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MARCIA R. GARZA ELEMENTARY
PSJA ISD

MRG
MARCIA R. GARZA
ELEMENTARY

Board Approved:

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

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Vision

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

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative
instruction, outstanding facilities, technology, skills, and social-emotional
support while prioritizing health and safety
for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness,
biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences
and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

2024-2025 Strategic Planning Framework
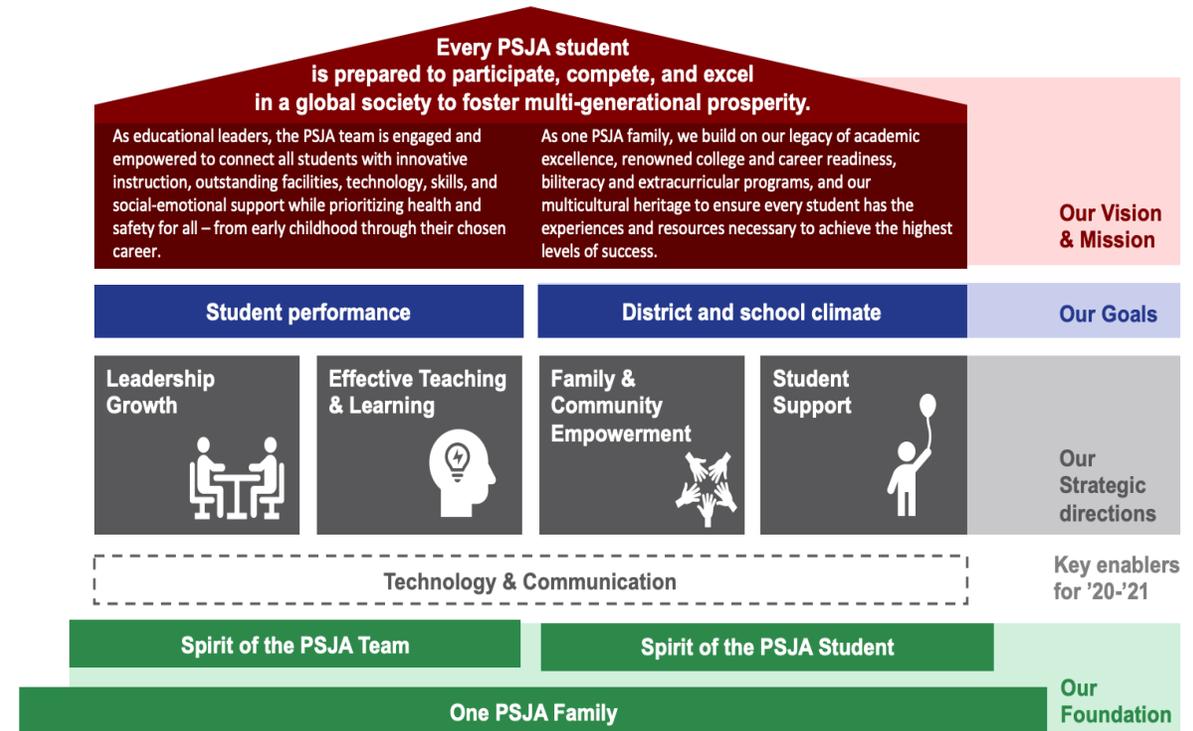
CAMPUS SITE-BASED DECISION COMMITTEE

PRINCIPAL: Marisa T. Santoy

ASST. PRINCIPAL: Alicia Flores

COUNSELOR: Erika Cantu
Audra Benavidez

TEACHERS: Adriana Cantu
Keylla Rodriguez
Rebecca Sepulveda
Minerva Nelly Treviño
Myra Castillo
Herlinda Garcia
Hector Garza
Dora Hinojosa
Joe Barrios
Lydia Buenrostro
Amy Benitez

SUPPORT STAFF: Mario Ramirez

PARENTS: Elizabeth Alvarez

COMMUNITY MEMBER: Reynaldo Solis

BUSINESS MEMBER: Reynaldo Solis
NON-TEACHING STAFF: Juan Barbosa

SPECIAL EDUCATION STAFF: Yvette Umaña

Mission: Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become cultural influential global citizens.   We will model and mold healthy mindsets, render real world learning experiences and grow great leaders. "Enter to Learn - Leave to Achieve"

Demographics Summary: The current enrollment of Marcia R. Garza Elementary as of October 2024 was 612 students. The student population at Garza Elementary consists of 100% Hispanic. Our students represent low socio-economic status of approximately 99% with 6.4% migrant students and a 17.7% of mobility. Approximately 9.6% of our student population receive special education services, while 10% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 4.1% of our student population. The bilingual population is approximately 56.9% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95%. Most of our students live in the South Alamo area.

Comprehensive Needs Assessment Summary: Marcia R. Garza Elementary received an overall grade of 78 out of 100 based on performance in three different areas, or domains.   In the Student Achievement domain, Marcia R. Garza earned a 70, which shows how much students know and can do at the end of the school year in the areas of Reading and Math. We had 69% of students in Approaches, 40% in Meets and 13% in Masters. The School Progress domain II Part A, Marcia R. Garza Elementary received a 71 on the Relative Performance which considers our demographics. Marcia Garza Elementary scored 79 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment: Teachers in collaboration discuss our current curriculum adopted by our district "My View" to include Dr. Diana Ramirez strategies to help guide instructional needs based on students' areas of concern.   Teachers break down and analyzing TEKS during CLC's and planning time to differentiate instruction to help target student growth. Teachers are participating in learning walks focused on research-based strategies (CIF, Reciprocal Reading, Gradual release, Fundamental Five, ELPS, DOK etc.) Accelerated Reader, Imagine Learning Math, !station Reading, Summit K12 TELPAS, Science have been incorporated into daily schedule to assist in areas of need. Progress Monitoring is intentionally monitored in the areas of reading, math, science and writing. Teachers have a rotating built in schedule to accommodate interventions/acceleration which specifically targets individual student needs. Aside from computer-based learning we also incorporate project-based learning using the Sustainability Developmental Goals while integrating the 21st century Interdisciplinary themes in our daily lessons. Campus, district and state assessment are used to drive our instructional focus to better equip our students to become college ready, college connected and college complete.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 10% in all subject areas and subgroups. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by !Ready Reading and IReady Math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide Project Based Annual SDG Fair and social emotional/Growth Mindset initiative. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Marcia R. Garza Elementary will continue to partner with community stakeholders to ensure student/campus success.

Roadmap to Success for Every Student:
Strategic Priorities for 2024-2025 and Beyond

Leadership Growth

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

Effective Teaching & Learning

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

Family & Community Empowerment

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Student Support

While academics are at the heart and soul of our district, the importance of a student's health, safety and well- being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Board of Education Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2025.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 35% by 2025.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 35% by 2025.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 35% by 2025.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 25t% by 2025.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2025.

Goal Progress Measure 2.1: Proficiency in grade 3 students on IReady Math Beginning of Year Assessment will increase from 7% to 16% by 2025.

Goal Progress Measure 2.2: Proficiency in grade 2 students on IReady Math Beginning of Year Assessment will increase from 33% to 42% by 2025.

Goal Progress Measure 2.3: Proficiency in grade 1 students on IReady Math Beginning of the Year Assessment will increase from 11% to 19% by 2025.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on IReady Math Beginning of the Year Assessment will increase from 1% to 10% by 2025.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.

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

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

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

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

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

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

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

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

Mission Statement

- *Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become cultural influential global citizens.*

- *Marcia R. Garza Elementary staff will*

  Model and mold healthy mindsets

  Render real world learning experiences

  Grow great leaders

"Enter to Learn...Leave to Achieve"

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY PERSONNEL

ADMINISTRATORS
Marisa T. Santoy, Principal
Alicia Flores, Asst. Principal
Erika Cantu, Counselor
Audra Benavidez, Counselor
Amy Benitez, Librarian
Lydia Buenrostro, CLL Coach

PRE-KINDER 3 TEACHERS
Dora Hinojosa
Noelia Serna

Pre-KINDER 4 TEACHERS
Adriana Cantu
Haydee Rosales
Aileen Trevino
Erika Ochoa

KINDER TEACHERS
Norma Zuniga
Keylla Rodriguez
San Juanita Sanchez
Graciela Morales

1st GRADE TEACHERS
Yadira Garza
Carmen Saenz
Marysol Garcia
Alejandra Cortez

2nd GRADE TEACHERS
Debora Moreno
Diana Serna
Sagrario Beatriz Meza
Rosanna Vega

3RD GRADE TEACHERS
Anabel Salinas
Mario Bravo
Minerva Nelly Trevino

4th GRADE TEACHERS
Lluvia Treviño
Myra Castillo
Mercedes Yanez
Perla De Leon
Carmen Saenz

5th GRADE TEACHERS
Herlinda Garcia
Evelyn Araiza
Cheyenne Solis
Javier Gallardo

SCIENCE LAB TEACHER
Erik Martinez

READING INTERVENTIONIST
Rene Marquez

PHYSICAL EDUCATION COACH
Hector Garza

PARA-PROFESSIONALS
Ramon Moreno Jr
Maria Palacios
Zabdy Gonzalez
Ashley Hernandez
Ofelia Alba
Yamilex Sifuentes
Kris Sanchez
Gabriela Buenrostro
Vanessa Rodriguez
Jose Casarez
Eron Ramos
Juan Barbosa
Vianey Salazar

SPECIAL EDUCATION TEACHER
Yvette Umana
Stephanie Abrego
Lisa Rodriguez

OFFICE PERSONNEL
Isabel Salinas, Secretary
Rebecca Gonzales, PEIMS Clerk
Yadira Alaniz, Clerk
, Parent Educator
Jennifer Cameron, Computer Lab Manager
Yamileth Garza, Nurse

CUSTODIANS
Mario Ramirez
Blanca Cortez
Erasmo Gomez
Jose Ramirez

CAFETERIA
Elizabeth Cortez, Manager
Maria Hernandez
Yolanda Cardenas
Elia Resendez

CROSS GUARDS
Martin Gow
Juan Lopez

Executive Officer
Dr. Susana Arredondo

SECURITY
Juan Montes

Data Resources

Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report

2. 2023-2024 TPRI / TEJAS Lee EOY Summary Reports

3. 2023-2024 Attendance

4. Discipline Referrals

5. PEIMS Demographics

6. Walk-through Data

7. TEEMS (T-TESS)

8. Parental Involvement Data

9. Teacher Evaluations

10. Professional Development Plan

11. Teacher Certifications

12. TELPAS Scores

13. Technology Inventories

14. Software Reports: Summit K12, AR, Footstep to Brilliance, Istation, Iready

15. PBMAS

Comprehensive Needs Assessment

Demographics

Emergent Bilingual Learners (EB):

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

Needs:

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

In Reading, the achievement gap for the Approaches Level EB (66%) and All students (72%)

- In Reading, the achievement gap for the Meets Level EB (43%) and All students (45%)

- In Reading, the achievement gap for the Masters Level for EB (15%) and All students (18%)

- In Mathematics, the achievement gap for the Meets Level EB (37%) and All students (42%)

- In Mathematics, the achievement gap for the Masters Level for EB (9%) and All students (10%)

- In Science, the achievement gap for the Approaches Level EB (43%) and All students (51%)

- In Science, the achievement gap for the Meets Level EB (13%) and All students (19%)

Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1 Student Achievement	**Academic Achievement**	• 4th Grade Reading Domain 1- 84 • 5th Grade Reading- Domain 1 – 70 • 4th Grade Math Domain 1- 70 • 5th Grade Math – Domain 1 – 84	• 3rd Grade Math – Domain 1 – 62 • 3rd Grade Reading- Domain 1-66 • 5th Grade Science Domain 1 – 53	Improve student learning out comes in • **3rd-5th Reading** • **5th Science** • **3rd Math** • **Special Ed**
	Technology	CIT Monthly trainings Implementation of technology in lesson Computer assisted instruction in computer labs and classroom setting.	• **Student typing skills** • **Integration into curriculum with rigor** • **Data Reports of software programs**	• **Integration into curriculum with rigor** • **Online Testing**
		Special Ed - Meets Math 2022 (24) 2023 (35)	Special Ed Reading – Meets 2022 (32) 2023(25)	Special Ed Reading – 2022 (32) 2023(25)
2 Closing the Gaps	**Student Targets**	Reading: Meets – 4 0 % Masters - 1 3 % Math: Meets - 42% Masters – 10% TELPAS: Goal 49% met with 70%	Science: Meets-18% Masters -6%	All students will receive additional support and intensive interventions in Science Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their grade level. Practice TELPAS sessions for students
	Academic Growth	Total with 1 point 159	Total points earned 176.25out of possible 278 points.	Teachers analyze data and identify student growth scores then create detailed lesson plans using the accelerated HB 1416

Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3 Improve Safety, Public Support, Culture and Climate	**Family and Community Involvement**	• Open House • Meet the Teacher Night • Evening Programs • Parent contact • Academic Night • Literacy Evening	• Increase attendance of Parent Orientation SSI • Partner with high school and middle Schools to engage students in the community • Parent Conferences • Planning Family Events • SEL Data	• Increase attendance of Parent Orientation SSI • SEL Data • Planning Family Events
	School Culture and Climate	• Training for faculty and staff on student sexual abuse and neglect, bullying and suicide.	• Improve the management, attendance education and care of children with needs	• Improve the management, attendance education and care of children with needs
	Attendance and Recruitment	• Customer Service • Increase of Enrollment	• Weekly trophy and small Incentive • 2023-24 – 95% Attendance	Increase attendance by 5% to reach goal of 98%
4 Increase Staff Quality, Recruitment, and Retention	**Early Literacy**	• Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom.	• Staff development and support for new teachers and 2nd year teachers • Align TTESS observation and walkthrough • Staff recognition	• Staff development and support for new teachers and 2nd year teachers
	Staff Quality, Recruitment, and Retention	• Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom.	• Staff development and support for new teachers and 2nd year teachers • Align TTESS observation and walkthrough • Staff recognition	• Staff development and support for new teachers and 2nd year teachers

Comprehensive Needs Assessment

Demographics   *

Economically Disadvantaged

Strengths:

On the STAAR exam by grade level:

- In 4th Grade Reading, increased from 77% to 83%.

- In 5th Grade Math, increased 72% to 84%.

- In TELPAS, met target for EL Proficiency on Domain III.

- Attendance

CAMPUS DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At-Risk
Number	**612**	309	303	60	346	1	0	39	609	25	589
Percent	100%	50.5%	49.5%	9.8%	56.5%	0.2%	0	6.4%	99.5%	4.1%	96%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	612	612	0	0	0	0
Percent	100	100	0	0	0	0

Total Enrollment : 612

Grade Levels: Pre-Kinder 3 – 5th Grade

Percent	Garza Elem.	PSJA ISD	STATEWIDE
Hispanic	100%	99.00%	51.34%
Economically Disadvantaged	99.5%	77.00%	60.26%
EB	56.9%	40.00%	17.04%

Student Achievement Summary 2024

STAAR Performance	Reading	Math	Science	Totals	Percentages
Number of Assessments	239	239	80	529	100%
Approaches Grade Level or Above	161	165	40	370	70%
Meets Grade Level or Above	101	96	13	214	40%
Master Grade Level	40	24	5	71	13%
Student Achievement Domain I STAAR Component Score (Total Percentage Points ÷ 3)					41= 70 Scale Score of C

MARCIA R. GARZA ELEMENTARY			
Component	Component Score	Weight	Total Points
Academic Achievement (Domain I)	70	30%	15
Growth Status	71	50%	18.8
English Language Proficiency	70	10%	10
Student Success Status	58.3	10%	10
		Closing the Gap Domain III Score	46= 75

Marcia R. Garza Elementary
STAAR Accountability A-F Rating:

Domains	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weighted Points
Student Achievement (Domain I)	70			
School Progress Part A (Domain II)	71			
School Progress Part B (Domain II)	79	79	79	
Closing the Gaps (Domain III)	75			
			Overall Score	78
			2024 Campus Overall Rating	**78=C**

Goals 2024-2025

Domain I			
STAAR Performance			
	Reading	Mathematics	Science
Approaches	78%	72%	67%
Meets	43%	47%	38%
Masters	16%	14%	16%
2025 Goals			
Approaches	90%	90%	80%
Meets	60%	60%	50%
Masters	30%	30%	30%

- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Achievement Gap
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement
Annual Goal 1:	All identified student groups in Domain I Reading STAAR Performance will increase 10% in all levels by June 2025.
Objective 1:	All identified student groups will increase 10% in all levels by end of June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Differentiation of Instruction	*Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Teachers & Staff *Reading Interventionist *District Reading Coach *Reading Strategist	*District Curriculum *!Ready Reading *Accelerated Reader *Estrellita *Summit K12 *SSRW *DRA *STAAR Release Assessments (BM I & II) Teacher Created Materials Leveled Readers, Story works, CIF Strategies, Nursery Rhymes, Fairy Tales, Novel Sets, Bilingual Dictionaries, Lake shore manipulatives, TEKSING Toward STAAR, Think Up , Forde Ferrier RTI *Voyager , SIOP	*August 2024 *September 2024 *October 2024 *November 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections *Student Growth Measures *TPRI/TEJAS LEE *Student Journey Progress Monitoring Books	*Increase of students to meets and mas *Increase academic performance of all student groups in all BM *STAAR tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS -CLI -TX KEA	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Unpack of TEKs Implementation of detailed lesson plan to show differentiated Instruction
2) Student groups' data will be disaggregated at campus levels to determine student progress and increase performance at all levels.
3) Use assessment data to drive intervention/acceleration plans and build intervention/acceleration time into the day at every level.
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Daily small group intervention and acceleration	*Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Teachers & Staff *Reading Interventionist *District Reading Coach *Reading Strategist	*District Curriculum *!Ready Reading *Accelerated Reader *Estrellitas *Summit K12 *SSRW *DRA *STAAR Release Assessments (BM I & II) SSRW, Mentoring Minds, Thinking Ups, Bill McDonald, Migrant Tutors, ELPS strategies, Voyager/Pasaporte Forde Ferrier, Kamico Writing Motivational Mentoring Minds, Reading , Writing, Brilliant Education, Iready	*August 2024 *October 2024 *November 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections TPRI/TEJAS LEE *Student Journey Books	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at all levels	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TX KEA -CLI	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Allocate resources (e.g., !Ready, Accelerated Reading/Star software, and my ON) to facilitate reading development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for program implementation
4.) Enrichment camps in summer 2024

24

Goal Area 1:	Student Achievement
Annual Goal 1:	All identified student groups in Domain I Math STAAR Performance will increase 10% in all levels by June 2025.
Objective 1:	All identified student groups will increase 10% in STAAR Math all levels by end of June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Differentiation of Instruction	*Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Teachers & Staff *Reading Interventionist *District Reading Coach *Reading Strategist	*District Curriculum *Sharon Wells *IReady Math *ST Math *STAAR Release Assessments (BM I & II) Teacher Created Materials Leveled Readers, Story works, CIF Strategies, Lake shore manipulatives, TEKSING Toward STAAR, Think Up , IXL , *Pearlized Math *Calendar Math *Flocabulary	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections *Student Growth Measures *TPRI/TEJAS LEE *Student Journey Progress Monitoring Books	*Increase of students to meets and masters' level *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR *Ali	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Unpack of TEKs Implementation of detailed lesson plan to show differentiated Instruction
2) Student groups data will be disaggregated at campus levels to determine student progress and increase performance at all levels
3) Use assessment data to drive intervention/acceleration plans and build intervention/acceleration time into the day at every level
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Daily small group intervention and acceleration	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Teachers & Staff *Instructional Coach *Collaborative Learning Leader *Reading Strategist	*District Curriculum *Sharon Wells *IReady Math *ST Math *STAAR Release Assessments (BM I & II) Teacher Created Materials Leveled Readers, Story works, CIF Strategies, Lake shore manipulatives, TEKSING Toward STAAR, Think Up , IXL , *Pearlized Math *Calendar Math *Flocabulary	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *CBAs *Benchmarks *STAAR/EOC	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Allocate resources to facilitate math development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for program implementation
4) AVID / Teacher tutors
5) Enrichment Camps in summer 2024

Goal Area 1:	Student Achievement
Annual Goal 1:	All identified student groups in Domain I Science STAAR Performance will increase 10% in all levels by June 2025.
Objective 1:	All identified student groups will increase 10% in all levels by end of June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Differentiation of Instruction	*Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Teachers & Staff *Reading Interventionist *District Reading Coach *Reading Strategist	*District Curriculum *Accelerated Reader *MY ON *Summit K12 *STAAR Release Assessments (BM I & II) Teacher Created Materials Leveled Readers, Story works, CIF Strategies, Bilingual Dictionaries, Lake shore manipulatives, TEKSING Toward STAAR, Think Up, Science thesaurus, Science Far, copiers(canon CG)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *Science Journal *Student Growth Setting Reflections *Student Growth Measures *Student Journey Progress Monitoring Books	*Increase of students to meets and masters' level *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS -CLI -TX KEA	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps	
1) Unpack of TEKs Implementation of detailed lesson plan to show differentiated Instruction	5) Vocabulary Parade
2) Student groups' data will be disaggregated at campus levels to determine student progress and increase performance at all levels	6) Campus Vocabulary Word Walls
3) Use assessment data to drive intervention plans and build intervention time into the day at every level	
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)	

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Daily small group intervention and acceleration	*Teachers *Collaborative Learning Leader (CLL) *Grade-level Chairs *Principal *Assistant Principal *Campus Leadership Team *Teachers & Staff *Instructional Coach *Collaborative Learning Leader *Reading Strategist	*District Curriculum *EduSmart *Accelerated Reader *MY ON *Summit K12 *DRA *STAAR Release Assessments (BM I & II) SSRW, Mentoring Minds, Thinking Ups, Bill McDonald, Migrant Tutors ELPS strategies, Science , Reading , Writing, Brilliant Education, Science thesaurus, Science Fair, SDG Fair, Iready, Voyager	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TX KEA -CLI	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Allocate resources (e.g., !Ready, Accelerated Reading/Star software, and IReady) to facilitate reading development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for program implementation
4) AVID/Teacher Tutor
5) Enrichment Camps in summer 2024

Goal Area 1:	Student Achievement
Annual Goal 1:	All identified student groups in Domain I STAAR Performance will increase 10% in all levels by June 2025.
Objective 2:	All identified student groups will participate in extra curricular activities to influence student achievement by the end of June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Student surveys and teacher collaboration will be used to gather data to influence extracurricular opportunities.	*Teachers *Staff *Students *Principal * Assistant Principal * UIL Coordinator *Collaborative Learning Leader *Reading Strategist	*Robotics Kits *Chess Boards *UIL *ETA Cuisenaire, calendar math, research based high interest reading (boy/girl)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	Committees (teacher led) UIL clubs Destination Imagination, Rising Stars, Chess teams, technology team, student council, choir, cheerleading, sports, bluebonnet reading club, Capstone projects, living historical museum, SDG Fair. -SDG goal 5 GENDER EQUALITY -Student Council leadership classes -Counselors Corner Etiquette classes	-UIL/Club competition registration -Library activity logs -Awards, recognitions, ceremonies -Virtual recognition -Virtual acknowledgments -Social Media acknowledgements	Program paRTIcipation UIL Events Tournaments Attendance logs Competition results	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Conduct student centered surveys to measure campus and community climate to offer high interest extracurricular activities.
2) Provide opportunities for teachers to collaborate and construct unique opportunities for students to participate in clubs and organizations.
3) Partnership with Alamo Middle School and PSJA Wolverines , band, cheerleaders, orchestra, dancers and other club sponsors.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All staff members will sponsor or coach extracurricular activities.	*Paraprofessionals *Teachers *Collaborative Learning Leader *Librarian *Counselor *Assistant Principal *Principal	UIL guidance material Robotic Kits Chess kits Art kits Guitars Professional Development Science Fair, SDG Fair Library books	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Club registration -Participation logs -Competitions -Enrollment -Explorers -SDG goal 5 GENDER EQUALITY -Student Council leadership classes -Counselors Corner Etiquette classes	Increased daily attendance Social Emotional well being Increase in student participation in extracurricular activities. Growth Mindset School Creed	Competitions B M, STAAR, TELPAS, CBA's, Progress Monitoring.	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Provide training for teachers to equip them with the necessary tools for their extracurricular activity.
2) Provide resources, such as application skills training for teachers.
3) District Wide Career Fair / Campus Career Fair/Campus Sustainability Fair
4) Assembly for Clubs

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY   2024-2025

Goal Area 1:	Student Achievement
Annual Goal 2:	All identified student groups in Domain II Part A Academic Growth will show an increase of at least 5% in the Final Domain II score by the end of June 2025.
Objective 1:	All identified student groups in Domain II Part A will be monitored to ensure a minimum of 10% growth by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers are meeting weekly (CLC's) on testing subjects to breakdown and analyze grade level TEKS to monitor the effectiveness of the curriculum, teaching and learning.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	District Curriculum, !Ready Reading, IReady Math, Read 180, STAAR Release Assessments (BM I & II), Criterion, NewsELA Pearson Dr. Diana Ramirez Strategies Common Instructional Framework Fundamental 5	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Cross Level Meeting (vertical alignment)	-Closing the achievement gap among Special Education students and the all-student group -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Provide training for teachers on differentiating instruction and data analysis.   3) Schedule time for small group instruction
2) Teachers will create growth data binders and use data to collaborate and implement differentiating instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for teachers and co-teachers assigned to tested areas to deliver instruction at the meets and masters levels.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -!Ready Reading -Study Sync -AR Renaissance -Criterion -STAAR Release Assessments (BM I & II) -DR Diana Ramirez Organizers -Thinking Maps -Pearson -Common Instructional Framework -Fundamental 5 -Bill McDonald	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Teacher survey results, program reports, End of Six Weeks Survey Results -Learning Walks -!Ready -IReady Math -DRA -TX KEA reports -CLI Reports -DMAC reports for data -Collaborative Learning Communities	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c ,c

Action Steps
1)Provide training for teachers on district curriculum, testing strategies and online platforms
2)Teacher will desegregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
3)Teachers will conduct learning walks to collaborate on best practices and implementation of differentiated instruction.
4)Provide specific instructional training for co-teachers to best serve students remotely or in class.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ensure the teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -IReady Reading -IReady Math -Write From The Beginning -Fundamental 5 -Thinking Maps -STAAR Release Assessments (BM I & II) -Austism Training -SpEd. Manipulatives (Lakeshore) -Dyslexia -Leveled Readers,	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects -Data Driven Instruction	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Goal Area 1:	Student Achievement
Annual Goal 2:	All identified student groups in Domain II Part A Academic Growth will show an increase of at least 10% in the Final Domain II score by the end of June 2025.
Objective 2:	All identified student group assessments and benchmarks data will be used to monitor student progress toward meeting growth by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will run assessment data for their students within 48 hours of the test administration.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum, !Ready Reading, --IReady Math, Read 180, STAAR -Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -My View -Fundamental 5 -CIF Strategies	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Language Acquisition Monitoring Application -CLI Reports -TX KEA Reports -Student Journey Books -Data Walls	-Closing the achievement gap among Special Education students and the all student group -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS/TPRI	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

Action Steps
1)Data will be monitored/analyzed to drive intervention and acceleration according to student needs.   4) DMAC Data PD
2) Data rooms will be available in data den for data analysis and monitoring student progress.
3) Professional Development training on data analysis will be provided to all teachers

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All subpopulation groups will be monitored to ensure they are on track to and show growth on the 2024-2025 STAAR.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal * Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -!Ready Reading -Study Sync -STAAR Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -My View -Fundamental 5 -CIF Strategies	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Teacher survey results, program reports, End of Six Weeks Survey Results District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -CLI Reports -TX KEA Reports	-Increase academic performance of Special Education on all BM, STAAR assessments -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS/TPRI -CLI -TX KEA	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

Action Steps
1)All teachers will follow the modification/accommodations for the special education students in their classrooms in order to differentiate instructional needs.
2) All teachers will follow the accommodations for all RTI/504 students in their classroom.
3) Provide teachers with Lead4ward/TEKS/DMAC training on subpopulation data analysis

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parent academic conferences and literacy night will be conducted following each district CBA or benchmark with parents of students in the identified subgroups to share interventions available.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -!Ready Reading -IReady Math -STAAR Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -My View Fundamental 5 CIF Strategies	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs -SGM's	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS/TPRI -CLI -TX KEA	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a, b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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Action Steps

Goal Area 1:	Student Achievement
Annual Goal 3:	All identified EL students will maintain or show growth in all TELPAS proficiency levels; listening, speaking, reading, and writing by the end of June 2025.
Objective 1:	All identified EL students will be monitored to ensure a minimum of 10% growth , as a campus, by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers are meeting weekly (CLC's) to collaborate on ideas and best practice for TELPAS proficiency levels in listening, speaking, reading, and writing.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum, !Ready Reading -IReady Math, Read 180, STAAR -Release Assessments (BM I & II), -Criterion, NewsELA -Dr. Diana Ramirez Strategies -Summit K12 -My View -Fundamental 5 -CIF Strategies *-Summit K12	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 -May2024 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -TTESS	-Closing the achievement gap among Special Education students and the all-student groups -Data driven instruction -Measure student growth	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Provide training in: ELPS, LSRW, SIOP, TELPAS specific strategies, and differentiating instruction and data analysis.
2) Teachers will create growth data binders and use data to collaborate and implement differentiating instruction to target TELPAS proficiencies.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers are integrating Common instruction Framework strategies, Sustainability Goals and Literacies in daily lessons.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -!Ready Reading -Study Sync --AR Renaissance -Criterion -STAAR Release Assessments (BM I & II) -Dr. Diana Ramirez Strategies -My View -Summit K12 -Fundamental 5 -CIF Strategies	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Teacher survey results, program reports, End of Six Weeks Survey Results -SDG fair -Presentation -Read in Peace -Show and Tell (21st century skills)	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c c

Action Steps
1)Provide training on Common Instructional Framework Strategies and protocols.
2)Teacher will receive an updated review on SDG's, TELPAS strategies, Fundamental Five, etc.
3)Teachers will participate in leadership walks in order to gather data and collaborate effectively.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Goal Area 1:	Student Achievement
Annual Goal 3:	All identified EB students will maintain or show growth in all TELPAS proficiency levels; listening, speaking, reading, and writing by the end of June 2025.
Objective 2:	All EB students will be monitored bi-weekly to ensure a 5% overall growth in TELPAS proficiency levels by June 2025

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers submit progress monitoring by proficiency level at the end of every 6 weeks.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-Summit K12 -Data binder -Growth charts -Problem of the day with review -ELPS strategies	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and all student groups	-Weekly Assessments -CBA I -BM I & II -TELPAS -STAAR -CLI -TXKEA -Summit K12	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Provide training for teachers on differentiated instruction using Depth of Knowledge and the different proficiency levels.
2) Teachers will create growth data binders and use data to collaborate and implement differentiating instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Serve the academic and social needs of our EL's through tutorials, counseling services, extracurricular, and school organizations, such as UIL, robotics, chess, etc.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -!Ready Reading -Study Sync -STAAR Release Assessments (BM I & II)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	Tutorial logs Counseling logs Participation rosters Enrichment Camp	-Narrowing the achievement gap.	-Weekly Assessments -CBA I -BM I & II -TELPAS -STAAR -CLI - TXKEA -Summit K12	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

1) Teachers will sponsor high interest clubs or UIL activities to target the Social emotional needs of EB's.
2)Teacher will analyze individual student data from current and previous administrations.

Goal Area 2: Closing the Achievement Gap

Goal Area 2:	Closing The Gap
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored bi-weekly to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress weekly and drive interventions	-*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -IReady -SummitK12 -AR -Growth data binders -Progress Monitoring forms. -STAAR Release Assessments (BM I & II) -Voyager -Leveled Readers	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Individual Student Growth Plans -Student Journey Books /Parent Contact Logs	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -!Ready reports -IReady Math reports. -DRA -CLI -TX KEA	1. Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention/acceleration plans and build intervention/acceleration time into the day at every level
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (differentiated Instruction) (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for teachers and co-teachers on research based best practices on Differentiated Instruction to increase differentiated instruction support.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-PD provided by: Campus Leadership Team -Teachers -Directors -in house personnel -District Coordinators -District Strategist -Curriculum Writers	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-TAPR Report -Domain III Data Report -Item Analysis Report -Performance Level Descriptors -Curriculum Documents -Teacher Lessons and lesson plans -Virtual reflections through Google Classroom, -Class dojo, and virtual platforms. -Individual Student Growth Plans	Student Progress Profiles, DMAC Reports, Campus Data Reports, [CPRs] Campus Performance Review Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR Increase in student progress made	-Formative assessments -CBAs -Benchmarks -STAAR -TELPAS -CLI -Texas KEA	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Provide training for teachers on district curriculum, testing strategies and online platforms
2)Best practices reviewed during weekly CLC's as well as CIF strategies with virtual online assistance and trainings.
3)Leadership team will present best practices to grade levels during CLC's

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Emergent Bilingual students will be monitored to demonstrate academic progress in reading., math& science	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -STAAR Release Assessments (BM I & II) Suummit K 12 Iready SAAVAS	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects -Data driven instruction -Measure student growth	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Analyze walkthrough observations to provide feedback to teachers for targeted instructional needs.

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Goal Area 2:	Closing The Gap
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.
Objective 2:	All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2024-2025 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Prioritize high quality professional development directly tied to data analysis and identified student needs	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	District Curriculum, !Ready Reading, IReady Math, STAAR Release Assessments (BM I & II), Criterion, Study Sync, NewsELA Scholastic Storyworks SAVVAS Supplemental Aides	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Individual Student Growth Plans	-Closing the achievement gap among English Learners and all student groups	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c c

Action Steps
1) ELPS training will be provided for all members to serve the needs of our EB students
2) Inclusion, supplemental aids, modified instructions, and RTI training will be provided for all staff member to meet the needs of students served in special education.
3) Provide Lead4ward training for all teachers on Data Analysis/Differentiated Instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor campus implementation of accommodations, co teaching, inclusion support and interventions to accelerate progress.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, Sp Ed, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principal and Assist. Principal	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Curriculum -!Ready Reading -Study Sync -Voyager -Forde Ferrer RTI -Fluency Progress Monitoring -STAAR Release Assessments (BM I & II) -Individual Student Growth Plans	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -CLI -TX KEA -Fluency Checks	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1 Serve the academic and social needs of subgroups through tutorials, counseling, extra-curricular and school organizations such as UIL Robotics, CHESS, Student Council, Technology club, Choir, Book Clubs, drama, environmental clubs
2)Provide Dyslexia services to students identified with dyslexia characteristics by 504 committee
3)Using data room, teachers will monitor assessment results and lead data analysis discussions and plan appropriate targeted instructional interventions.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Action Steps
1)
2)

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Goal Area 2:	Closing The Gap
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2025.
Objective 3:	Special Education students and Emergent Bilingual students in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development and training opportunities for teachers and support staff in researched based Reading and Mathematics strategies targeted for Special pops.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *special education teacher *Highly qualified district personnel.	District Curriculum, !Ready Reading, IReady Math STAAR Release Assessments (BM I & II), Student Artifacts Lexia Supplemental Aides	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application Sign In sheets CLC agendas	-Closing the achievement gap among Special Education students and All student groups	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1.) Utilize district professional development platform Infobase to provide quality training.

2.) Allocate PD time slots for teachers to meet and discuss findings of professional development trainings.

3.) Cross grade level collaboration and alignment of instruction and sharing of best practices.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Provide professional development for delivery of instruction to target reading at the meets and master's level.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -STAAR Release Assessments (BM I & II) Clever (IReady)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Teacher survey results, program reports, -End of Six Weeks Survey Results -Summit K12	-Increase academic performance of Special Education on all BM, -STAAR, CLI,, TX KEA -CBA's -Weekly assessments -6 weeks exams -Progress monitoring.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Provide training for teachers on district curriculum, online platforms, and supplemental support aides.

2)Teacher will disaggregate test questions to further deepen the tested concepts and their understanding.

3)Conduct surveys to all staff to provide high interest, high need professional development opportunities of preference.

4)Provide specific instructional training for co-teachers to best serve special education students in class.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ensure the teacher of record is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Resource Teacher *Special Education Teacher	-District Curriculum -!Ready Reading -IReady Math -STAAR Release Assessments (BM I & II)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -CLI -TX KEA	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Collaborate with all teachers and coteachers of the special education students to discuss effective teaching strategies and align support structures and research-based practices that are proven to work for the student.

2)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.

3)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.

Goal Area 2:	Closing The Gap
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2025

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -Success Maker -AR Renaissance -Read 180 -STAAR Release Assessments (BM I & II)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application -Individual Student Growth Plans	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR/EOC tested subjects - An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3)Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, Collaborative Learning Leader (CLL) room) to monitor and have students set and monitor their own academic goals.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -Success Maker --AR Renaissance -Iready! -STAAR Release Assessments (BM I & II) -SummitK12	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Individual Student Growth Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Students assist in placing their 2023 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.   (5) Student will monitor progress in their Journey PM Journals

2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or areas of need.

3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth

4) Students assist in placing their 2023 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year with short term and long-term goals.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -Success Maker --AR Renaissance -Iready! -STAAR Release Assessments (BM I & II) -Copier Paper	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Individual Student Growth Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.

2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2023 STAAR performance.

3) Communicate student growth with parents after each Benchmark and acknowledge on social media accounts during virtual learning, and student assemblies when back at campus.

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Goal Area 2:	Closing The Gap
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	Instructional Coaches Language and Math Specialists *Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	DMAC Program !Ready Reading IReady Math Benchmarks Unique Benchmarks IEP Goal Progress	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	.Comprehensive Needs Assessment- a,b,c, 2.Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs and Funds Funds- a,b,c

Action Steps
1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.
2)Provide specialized materials and supplies as per students' IEP.
3)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Special education personnel will support the academic needs of students with disabilities.	Instructional Coach/Collaborative Learning Leader (CLL) Language and Math Specialists *Teachers *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Special Education Instructional Staff *Counselor *504/RTI Committee *LPAC Committee	Special education data management system Eschool Plus/COGNOS DMAC	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	Campus Administrator Walk-throughs Special education classroom visits Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	-Weekly Assessments -CBAs -BMs -STAAR/EOC -TELPAS -CLI -TXKEA -Campus monthly assessments	.Comprehensive Needs Assessment- a,b,c, 2.Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs and Funds Funds- a,b,c

ion Steps
1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.
2)Provide consultation to campus staff and parents to ensure student needs are met.
3)Provide specialized materials and supplies as per students' IEP.
4)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	*Instructional Coach/Collaborative Learning Leader (CLL) *Teachers *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Special Education Instructional Staff *Counselor *504/RTI Committee *LPAC Committee	-District Curriculum -!Ready Reading -IReady Math --AR Renaissance -Read 180 -STAAR Release Assessments (BM I & II)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TXKEA -Campus Progress Monitoring -Fluency Checks	1.Comprehensive Needs Assessment- a,b,c, 2.Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c -10. Coordination and integration of Federal, State, and Local Services, Programs and Funds Funds- a,b,c

Action Steps
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day at every level (4) Monitor the usage of Supplemental Aides

Goal Area 2:	Closing The Gap
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.
Objective 3:	All Emergent Bilingual Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of EB student's academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -Think Up -Summit K12 -Clever -Accelerated Reader -STAAR Release Assessments (BM I & II) -Student Artifacts -Estrellita -SSRW	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Sign in Sheets -CLC Agendas	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EB groups to address specific academic needs based on growth performance
2)EB student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive EB students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.
4) Campus Administration will use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback
5) Teachers collaborate during CLC's by analyzing student artifacts to determine instructional level of support. Administrations/Collaborative Learning Leader (CLL) will identify and work with teachers to provide additional coaching and instructional strategy support
6)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EB student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide specialized professional development that addresses the EBPS (English Language Proficiency Standards) for Reading and Mathematics.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -!Ready Reading -IReady Math -Think Up -Summit K12 -Clever -Accelerated Reader -STAAR Release Assessments (BM I & II) -Estrellita -SSRW	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-CLC meetings -District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA -Fluency Checks	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching
2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs
3) Provide professional development on differentiated instruction to assist EB student groups in meeting academic progress, focusing on increasing engagement through activities that scaffold content.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Differentiate instruction for English Learners based on their individual academic needs.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Paraprofessionals	-District Curriculum -IReady Reading -IReady Math -Think Up -Summit K12 -Clever -Accelerated Reader -STAAR Release Assessments (BM I & II) -Word Walls	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA -Fluency Checks	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for EB students.

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Goal Area 2:	Closing The Gap
Annual Goal 3:	Emergent Bilingual learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2025.
Objective 1:	By June 2025, staff servicing English Learners will be proficient in all dual language support systems.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development training will target researched based instructional strategies and practices for the dual language model .	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-English Language Proficiency Standards -District Curriculum -Linguistic Instructional Alignment Guide -Region One -Footsteps to Brilliance -Summit K12 -LPAC -Grading Policy	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Sign in Sheets -Agendas -PowerPoint Presentations -Lesson plans -Language Objectives (posted -Word walls -Dual Language based curriculum -Walk-throughs	-Student achievement gains -Closing achievement gaps -increase in the percent of progress on Composite in TELPAS	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS Biliteracy checks -CLI -TX KEA -TPRI/Tejas Lee	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Specialized personnel will offer multiple trainings throughout the school year.
2)Specialized personnel will ensure that the ELPS are integrated across
3)Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct parent training/meetings on dual language program model	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-Elementary DL model Grading Policy -TEA Website	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Sign in sheets -Agendas -PowerPoint presentations -Progress Monitoring Reports -Walk-through feedback Dual Language Based District Curriculum	-student achievement gains -Closing achievement gains -Increase in the percent of progress on Composite in TELPAS	-BOY -Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA -Student Growth Measures	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.
2)Specialized personnel will coach staff members on instructional learning strategies on the implementation of the ELPS.
3)Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Goal Area 2:	Closing The Gap
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2025.
Objective 2:	By June 2025, staff servicing English Learners will be proficient in all dual language support systems.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-English Language Proficiency Standards -District Curriculum -Linguistic Instructional Alignment Guide -	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Sign in Sheets Agendas PowerPoint Presentations Lesson plans Language Objectives (posted Word walls	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Specialized personnel will offer multiple trainings throughout the school year.
2)Specialized personnel will ensure that the ELPS are integrated across
3)Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-CLC meetings -Think UP -Accelerated Reader program -Leveled Readers -District Curriculum -!Ready Reading -IReady Math -STAAR Release Assessments (BM I & II)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -CLI -TX KEA	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.
2)Specialized personnel will coach staff members on instructional learning strategies on the implementation of the ELPS.
3)Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development on how to strategically analyze TELPAS data for student progress on composite level of TELPAS	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-ELPS, PLDS, District Curriculum -Composite Rating Template -TELPAS Educator Guide -Emergent Bilingual Strategic Plan -Emergent Bilingual Accommodation Checklist -Data Reports -Listening & Speaking Practice Sets -TELPAS Tutorials -Summit K 12 -Individualized student TELPAS Plan	Fall 2024	-Emergent Bilingual Accommodation Checklist -Agendas, Sign in sheets -Language Objective board posted and aligned -Walk through feedback -Lesson Plans	-Closing achievement gap among student groups -Increase linguistic performance of Beg/Int Students -Increase in student progress by domain -Increase the percent of progress on Composite in TELPAS	-TELPAS Benchmark -TELPS Assessment -Student Activities	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Provide training on TELPAS with teachers to analyze data and determine which domains to focus on for composite level of progression.2
2) TELPAS CTC and teachers will develop individualized TELPAS plans and conduct student patent informational meeting on TELPAS scores/plans

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Goal Area 2:	Closing The Gap
Annual Goal 3:	Emergent Bilingual will advance by at least one level on the TELPAS composite ratings from June 2023 to June 2025.
Objective 3:	By June 2025,second language acquisition support will be embedded in the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embedded TELPAS writing practice across all content areas	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-English Language Proficiency Standards -District Curriculum -Linguistic Instructional Alignment Guide -TELPAS types of Writing -TELPAS Educator Guide -PLDS -Summit K12 -ELPS	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Writing Samples -TELPAS Writing Prompts -Agendas -Sign In Sheets -PowerPoint Presentations -TELPAS Action Plan -TELPAS Instructional Calendar	-Closing the achievement gap among student groups -Increase in the percent of Progress on TELPAS Composite -Level progression in Writing Domain	--TELPAS Writing Collection	--Effectiv4e & Timely – Assistance to students experiencing difficulty a,b,c -Integration of Fed., State, & Local Services, Programs and Funds a,b,c,

Action Steps
1)Train teachers on TELPAS writing "Types" and embedded TELPAS prompt across all curriculum for students to practice.
2)Train teachers on embedded writing prompts in the curriculum to explain the process of collections and feedback to students.
3)Monitor an support teachers to ensure that writing practice is implemented in all content areas.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening & Speaking	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Reading Coach *Reading Interventionist	--English Language Proficiency Standards -District Curriculum -Linguistic Instructional Alignment Guide -TELPAS types of Writing -TELPAS Educator Guide -PLDS -Summit K12 -ELPS -Speaking Scoring guides -L & S Practice sets	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-TELPAS benchmark -TELPAS Software Quizzes -TELPAS Assessments	--Effectiv4e & Timely – Assistance to students experiencing difficulty a,b,c -Integration of Fed., State, & Local Services, Programs and Funds a,b,c,

Action Steps
1)Meet with TELPAS CTCs/LPAC Administrator to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmarks.
2)Schedule Emergent Bilinguals to Practice for TELPAS Listening, Speaking, and Reading using TELPAS software Program and practice sets [provided by TEA
3)Administer the TELPAS Reading Benchmark as scheduled I the TELPAS calendar

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embedded ELPS across all curriculums.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-ELPS, PLDS, District Curriculum -Composite Rating Template -TELPAS Educator Guide -Emergent Bilingual Strategic Plan -Emergent Bilingual Accommodation Checklist -Data Reports -Listening & Speaking Practice Sets -TELPAS Tutorials -Summit K 12 -Individualized student TELPAS Plan	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-ELPS embedded in the curriculum -ELPS included in Lesson Plans -Language Objective posted and aligned to content objective.	-Closing achievement gap among student groups -Increase linguistic performance of Beg/Int Students -Increase in student progress by domain -Increase the percent of progress on Composite in TELPAS	-TELPAS Benchmark -TELPS Assessment -Student Activities -Walkthroughs	---Effectiv4e & Timely – Assistance to students experiencing difficulty a,b,c -Integration of Fed., State, & Local Services, Programs and Funds a,b,c,

Action Steps
1) Provide training on TELPAS with teachers to analyze data and determine which domains to focus on for composite level of progression.2
2) TELPAS CTC and teachers will develop individualized TELPAS plans and conduct student patent informational meeting on TELPAS scores/plans

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

Goal Area 2:	Closing The Gap
Annual Goal 3:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.
Objective 2:	By June 2025, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS writing practice into Reading/ELAR designated times, daily.	*Teachers *CLL *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	-English Language Proficiency Standards -Write from the Beginning -Think Up -Summit K12 -Footsteps to Brilliance	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Growth Charts -short term goals -long term goals	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify groups to address specific academic needs based on growth performance

2) EL student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3) Use assessment data to drive EB students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EB student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening, Speaking and Writing.	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team	-District Curriculum -IReady Reading -IReady Math -Think Up -Tutoring sessions -STAAR Release Assessments (BM I & II) Voyager Summit K 12 Light Speed Iready Screen Beam	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Readers Theatre -Sustainability Fair -Show and Tell -AR Renaissance -Historical Living Museum -IReady	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS -Growth Charts -short term goals -long term goals	-1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty- a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Review and analyze with students one question daily

2) Review academic vocabulary, sentence starters and conversation stems daily

3) Integrate Common Instructional Framework strategies and Protocols into daily lessons.

4) Incorporate 21st century learning/Sustainability Goals into daily lessons

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1	By June 2025, the campus culture and climate will increase 10% on teachers and staff perception of staff-student relationships.
Objective 1:	By June 2025, student social and emotional learning knowledge and skills will increase by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	*Region One Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys *SEL courses *Uniform Voucher Title I Part C *Bully Safety PD	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys *Social media weekly challenges	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase attendance of special populations (EBs, migrants, SPED, 504) *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	2) Reform Strategies a,b,c, 6) Strategies to Increase Parental Involvement a,b,c,d, 8) Teacher Decision Making Regarding Assessments a,b,c, 10), Coordination and Integration of Federal, State, and a,b,c,

Action Steps
1) Implement Pre-K through 5 comprehensive counseling and guidance curriculum during counseling class
2) Encourage Migrant Students Attendance through uniform migrant vouchers
3) Implement weekly kindness challenge
4) Integrate growth mindset lessons into daily curriculum

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback *Clubs *UIL *DI	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	2) Reform Strategies a,b,c, 6) Strategies to Increase Parental Involvement a,b,c,d, 8) Teacher Decision Making Regarding Assessments a,b,c, 10), Coordination and Integration of Federal, State, and a,b,c,

Action Steps
1) Implement and address skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2) Promote the five competencies in extracurricular activities such as art, physical education (sports), cheerleading, football, UIL academic events, Enrichment Camps, etc.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed the sustainability goals and literacies into daily lesson and activities	*Teachers *Collaborative Learning Leader (CLL) *Grade level Chairs *Principal *Assistant Principal *Campus Leadership Team *Counselor *Librarian	Sustainability goals Research based best practices Clubs UIL DI Bus Safety Student PD Bullying Student PD	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Attendance rosters by club/UIL activity *Student feedback *Parent surveys *STAAR data *BM data *CLI data *TX KEA data	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener *district surveys *"counselor's corner" *SEL check ins	2) Reform Strategies a,b,c, 6) Strategies to Increase Parental Involvement a,b,c,d, 8) Teacher Decision Making Regarding Assessments a,b,c, 10), Coordination and Integration of Federal, State, and a,b,c,

Action Steps
1) Have students research and make connection to sustainability goal story and/or passage
2) Have annual Sustainability Fair

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Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1	By June 2025, the district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.
Objective 2:	By June 2025, 100% of teachers and staff will attend Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	*Teachers *Teacher assistants *Counselor *Principal *Counselors	*Power point Presentations *Infobase training platform *Timelines *Campus PD *Counselors Corner *Tools and resources to monitor effectiveness *School Shooting Safety PD *CPR Training *Other Safety Health Trainings	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports *Google document surveys *Panorama SEL	*Increase in student participation and performance * Improvement in attendance and extracurricular activities.	*survey results. *google forms *student reflection *Counselors journal	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c , #10

Action Steps
1.) Utilize the "Counselor Corner" support and lessons/workshops for teachers and staff which provide social emotional learning topics
2.) Train teachers and staff on the counseling and guidance lessons and resources
3.) Provide access to lesson plans, book studies, and resources for social emotional learning.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers and counselor will implement and integrate social emotional learning activities with their students	*Teachers *Teacher assistants *Counselor *Principal *Counselors	*Lessons on SEL interventions *Counselors Corner *Curriculum timeline *Tools and resources to monitor its effectiveness *Panorama *DI *UIL *School/Clubs *Bus Safety	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Walk Through feedback and documentation *Completed Teacher Surveys *Completed student surveys *Lesson Plans *virtual morning announcements with kindness challenges	*Increase in student participation and performance * Improvement in attendance and extracurricular activities.	*survey results. *google forms *student reflection *Counselors journal *Panorama data	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms
2) Use restorative practices and de-escalation techniques

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	By June 2025, the students' perception for their physical and psychological school safety will improve 5%.
Objective 1:	By June 2025, 100% of Marcia R. Garza personnel will be trained on the implementation of safety and violence prevention protocols that will increase school safety.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for all Marcia R. Garza campus staff, security officer, and support personnel on safety procedures to increase school safety	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits *Infobase *Nurse *student cumulative folders *counselors' corner *CPR Training *Stop the Bleed Trainings *School Safety	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Emergency Response team training documentation *Infobase trainings *RTI data	*Campus Emergency Response team response time decrease in practice drills *No active threat situations *Improved security/safety audit *RTI data	*BOY, MOY, and EOY security/safety audits *fire drills *Counselor's Corner *Emergency response team trainings *RTI data	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Train on lockdown procedures and active threat situations
2) Conduct daily security/safety audits at all campuses
3) Professional development and trainings on safety procedures, mental wellness, and school procedures.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train all Marcia R. Garza staff members on the social, psychological and physical well-being measurement systems and resources. (SEL trainings, Infobase, virtual teachers' lounge, resources for social emotional wellness)	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training materials *Power Point Presentation *Safe2Speak Up App *Student Surveys *Infobase *security cameras *virtual SEL library *Counselors Corner *Restorative trainings *CPR *Health Safety Trainings	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *Emergency Response team training documentation *Infobase trainings *RTI data	*Decrease in behavior and attendance concerns *Students' perception of school safety has improved *student surveys *Staff surveys *Parent surveys *RTI data	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports *counselor's report *SEL documentation. *google questionnaire *RTI data	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices.
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	By June 2025, the students' perception for their physical and psychological school safety will improve by 5%.
Objective 2:	By June 2025, 100% of Marcia R. Garza will implement safety and prevention protocols that will increase school safety.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus personnel, , security guard, and support staff on safety procedures to increase school safety and community relationships.	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training equipment *Virtual training sessions *Power Point Presentation *Security cameras *Security/Safety audits *PSJA ISD Police *School Shooting Safety PD *Health Safety Training	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024*January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Agendas *Sign-in sheets *Security/Safety audit reports *School drills documentation *social media ✓ Facebook ✓ Twitter ✓ Instagram ✓ Flipgrid ✓ Google classroom ✓ Class dojo	*No active threat situations *Improved security/safety audits *Growth Mindset material	*BOY, MOY, and EOY security/safety audits *Growth Mindset reflections *Kindness challenges (virtually displayed on social media)	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Train on lockdown procedures and active threat situations
2) Conduct daily security/safety audits at all campuses

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development courses for all Marcia R. Garza Elementary staff on social media platform safety and proper cyber etiquette to prevent misconduct and disruption as well as increase a sense of belonging and social wellness.	*Emergency response team *Nurse *Security Guard *Teachers *Assistant Principal *Principal *Counselor *District Police *Local Police *Community members	*Training materials *Power Point Presentation *Safe2Speak Up App *Student Surveys *UIL *DI *School Clubs *Health Trainings	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data *RTI data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved *RTI data	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports *RTI data *Counselors data/reports	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Train on de-escalation of disruptions, enforce restorative practices and growth mindset.
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3	By June 2025, the students' and teacher's perception for their physical and psychological school safety will improve by 10%.
Objective 1:	By June 2025, 80% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host campus information and training sessions on a variation of topics using flexible scheduling, different days and times as well as social media platforms.	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*Research Based Best Practices *Parent and Community meetings *Parent Educator *Texas Education Agency Material *Reading Material and Technology Programs *Infobase *Growth Mindset book study *School Messenger *Team Chats *Literacy Nights	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Meeting invitations *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *Attendance Reports *PAC invitations	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Implement Marcia R. Garza virtual and face to face Family Learning Academies on a bi-weekly basis
2) Provide parent training sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)
3) Schedule literacy and entrepreneurship sessions to support families

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide parental Learning sessions and tutorials geared to high interest topics and high need distance learning platforms.	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*Social Media *Weekly Calendar (kindness challenges) *monthly campus calendar with upcoming events *Parent Surveys *Parent Questions on Chat and *One on One Meetings *Growth Mindset *Book Study *District cross campus leadership walks	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Sign-in Sheets *Invitations *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's courses *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Conduct weekly meetings with Marcia R. Garza Elementary staff on ways to engage more parents to information and training sessions
2) Utilize tools such as school messenger and social media outlets to promote parent participation and information.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Action Steps

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3	By June 2025, the students and teachers' perception for their physical and psychological school safety will improve by 10%
Objective 2:	By June 2025, 90% of our parents will have access to resources through our community partners.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host a variety of campus sessions and courses which include community partners and volunteer instructors .	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*District Registration Page *Literacy Center Calendars *Campus monthly calendar *weekly tech. Session calendar *Community Pamphlets and Brochures *SDG Fair *School Shooting Safety *Veteran's Day	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College *PSJA Grant (teacher grants) *PSJA Scholarship Foundation	*Accountability Reports provided by Collaborative Partners *Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments- a,b,c 9. Effective & Timely - Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Partner with feeder campuses to unite efforts and involve families of the community.
2)Promote community partnerships such as ARISE, Head start campus visits, PSJA Grants, PSJA Scholarship foundation, PSJA ISD webpage, social media access, and local businesses (HEB, Stars, Tower Burger, etc)
3)Invite community members to assist with SDG Fair and other campus events .

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Meet with community partners periodically to address goals and expectations of parental involvement and partnerships.	*Parental Educators *Community Engagement Recruiters *District Staff *Teachers *Assistant Principal *Principal *Counselor	*District Registration Page *Literacy Center Calendars *Campus monthly calendar *weekly tech. Session calendar *Community Pamphlets and Brochures	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	*Meeting Notes *Local library virtual visit *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects) *parent al involvement and participation counts.	*Increase participation in community service projects *Assessment Results *Participation *Performance *google forms *Panorama survey *family feedback *SDG fair *Community Fall Festival *	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Analyze parent input, student surveys, teacher feedback, to target high need programs, address goals and expectations as needed.
2) Create community service projects based on parent needs/feedback/surveys.
3) Meet with feeder campuses to align school events to promote community engagement.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	By June 2025, 80% of Marcia R. Garza Elementary teachers and will be "Highly Effective".
Objective 1:	Use walk-through data to monitor and support teacher effectiveness

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and review data from Instructional Focus Walk-Throughs and the impact on highly effective instructional delivery.	*District Staff *Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	*TXCEE data *DMAC data *walk through feedback *Teacher learning walks. *Leadership Walks *TTESS Guide -IReady	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects -Extended Conference Plan	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS -SEL feedback -Counselors Corner feedback -Mindful check ins -!Readys -IReady Math	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Service es, Programs, and Funds a,b,c

Action Steps
1) Track and record current walk-through form information from district personnel/programmers.
2) Compile data from walk throughs and previous year TTESS teacher evaluation.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct 10 walk throughs and follow up feedback sessions to focus on GROW and GLOW data.	*District Staff *Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	*Instructional Focus Walk-Throughs *TTESS Evaluation tool *TXCEE data *DMAC data *walk through feedback *Teacher led learning walks.	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	-Development of revised Instructional Walk-through focus tool -walk through form for virtual/distance learning -Collect and review data. -Teacher reflection form	-Student engagement. -Closing the achievement gap. -Student centered classrooms. -Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	1) Comprehensive Needs Assessment- a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Service es, Programs, and Funds a,b,c

Action Steps
1) Provide feedback from administration team, and Collaborative Learning Leader (CLL) to chart progress.
2) Revise/Update Walk-Through Form

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	By June 2025, 80% of Marcia R. Garza Elementary teachers and will be "Highly Effective".
Objective 2:	Campus Leadership team will review and reflect minutes, agendas, and feedback from vertical alignment meetings.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Grade Level Chairs will provide bi-weekly feedback throughs a newly designed vertical alignment instrument.	*Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Instructional walk-through focus tool -Minutes form -feedback form -Agendas -Common planning time (vertical alignment discussions)	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	1) Comprehensive Needs Assessment-a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Services, Programs, and Funds a,b,c

Action Steps
1) Create vertical alignment meeting schedule.
2) Create feedback form for alignment concerns.
3) Create a form for GLC's to document minutes and feedback information from their grade level and others.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will be provided with weekly instructional feedback by campus administrators, Collaborative Learning Leader (CLL), campus leadership team.	-Principal -Asst. Principal -Collaborative Learning Leader (CLL) -Grade Level Chairs (GLC)	Instructional walk-through focus tool	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	CLC agendas Admin/teacher conferences Feedback form from GLC's Minutes Agendas Virtual recordings of meetings	Professional growth and high-quality teaching	Weekly walk-through data	1) Comprehensive Needs Assessment-a,b,c, 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9.Effective & Timely -Assistance to students experiencing difficulty-a,b,c -10. Coordination and integration od Federal, State, and Local Services, Programs, and Funds a,b,c

Action Steps
) Schedule time to meet with teachers addressing no more than 2 areas of need.
2) Provide learning opportunities, ie… peer observations to observed effective strategies based on areas of need.
3) Discuss minutes, feedback forms, and alignment findings.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

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Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	By June 2025, 80% of Marcia R. Garza Elementary teachers and will be "Highly Effective".
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	*Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Marcia R. Garza elementary leadership team will review walk-through data and identify areas of need.
2) Assigned mentors will assist and monitor new teacher effectiveness in teaching and classroom management.
3) Monitor and revise steps of action to provide highly effective feedback for all teachers.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will identify areas of need by teacher	*Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	1 .Comprehensive Needs Assessment a.b.c 2. Reform Strategies- a,b,c 8. Teacher Decision Making Regarding Assessments-a,b,c 9. Effective & Timely -Assistance to students experiencing difficulty-a,b,c 10 Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.
2) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need.
3) Monitor and follow up with next steps

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

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Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Marcia R. Garza Elementary Leadership team will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 1:	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for all Marcia R. Garza Elementary teachers based on their professional development goals.	*Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Funding, professional development needs data, professional development trainers -Infobase -Collaborative Learning Leader (CLL) trainings -district PD opportunities	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SGM's, TTESS	1. Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c,

Action Steps
1) Collect evidence of teacher PD needs.
2) Review academic reports for district and campus needs
3) Plan, schedule and hold trainings that are specific to the teachers' interest and need.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for all Marcia R. Garza Elementary teacher evaluators based on professional development goals.	*Teachers *Assistant Principal *Principal *Collaborative Learning Leader (CLL) *New Teacher Institute *Region One Training *Mentors *Campus Leadership Team *Grade Level Chairs *CLF's (Campus Learning Facilitators previously Collaborative Learning Facilitators)	Funding, professional development needs data, professional development trainers, calibration trainings opportunities -Infobase -Collaborative Learning Leader (CLL) trainings -district PD opportunities	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Data showing increase alignment between teacher evaluation and student performance	TTESS evaluation data, student performance data	1.Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c,

Action Steps
1) Schedule quarterly meetings for teacher evaluation Calibrations
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) One on one review by campus teacher evaluations and compare to student performance.

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	Marcia R. Garza Elementary Leadership team will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 2:	Support the professional growth of Marcia R. Garza Elementary campus leaders by monitoring, evaluating, and providing feedback using TTESS evaluation system twice per year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All Marcia R. Garza Elementary campus administrators and Instructional coaches will use a high-quality evaluation system (TTESS) to increase staff quality,	Executive Officers, Campus principal, assistant principal, Collaborative Learning Leader (CLL), CLF's (Campus Leadership Facilitators, previously Collaborative Learning Facilitators) and Grade level chair	TTESS Evaluation tool Funding, professional development needs data, professional development trainers -Infobase -Collaborative Learning Leader (CLL) trainings -district PD opportunities	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	TTESS evaluations, ERO Numbers and evaluations Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	TTESS Evaluations	1.Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c, Cal

Action Steps
1) Professional development for teachers and campus leadership as is provided at the beginning of the school year and continue as needed.
2)Identify areas of need and provide professional development specific to the needs of the teacher.

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Continue providing annual TTESS calibration certification training	–TxCEE, HR Dept. and Executive Officers Executive Officers, Campus principal, assistant principal, Collaborative Learning Leader (CLL), CLF's (Campus Leadership Facilitators, previously Collaborative Learning Facilitators) and Grade level chair	TTESS Evaluation tool Funding, professional development needs data, professional development trainers -Infobase -Collaborative Learning Leader (CLL) trainings -district PD opportunities	*August 2024 *September 2024 *October 2024 *November 2024 *December 2024 *January 2025 *February 2025 *March 2025 *April 2025 *May 2025 *June 2025	TTESS evaluations, ERO Numbers and evaluations Sign-in sheets Coaching logs and schedules	Continue providing annual TTESS calibration certification training	–TxCEE, HR Dept., campus administration, and Executive Officers	1.Comprehensive Needs Assessment a,b,c, 3. Instruction by Highly qualified Teachers a,b,c, 4. High Quality and Ongoing Professional Development a,b,c, 5. Strategies to Attract High Qualified Teachers a,b,c,

Action Steps
1)Create opportunities for collaborative instructional review, i.e. Instructional Rounds, learning walks, cross district learning walks, Collaboration between campuses within the district.
2)Monitor and evaluate data gather during instructional rounds.
3) Provide support and feedback on areas of need.

10 Components of a Title I, Part A Schoolwide Program

1. Comprehensive Needs Assessment
a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
c. Best practice: Involve total school staff in identifying campus needs

2. Reform strategies
a. Required: Review program documentation to ensure that all instructional programs/ instructional strategies are supported by scientifically-based research
b. Best practice: Identify how each activity strengthens the core academic program
c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

3. Instruction by Highly Qualified Teachers
a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. High-Quality and Ongoing Professional Development
a. Required: Select professional development to meet the needs of all Principal, teachers, paraprofessionals, parents, and others as appropriate
b. Best practice: Utilize book study groups, professional learning
communities, and online training to meet the needs and schedules of teachers
c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5. Strategies to Attract Highly Qualified Teachers
a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require "effective teachers," and teachers must be state certified
c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

10 Components of a Title I, Part A Schoolwide Program

6. Strategies to Increase Parental Involvement
a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
b. Required: Include parents in developing the parental involvement policy and school-parent compact
c. Required: Help parents understand the state's academic content and achievement standards
d. Best practice: Provide a family literacy program

7. Transition (IN 2016-2017 THIS APPLIES TO TRANSITION FROM PRESCHOOL ONLY. UNDER ESSA BEGINNING 2017-2018, IT ALSO APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)
a. Required: Provide transition assistance for students coming from preschool
b. Best practice: Arrange for kindergarten and preschool teachers to visit each other's classrooms
c. Best practice: Coordinate planning and professional development activities of preschool and kindergarten teachers to align the curricula and goals
d. Best practice: Arrange guided site visits to high school for middle school students

8. Teacher Decision-Making Regarding Assessments
a. Required: Include teachers in the decisions and planning regarding use of assessments
b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

9. Effective and Timely Assistance to Students Experiencing Difficulty
a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
b. Best practice: Provide individualized and small group learning sessions
c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds
a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP

PHARR-SAN JUAN-ALAMO ISD

2023 – 2024
PD/Testing Calendar

AUGUST 2023

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
Campus - Based Professional Development 21	District - Based Professional Development 22	Campus - Based Professional Development 23	Campus - Based Professional Development 24	WORKDAY 25
1st 6 wks begins { 28	29	BOY Tests for Kinder-5th Mathematics 30	31	

SEPTEMBER 2023

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	Pearlized K/1 Group 1 **5**	Pearlized K/1 Group 2 Pearlized K/1 Group 3 **6**	Pearlized K/1 Group 4 **7**	8
LPAC window September 11 – 15 **11**	**Summit K-12 Pre-Test 2-Week Window September 11 – 21** **BOY TPRI/Tejas LEE Window September 11 – 15 (Grades 1-3)** **12**	**13**	**14**	15
18	**BOY TX-KEA Window September 18 – 22 (Kindergarten)** **19**	**20**	**21**	22
Pearlized K/1 Group 1 Pearlized K/1 Group 2 **25**	Pearlized K/1 Group 3 **26**	**27**	SW 2nd A/3rd A **28**	29

OCTOBER 2023

Monday	Tuesday	Wednesday	Thursday	Friday
Pearlized K/1 Group 4 2	SW 2nd B/3rd B 3	SW 4th A/5th A 4	SW 4th B/5th B 5	1st 6 wks ends } 6
{ 2nd 6 wks begins 9	10	CBA #1 Window October 9-13 11	12	13
Staff Development Day 16	17	18	19	20
23	24	25	26	27
Summit K-12 30	Pearlized K/1 Group 1 Pearlized K/1 Group 2 Interim Test 2-Week Window October 30 – November 10 31			

NOVEMBER 2023

Monday	Tuesday	Wednesday	Thursday	Friday
		Pearlized K/1 Group 3 1	SW 2nd A/3rd A 2	3
Pearlized K/1 Group 4 6	SW 2nd B/3rd B 7	SW 4th A/5th A 8	SW 4th B/5th B 9	2nd 6 wks begins } 10
{ 3rd 6 wks begins 13	14	15	16	17
HOLIDAY 20	HOLIDAY 21	HOLIDAY 22	HOLIDAY 23	HOLIDAY 24
27	28	29	30	

DECEMBER 2023

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	Pearlized K/1 Group 1 5	Pearlized K/1 Group 2 6	7	8
11	Pearlized K/1 Group 3 12	Pearlized K/1 Group 4 13	14	15
18	19	20	21	3rd 6 wks ends } 22
HOLIDAY 25	HOLIDAY 26	HOLIDAY 27	HOLIDAY 28	HOLIDAY 29

BM #1 Window December 4 -8

JANUARY 2024

Monday	Tuesday	Wednesday	Thursday	Friday
HOLIDAY 1	**HOLIDAY** 2	**HOLIDAY**	**HOLIDAY**	**HOLIDAY**
Campus -Based Professional Development – see detailed PD calendar 8	4th 6 wks begins **MOY IReady Math Testing Window Jan 9-Jan 31** 9	**Summit K-12 Summative Test** 10	**2-Week Window January 9 – 19** 11	12
LPAC window January 15 – 19 15	16	17	18	19
MOY TPRI/Tejas LEE & TX-KEA Window January 22 – 26 (Grades 1-3 & Kinder) 22	23	24	25	26
29	30	Pearlized K/1 Group 1 31		

FEBRUARY 2024

Monday	Tuesday	Wednesday	Thursday	Friday
<mark>TELPAS & TELPAS ALT Assessment Window February 19 - March 29</mark> <mark>(K-12)</mark>			Pearlized K/1 Group 2 **1**	**2**
5	**6**	SW 2nd A/3rd A **7**	SW 2nd B/3rd B **8**	**9**
Non-School Day **12**	**13**	SW 4th A/5th A **14**	SW 4th B/5th B **15**	Pearlized K/1 Group 3 **16**
Pearlized K/1 Group 4 **19**	**20** <mark>BM #2 Window February 19 - 23</mark>	**21**	**22**	4th 6 wks ends } **23**
{ 5th 6 wks begins { **26**	**27**	**28**	**29**	

MARCH 2024

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
HOLIDAY 11	HOLIDAY 12	HOLIDAY 13	HOLIDAY 14	HOLIDAY 15
18	19	20	21	22
SW 2nd A/3rd A 25	SW 2nd B/3rd B 26	SW 4th A/5th A 27	SW 4th B/5th B 28	**No School** 29

APRIL 2024

Monday	Tuesday	Wednesday	Thursday	Friday
Pearlized K/1 Group 1 1	Pearlized K/1 Group 2 2	. 3	 4	 5
   8	Pearlized K/1 Group 3 **STAAR** Grades 3-5 Reading Window Opens 9	Pearlized K/1 Group 4 10	 11	 12
EOY IReady Math Testing Window **Apr 15-May 17** 15	**STAAR** Grades 5 Science Window Opens 16	 17	 18	5th 6 wks ends } 19
6th 6 wks begins { 22	**STAAR** Grades 3-5 Mathematics Window Opens 23	 24	 25	 26
   29	 30			

MAY 2024

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
LPAC window May 6 – 10	7	End of Year Assessments K-2nd Math, K-4th Science, 2nd Reading (May 6 - 17) 6 · 7 · 8 · 9 · 10		
13	14	EOY TPRI/Tejas LEE & TX-KEA Window May 6 – 10 (Grades 1-2 & Kinder) May 6 – 17 (3rd Grade) 15 · 16 · 17		
20	21	22	23	24
HOLIDAY 27	28	29	30	31

June 2025

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	6th 6 wks ends } 7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28