
	By June 2024, 100% of	staff will commit to providin	g a positive and moti-	vating environment that is fostered	d on overall student learning	g and success.	
Ibjecti v e 1:	Guerra student attenda	nce will increase from an aver	age of 32% to 37% ye	ar round by June 2024.			
trategy 1	Persons	sons Resources Timeline Evidence of Evidence of Impact					Title-I School- wide Componen
	Responsible/Titl e			Implementation		Summative Assessment	
v campus team (support team) is created	Principal	Campus Data	October 2023 -	Daily attendance monitoring	Improvement in student	Eschool Report	Title 1 -
o assist teachers to improve attendance	Asst. Principal	Eschool Report	June 2024	Eschool Data	academic scores	Campus, district,	#10 Corrdination and integration of
ate and track the positivity ratio on Guerra	Teachers	Substitute System Report		PEIMS Update Trainings	Improvement in student	and state data	Federal, State, and Local services,
ttendance.	Counselor			Monthly Incentive Calendar	attendance rate	AR STAR Goals,	Programs, and Funds
	CLL			Weekly Meetings	Improvement in staff	Bright Summer	
L	PEIMS clock			Wasklu éttendence Reporte	rotoption	Reader	
Action Steps The designated campus support staff cor	nmunicatos with grado lo	ual tanchara ayary athar Frida	u to addroca éttenda	nce and Daily Engagement levels (o address next steps		
() As a grade level teachers create an action					to address next steps.		
) Teachers will keep ongoing two-way com					dailu basis.		
) The campus leadership team will reward a							
trategy 2	Persons	Resources	Timeline	Evidence of	Evidence of Impact	Formative/	Title-I School- wide Componen
	Responsible/Titl			Implementation		Summative Assessment	
evelop a monthly calendar with reminders	Principal	State Standards (TEKS)	October 2023 -	Student Product display	Improvement in student	Eschool Report	Title 1 -
activities and reward contingent events	Asst. Principal	STEM Resources	June 2024	Student Product Presentation	academic scores	Campus, district,	#6- Strategies to Increase Parental
hat will motivate students to stay engaged		GT Department		STEM Activities	Improvement in student	and state data	Involvement,
nd connected with our campus initiatives.	Counselor	District Adoptions		Final Products	attendance rate		#10 Corrdination and integration of
na connectea nun oar campao muatres.	CLL	Teacher Created Material			Improvement in staff		Federal, State, and Local services,
	PP Pap	Postive Promotions			rotontion		Programs and Funds
action Steps							
) Teachers will give parents a monthly calen	dar to be aware of impo	rtant events, academic dates	approaching and activ	rities being done within the grade	level.		
2) Our librarian alongside our PR rep will w	ork on implementing sch	ool wide events that promote	e students who are no	t only connected and engaged but	who go the extra mile to b	e a part of our initial	tives.
					who go the extra mile to b	e a part of our initial	tives.
) Our librarian will also provide opportunit					who go the extra mile to b Evidence of Impact		
) Our librarian will also provide opportunit	ies for student choice of	f projects, presentations and	activities that will pro	mote attendance.		Formative/ Summative	tives. Title-I School- wide Componen
) Our librarian will also provide opportunit Strategy 3	ies for student choice of Persons	f projects, presentations and	activities that will pro	mote attendance. Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	
) Our librarian will also provide opportunit trategy 3 he campus leadership team will ensure that	ies for student choice of Persons Responsible/Titl e Principal	f projects, presentations and Resources State Standards (TEKS)	activities that will pro Timeline October 2023 -	mote attendance. Evidence of		Formative/ Summative Assessment Eschool Report	Title-I School- wide Componen Title1-
) Our librarian will also provide opportunit trategy 3 he campus leadership team will ensure that eachers continue to integrate interactive	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal	f projects, presentations and Resources State Standards (TEKS) STEM Resources	activities that will pro Timeline	mote attendance. Evidence of Implementation Student Product display Student Product Presentation	Evidence of Impact	Formative/ Summative Assessment Eschool Report Campus, district,	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac
) Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive ectivities in their curriculum and weekly	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department	activities that will pro Timeline October 2023 -	mote attendance. Evidence of Implementation Student Product display Student Product Presentation STEM Activities	Evidence of Impact Improvement in student academic scores Improvement in student	Formative/ Summative Assessment Eschool Report Campus, district, and state data	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac #10 Corrdination and integration of
3) Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that teachers continue to integrate interactive activities in their curriculum and weekly esson plans that will engage students on a	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions	activities that will pro Timeline October 2023 -	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate	Formative/ Summative Assessment Eschool Report Campus, district, and state data AR STAR Goals,	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac #10 Corrdination and integration of Federal, State, and Local services,
Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive ictivities in their curriculum and weekly esson plans that will engage students on a dialy basis.	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department	activities that will pro Timeline October 2023 -	mote attendance. Evidence of Implementation Student Product display Student Product Presentation STEM Activities	Evidence of Impact Improvement in student academic scores Improvement in student	Formative/ Summative Assessment Eschool Report Campus, district, and state data	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teach #10 Corrdination and integration of
) Our librarian will also provide opportunit trategy 3 the campus leadership team will ensure that eachers continue to integrate interactive ctivities in their curriculum and weekly esson plans that will engage students on a lialy basis. Action Steps	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor CLL	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material	activities that will pro Timeline October 2023 - June 2024	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff	Formative/ Summative/ Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac #10 Corrdination and integration of Federal, State, and Local services,
2) Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive ictivities in their curriculum and weekly esson plans that will engage students on a lialy basis. Action Steps (Teachers will utilize real world learning the 2) The campus will support staff in embedd	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor CLL ough hands on lessons ing technology within le	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material and technology: Google Clas ssons to make learning intera	activities that will pro Timeline October 2023 - June 2024 sroom, nearpod or an ctive and engaging (P	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video y other digital platform to enhance ower Points, games, homework as	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff e learning and increase stud	Formative/ Summative/ Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teach #10 Corrdination and integration of Federal, State, and Local services,
) Our librarian will also provide opportunit strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive ctivities in their curriculum and weekly esson plans that will engage students on a lialy basis. Action Steps (Teachers will utiilize real world learning the c) The campus will support staff in embedd () Teachers will monitor engagement levels	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor CLL ough hands on lessons ing technology within le of students by analyzing	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material and technology: Google Clas ssons to make learning intera data of all systems and platf	activities that will pro Timeline October 2023 - June 2024 sroom, nearpod or an ctive and engaging (P orms used and take p	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video y other digital platform to enhance over Points, games, homework as roper next steps to improve.	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff elearning and increase stud ssignments, online grading	Formative/ Summative/ Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer lent engagement systems, IPAD's)	Title-I School- wide Componen Title 1 - #3 Instruction by Highly Qualified Teac #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
2) Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that reachers continue to integrate interactive inctivities in their curriculum and weekly esson plans that will engage students on a dialy basis. Action Steps (Teachers will utilize real world learning the 2) The campus will support staff in embedd 8) Teachers will monitor engagement levels	ies for student choice of Persons Responsible/Title Principal Asst. Principal Teachers Counselor CLL rough hands on lessons ing technology within le of students by analyzing Persons	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material and technology: Google Clas ssons to make learning intera	activities that will pro Timeline October 2023 - June 2024 sroom, nearpod or an ctive and engaging (P	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video v other digital platform to enhance over Points, games, homework as roper next steps to improve. Evideace of	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff elearning and increase stud ssignments, online grading	Formative/ Summative/ Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer ent engagement systems, IPAD's) Formative/	Title-I School- wide Componen Title 1 - #3 Instruction by Highly Qualified Teach #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
2) Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that reachers continue to integrate interactive inctivities in their curriculum and weekly esson plans that will engage students on a dialy basis. Action Steps (Teachers will utilize real world learning the 2) The campus will support staff in embedd 8) Teachers will monitor engagement levels	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor CLL ough hands on lessons ing technology within le of students by analyzing	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material and technology: Google Clas ssons to make learning intera data of all systems and platf	activities that will pro Timeline October 2023 - June 2024 sroom, nearpod or an ctive and engaging (P orms used and take p	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video y other digital platform to enhance over Points, games, homework as roper next steps to improve.	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff elearning and increase stud ssignments, online grading	Formative/ Summative/ Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer lent engagement systems, IPAD's)	Title-I School- wide Componen Title 1 - #3 Instruction by Highly Qualified Teach #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
c) Our librarian will also provide opportunit Strategy 3 The campus leadership team will ensure that eachers continue to integrate interactive citivities in their curriculum and weekly esson plans that will engage students on a lialy basis. Action Steps (Teachers will utilize real world learning the computer of the staff in embedd () Teachers will monitor engagement levels () Teachers will monitor engagement levels () Teachers 4	ies for student choice of Persons Responsible/Titl e Principal Asst. Principal Teachers Counselor CLL ough hands on lessons : ing technology within le of students by analyzing Persons Responsible/Titl e	f projects, presentations and Resources State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material and technology: Google Clas ssons to make learning intera data of all systems and platf Resources	activities that will pro Timeline October 2023 - June 2024 sroom, nearpod or an ctive and engaging (P orms used and take p Timeline	mote attendance. Evideace of Implementation Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video y other digital platform to enhance ower Points, games, homework as roper next steps to improve. Evideace of Implementation	Evidence of Impact Improvement in student academic scores Improvement in student attendance rate Improvement in staff e learning and increase stud ssignments, online grading Evidence of Impact	Formative/ Summative/ Summative Assessment Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer ent engagement systems, IPAD's) Formative/ Summative Assessment	Title-I School- wide Componen Title 1- #3 Instruction by Highly Qualified Teac #10 Correlination and integration of Federal, State, and Local services, Programs, and Funds Title-I School- wide Componen
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ioal Area 3:	Improve Campus	Culture and Clim	ate				
nnual Goal 3:	By June 2024, 10)0% of staff will co	ommit to pro	viding a positive and mot	ivating environme	ent that is fostered on ove	erall student learning and success.
bjective 2:						liefs and a sense of comm	
Strategy 1	Persons Responsible/ Title	Resources	Timelin e		Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
iuerra will promote college ready ampus initiatives throughout grade wels and throughout the campus ommunity.	Principals Teacher Campus Counselor Coaches	*PSJA College Readiness *School Mission and Vision *University Websites/Conn ections	2024	*College shirts *Friday college day *University collaboration via technology	Increase in student participation and performance	Participation and performance	Title 1 - #6- Strategies to Increase Parental Involvement, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
Encourage Friday college spirit day	for students to we	ar their designate	d college s	:hirt			
Contact and collaborate with assig	ned Towns univers	ities on where to p		agement and interaction			
Conduct virtual university tours and				Jagement and interaction	1		
Assign each grade level a designat							
Assign each grade lever a designal Strategy 2	Persons	Resources	Timelin	Evidence of	Evidence of	Formative	Title-I School- wide Component
Strategy 2	Responsible/ Title	nesources	e	Implementation	Impact	Summative	The Component
e campus PR /SEL team will	Principals	*District	Aug	*Walk Through Reports	Increase in	Surveys	Title 1-
ovide the 5 social emotional	Teacher	Training and	2023-	*Completed Teacher	student	Performance	#10 Corrdination and integration of Federal, State, and
arning competencies during	Campus	Materials	Jun	Surveys Lesson plans	participation	Participation	Local services, Programs, and Funds
ontent areas and extracurricular	Counselor	*Feedback	2024		and	Behavior Reports	
otivities.	Coaches	Surveys			performance	· ·	
Action Steps					-		
Utilize social emotional activities su	ch as reflective wri	ting, positive affirr	mations or	uturing a climate of kindn	ess etc in their c	elassiooms	
			-	-	ess, etc. intriteir e		
Conduct and collect student surve	eys to evaluate the	students' physic	al and psyc	chological state			
Review project respect skills and ki	indness challened	es of the week da	ailu at morni	ng assembly with all stud	ents		
Provide students with SEL lessons							
Strategy 3	Persons	Resources	Timelin	Evidence of	Evidence of	Formative	Title-I School- wide Component
27	Responsible		е	Implementation	Impact	Summative	
	Title					Assessment	
l campus teachers and staff will	Principals	*School	Aug	*Sign in sheets	Increase in	Performance	Title 1-
omote student participation in	Teacher	sponsors	2023-	"Video recordings of	student	Participation	#10 Corrdination and integration of Federal, State, and
tracurricular activities, clubs, UIL	Campus	l .	Jun	meetings	participation		Local services, Programs, and Funds
nd campus announcements.	Counselor		2024	"Weekly meetings	Increase in		
•	Coaches			"Monthly calendar	student		
Action Steps							
Action Steps All staff will be required to sign up fo	or one extracurricul	lar activity/club to	promote s	tudents to join			
		,			nd on their conint	modia	



Goal Area 3:	Improve Campus Culture	e and Climate					
Annual Goal 3:	By June 2024, 100% of :	staff will commit to	provide a posi	itive and motivating environn	nent that is fostered on o	verall student learr	ing and success.
Objective 3:	100% of Guerra campus	teachers and staff v	will articulate a	a clear and consistent commu	inication to community.		
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus PR / Media	PR Rep			*Flyers		Increase in engagement	Title 1 - #6 - Strategies to Increase
committee will work together to constantly providd updated school & district information	Librarian Campus Counselor Teachers Principals	District public relations department	Aug 2023- Jun 2024	*Photos *School Website *Social Media Accounts	Increase in community participation and engagement	Participation Side by side data analysis	Parental Involvement, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps				l la stran -			
	ommunity and campus e borate with district perso			al media accounts (twitter, Fa	cebook, class dojo)		
	and staff will collaborte to						
				n website and social media ac	counts		
				ovative and transformtional	counts		
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The PR/Media team will conduct parent surveys on social media uses and communication	PR Rep Librarian	*Feedback Surveys	Aug 2023- Jun 2024	*Parent feedback *Completed parent surveys *Social Media Accounts * School Website	Public Relation Data Increase in parent/community engagement	Participation Side by side data analysis Parent surveys.	Title 1 - #6 - Strategies to Increase Parental Involvement, #10 Corrdination and integration of Federal, State, and Local services,
Action Steps							Programs, and Funds
	ia team will promote surv	ey on social media a	accounts and	school website			ograma, and rando
The PR commnicatios	sn media committee will o	conduct check in ca	lls with our ca	mous community.			
3) The Camps Media / P	R team will use technolog	gy to enhance a two	-way commur	nication system.	1		





Goal Area:	#4: Increase Staff Qua	lity					
Annual Goal 1:	By June 2024, 84% of all te	achers will show growth in TTES	S Performance Evaluation Re	port by one level in the effective	ness rubric rating.		
Objective 1:	80% of teachers at Guerra	Elementary will increase one lev	el in TTESS evaluation by June	e 2024.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of	Evidence of Impact	Formative/ Summative	Litle-I School- vide
The campus CLL will provide instructional coaching support for all staff and integrate and provide effective professional development about implementing research-based strategies to enhance student learning.	l Principal, Assistant Principal, CLL	Professional development based trainers, professional development based on needs, TTESS Guidelines, SGMs guidebook,	August 2023 - June 2024	Mentor/coaching logs, sign- in sheets, CLCs, improved in teacher quality	Increase in teacher satisfaction and moral improvement in student performance; better adjustments for new and all teacher personnel, TTESS Teacher Evaluation Proficiency level increase	Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Asessme #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1)Teachers complete their TTESS Self-As	ssessments and submit their f	°D goals by September 15th					
2)Analyze data to create, assess, and mo	5,	otives.					
3) Participate in learning walks to learn fro	om colleagues						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- vide Component
all staff based on their professional development goals.	Principal, Assistant Principal, CLL	Professional development based trainers, professional development based on needs, TTESS Guidelines, SGMS guidebook,	August 2023 - June 2024	Professional development sign in sheets remote check ins, improved in teacher quality	Data showing increase alighnment between teacher evaluation and student performance.	Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Asessme #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps I) New teacher will attend their weekly NTI	meetings						
2)Evaluate PD feedback to ensure it mee	ts needs						
3) Establish and maintain a mentoring pro	gram for first and second yea	r teachers.					
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of	Evidence of Impact	Formative/ Summative	litle-I School- vide
Campus leadership team will use walk- hrough data to monitor, support, and provide feedback for teacher effectives.	Principal, Assistant Principal, CLL	Professional development based trainers, professional development based on needs, TTESS Guidelines, SGMS guidebook,	August 2023 - June 2024	Walkthrough data and schedule, CLC agenda and sign in sheets, teacher conferences, improved in teacher quality	Teacher satisfaction and moral improvement	Accoccment Weekly walkthroughs & observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title 1- #1 Comprehensive Needs Asessme #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development,
Action Steps							
I) Provide effective feedback based on w	alkthroughs and observation	s to identify teachers' areas of n	eeds.				
() Use the weekly walk-throughs using Ins	structional Focus Walkthroug	h form					
Provide learning opportunities, ie pee	er observations to observed e	ffective strategies based on are	as of need.				
 Schedule time to meet with teachers fo 	ocusing on addressing no mo	e than 2 areas of need.					



Goal Area	#4: Increase Staff Quality, Ret	ention, & Recruitment					
Annual Goal 1:	By June 2024, 84% of all teac	hers will show growth in TTES	S Performance Evaluation Re	port by one level in the effecti	veness rubric rating.		
Dbjective 2:	100% of the staff will participat June 2024.	e in professional development l	based on data collected in the	evaluation systems to show grow	wth and to target research-based	l strategies for teachers to integ	rate in their classrooms by
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time and will identify areas of need by teacher	Principal, Assistant Principal, LIFE Coach	Instructional walkthroughs, TTESS observations, SGMs, Professional Learning Communities,	August 2023 - June 2024	Walkthrough data and schedule, CLC agenda and sign in sheets, teacher conferences, improved in teacher quality	increased quality insturctional time, implementation of best practices	walkthrough data reviews	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps							
Create campus walkthrough s							
Retrieve and analyze weekly w	walkthroughs to address teacher	s' areas of need					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Campus mentor/Instructional coach for teachers to the campus and new to grade level assignments to model lessons in the classroom.	Principal, Assistant Principal, CLL, Grade level chairs	Instructional walkthroughs, TTESS observations, SGMs, Professional Learning Communities,	August 2023 - June 2024	Staff integrates research- based strategies that was shared with them, improved in teacher quality	increase in scores, academic achievement and closing the gaps.	Scheduled coaching and modeled lessons.	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing
Action Steps							
Use walkthroughs and observ	vations evaluations to provide eff	ective coaching and professior	hal development for all teache	rs.			
Learning walks will be provid	ed learning opportunties, peer o	bservations to observe effective	e strategies based on the area				
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Weekly TCLCs that provide and model effective instructional strategies to use in the classroom	Principal, Assistant Principal, CLL, Grade level chairs	SGMs, Teacher Collaboration Learning Communities, TTESS Guidelines, SGMs guidebook,	August 2023 - June 2024	TCLC agendas, sign in sheets,	implementation of best practices in the classroom,	walkthrough data reviews	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers,
Action Steps							
	esources to improve student aca						
	nstructional strategies during T0	CLCs					
GLC will be available for peer	coaching and mentorships						

GLC will be available for peer coaching and mentorships

Goal Area	#4: Increase Staff	Quality, Retention, & Recruitment					
Annual Goal 1:			w growth in	TTESS Performance Evalu	ation Report by one level in t	he effectiveness	rubric ration
Objective 3:		s will use research-based strategies					rabite rading.
objevane v.						E	
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- v ide Component
Teachers will use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	 Increase in Student Achievement across all grade levels. Increase academic performance of all student groups in all BM and STAAR assessments. J15 	-Weekly Assessments -CBAI -BMI&II -STAAR -TELPAS	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly
Action Steps							
1)Heterogenous grouping that build	is trust and promot	es open communication					
2) Set the rules and assign a role to) each member of th	e group during collaborative group v	vork				
3) During CLC meetings, teacher w	ill plan and create co	ollaborative learning strategies to im	plement in the	ir classroom			
4)Set guidelines and expectations of	on classroom discu	issions, group work, and interactions	5.				
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus leadership team will promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselors CLL	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback	 Increase in Student Achievement across all grade levels. Increase academic performance of all student groups in all BM and STAAR assessments. 	-Weekly Assessments -CBAT -BMT&II -STAAR	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers.
Action Steps							
1) During CLC meetings teachers w	ill learn how to align	learning objectives to state standar	ds (TEKS)				
2) Campus based training on the in	plementation of int	eractive journals					
3) Provide training on communicat	ion to help teacher	deliver clear and effective feedback	to individual st	udents			
4) Teachers will implement higher le	evel questioning in a	all lessons across all subjects					
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
LIFE Coach / and Grade level chairs will provide professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Eorde Ferrier	August 2023 - June 2024	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback J esson Plans	 Increase in Student Achievement across all grade levels. Increase academic performance of all student groups in all BM and STAAR assessments. 	-Weekly Assessments -CBA1 -BM1&II -STAAR -STAAR -TELPAS	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highky Qualified Teachers, #4 High-Quality and Ongoing
Action Steps							
1) During CLC meetings teachers w	ill learn how to align	learning objectives to state standar	ds (TEKS)				
2) Campus based training on the im	plementation of int	teractive journals					
3) Provide training on communicat	ion to help teacher	deliver clear and effective feedback	to individual st	udents			
4) Teachers will implement higher le	evel questioning in a	all lessons across all subjects					
						-	



Goal Area	#4: Increase Staff Quality, F	Retention, & Recruitment					
Annual Goal 2:	By June 2024, Guerra Elem	entary will build capacity, pro	mote collabora	tion, inspire action, and develop leaders			
Objective 1:	100% of all teachers will be	given the opportunity to hav	e leadership opp	ortunities and be involved in campus de	cision making committee	s by June 2024.	
Strategy 1	Persons Reconcible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers act as stakeholders: They will be given the opportunity to have voice and autonomy in critical decision making meetings.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Staff meetings, TCLCs, Action Plans SBDM Committee,	August 2023 - June 2024	Staff meetings guided by teachers' interests and concerns, be involved when classroom resources are ordered	Addressed needs and concerns, teachers have the classroom resources needed	Staff meetings,	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highky Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
) Provide opportunity for comm	unication to address concer	ns and take next steps					
2) Accept ideas in regards to whic	ch classroom resources will	be faithfully implemented.					
Teachers are provided the opp	ortunity to challenge the sta	tus quo .					
 Teachers are provided the opp 	ortunity to take part in adapt	tive innovation by leading th	eir own ideas.				
Strategy 2	Persons Recooncible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers are encouraged and empowered : They are provided the opportunity to be grade level chairs & guide our TCLCs.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Grade level chair meetings, TCLCs	August 2023 - June 2024	TCLCs are guided by teachers to promote leadership roles	Higher teacher retention rate, Increase in teacher satisfaction and moral, Collaboration	Weekly TCLCs	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
I) LIFE Coach provides opportun	ites for teachers to lead wee	kly TCLCs with a focus on	the campus road	imap			
2) Grade level chairs will be given	the opportunity to share the	ir strategies and present the	m during staff m	eetings and TCLS.			
3) GL chairs are given the autono	my to lead their TCLC daily l	by following a CLC schedule	that permits the	m lesson planning time for all four disci	plines , progress monitorir	ng and data analysis.	
Strategy 3	Persons Recooncible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Give each teacher the opportunity to be primary representative of a club, progress monitoring team, committee, etc.	Principal, Assistant Principal, CLL Grade Level Chairs Teachers	Progress Monitoring Committees (all content), UIL Sponsors, Clubs sign up sheets	August 2023 - June 2024	Teachers are satisfied with the leadership roles presented,	Positive campus culture, leadership opportunities, highlights teacher's interests	Scheduled student events for clubs, progress monitoring	Title 1 - #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Acrion Steps							
1) Teachers decide/volunteer on I	the committee they would lik	e to participate (instead of I	eing assigned).				
2) Teachers are given the opport	unity to lead their clubs and o	organizations					
3) Teachers will be assigned to be	a part of a vertical alignme	nt team for Beading, Math	Science or Writin	ng, and lead that tearn through vertical a	lignment and progress mo	nitorina structures a	nd processes.





Goal Area	#4: Increase Staff Quality, I	Retention, & Recruitment											
Annual Goal 3:	By June 2024, 90% of the s	By June 2024, 30% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.											
Objective 1: Strategy 1 All teachers receive Contingent rewards and recognizitios to reward and celebrate indivual accomplishments	100% of all staff will be reco	gnized for their hard work a	ind dedication to	Guerra Elementary by June 2024.									
	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- ⊯ide Component						
	Principal, Assistant Principal, CLL, PR Representative, District Employees	Gift baskets, local stakeholders, Spirit of PSJA Awards, campus/district social media Amazon Campus vision and mission statement. Sprit of PSJA Themes School Social Media	August 2023 - June 2024	Recognitions on social media, highly effective teachers are recruited and retained	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Empolyee recognization during staff meetings	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers						
Action Steps													
1)Leadership team organize	s and keeps up with local an	d national staff/teacher ce	lebrations										
2)Leadership team frequent	ly promotes and celebrates	our staff and teachers on s	ocial media										
				they are highlighted in staff meetings ar									
Leadership team along with all staff promote a positive campus culture based on campus' vision	1 ' '	Gift baskets, local stakeholders, Spirit of PSJA Awards, campus/district social media Amazon Campus vision and mission statement. Sprit of PSJA Themes School Social Media	August 2023 - June 2024	All teachers and staff are recruited and retained at Guerra Elementary	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Staff collaboration, staff meetings, TCLCs	Title 1- #1 Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers						
Action Steps													
1)Create campus' vision and	mission statement and han	dbook											
2)Promote collaboration ac	ross the campus												
3)Provide support groups fo	s all assida lavrala												



Goal Area	#4: Increase Staff Quality, Retention, & Recruitment						
Annual Goal 3:	By June 2024, 90% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.						
Objective 1:	100% of the teachers will be provided a supportive and inclusive environment where educators can collaborate, learn, recharge, and grow together.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/	Title-I School- wide Component
Teachers will be provided a space to recharge during their busy days to target Good Health and Well-Being	Principal, Assistant Principal, CLL,	Donations of healthy treats, comfy seating and calming décor of all stakeholders	August 2023 - June 2024	Effective TCLCs, PD on team building, PD on importance of caring for personal needs,	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Staff collaboration, staff meetings, TCLCs	Title 1- #1Comprehensive Needs Asessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Leadership will provide a space with comfy seating, calming décor, and soothing music.							
2) Leadership will provide a meditation space for teachers							
3) Leadership will provide teacher fuel with ongoing treats.							