



Pharr-San Juan-Alamo Independent School District

2024-2025 Campus Improvement Plan
Henry Ford Elementary School



TABLE OF CONTENTS

ADMINISTRATION	3
2024-2025 School Board of Education	3
Superintendent's Cabinet	3
Senior Staff	3
P.SJ.A I.S.D. Vision	5
P.SJ.A I.S.D. Mission	5
2020-2021 Strategic Planning Framework	5
RoadmAsst. Principals to Success for Every Student: Strategic Priorities for 2024-2025 and Beyond	6
Board of Education Goals	6
Executive Summary	9
CIP Part 1: Background, Data Analysis, and Needs Assessment	10
Mission Statement	10
School-Based Decision-Making Committee	10
Needs Assessment, Data Analysis & Determination Of Problems and Root Causes	12
DemogrAsst. Principalshics	12
Attendance	12
Discipline/Bullying Prevention	12
Student Academic Achievement Summary	13
School Process & Programs	14
CIP Part 2: Goals, Objectives, Strategies and Action Plans - <i>Planning, Implementing and Monitoring</i>	16
Goal 1	17
Annual Goal 1 - Measurable Objective 1	17
Annual Goal 1 - Measurable Objective 2	19
Annual Goal 2 - Measurable Objective 1	21
Annual Goal 2 - Measurable Objective 2	23
Annual Goal 3 - Measurable Objective 1	25
Annual Goal 3 - Measurable Objective 2	27
Goal 2	29
Annual Goal 1 - Measurable Objective 1	29
Annual Goal 1 - Measurable Objective 2	31
Annual Goal 2 - Measurable Objective 1	33
Annual Goal 2 - Measurable Objective 2	34
Annual Goal 3 - Measurable Objective 1	36
Annual Goal 3 - Measurable Objective 2	38

Goal 3	40
Annual Goal 1 - Measurable Objective 1	40
Professional Development Plan	42
CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR	44
Asst. Principalspendix	44

ADMINISTRATION

2024-2025 School Board of Education

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P.SJ.A I.S.D. Vision

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

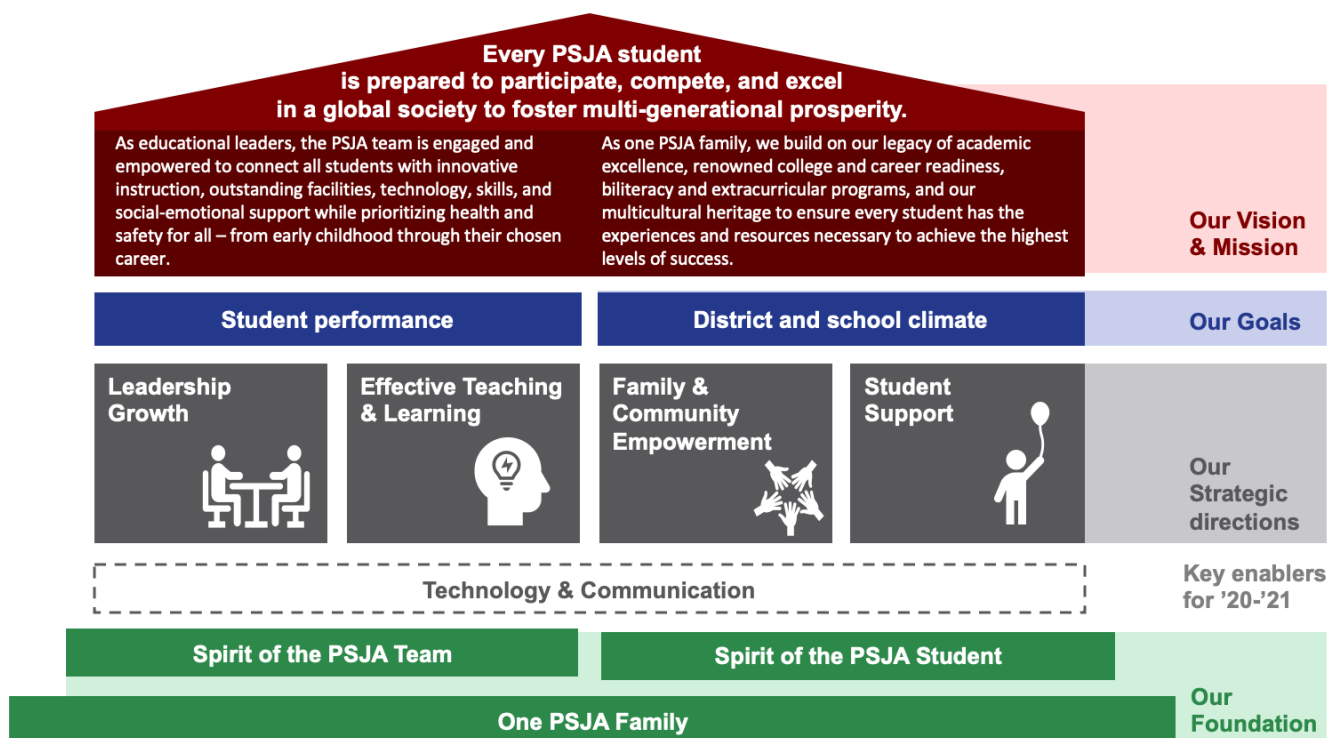
P.SJ.A I.S.D. Mission

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

2020-2021 Strategic Planning Framework



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 an 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 (pending new goals for 2024-2025)

Goal 1

The percentage of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 1.1: The percent of grade 3 students on IStation Reading BOY will increase from 39% to 47% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students on IStation Reading BOY will increase from 44% to 51% by 2024.

Goal Progress Measure 1.3: The percentage of grade 1 students on IStation Reading BOY will increase from 28% to 35% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students on IStation Reading BOY will increase from 32% to 39% by 2024.

Goal 2

The percentage of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

Goal 3

The percentage 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 2024.

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 2024.

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 2024.

Goal Progress Measure 3.3: The percentage of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

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 2024.

Goal 4

The percentage of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percentage of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percentage 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 2024.

Goal Progress Measure 4.3: The percentage of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

Executive Summary

School Name: Henry Ford Elementary School

Principal: Jessica Villanueva

School Profile: The current enrollment of Ford Elementary as of September 2024 is approximately 674 students. The student population at Ford Elementary consists of 99.35% Hispanic and 0.49% White. Our socio-economic demographic is approximately 96.95%, 0.49% migrant students, and a negligible percentage of mobility. Approximately 11.69% of our student population receives special education services. Five percent of our student population participate in the gifted and talented program and 40.42% of students participate in the dual language program where students' primary home language is Spanish.

Comprehensive Needs Assessment Summary: Henry Ford Elementary received an overall grade of 78 out of 100 based on performance in three different domains. In Domain I, Student Achievement, Ford earned a 71, which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth Ford scored a 72, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students was a 79. Ford scored a 76 in Closing the Gaps, the domain which shows how well different student groups within a school are performing. In the Spring 2020, COVID-19 made a dramatic impact at Ford Elementary and has affected our students by creating a learning gap. Although this learning gap was evident in Domain I with a score of a 71 for Student Achievement, we were able to demonstrate Academic Growth in Domain II Part B with a score of 79.

Curriculum/Instruction and Assessment: Teachers utilize district-developed curriculum reading strategies for language arts instruction that help students critically analyze a text and focus on significant details to develop a deep understanding of the text's form and meaning. Footsteps to Brilliance is implemented in grades PreK-1st for oral language development of emergent bilingual students. Frogstreet is used in PreK3 and PreK4 to help establish a strong foundation aligned with state guidelines. Guided Reading utilizing Sing, Spell, Read, and Write and Estrellitas is implemented throughout our PreK-2nd grade students. Teachers utilize Eureka Math, along with district created curriculum to enhance mathematics instruction across all grade levels. This campus initiative not only provides students with the skills to read difficult texts independently, but it also helps build our EB's language proficiency. All teachers incorporate the instructional strategies known as Common Instructional Framework that engage all students in learning and require them to take an active role in their education. Valid and reliable data are used to measure the mastery and academic growth of our students. Teachers then create targeted strategic plans for students to promote successful learning. The vision for our Henry Ford Elementary campus is to provide all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation, and critical thinking.

Summary of Measurable Objectives: 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 5% in all subject areas and subgroups. Increase the academic achievement of all students in all subgroups by 5%. Close the achievement gap of 5% between the economically disadvantaged, special education and EB populations. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2024-2025 school year. Implementation of Tier I classroom interventions will be addressed in all areas with special focus on curriculum needs. We will continue to offer after-school tutorials, Saturday Academies, and small-group interventions. Our Ford Elementary campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high engagement and rigorous instruction for all students. The majority of our teachers are bilingual certified or in process of obtaining their certification during the 2024-2025 school year. We highly encourage our teachers to become GT-certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels and needs of students in the classroom. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment

from administrators, teachers, parents, students, and the community will be an integral part in attaining our school mission.

CIP Part 1: Background, Data Analysis and Needs Assessment

Mission Statement

Henry Ford Elementary School is committed to nurturing the **experience of learning** by focusing on the intellectual, social, emotional, and physical growth of every student. We strive to create a safe and inclusive learning environment where curiosity is celebrated, creativity is encouraged, and a lifelong love of global learning is instilled. Our dedicated educators, in partnership with parents and the community, work collaboratively to empower students with the knowledge, skills, and character they need to become responsible, compassionate, and engaged worldly citizens. Together, we inspire a future generation to reach their full potential and make a positive impact on their environment, their community, and the world.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Jessica Villanueva	Principal
Administrator	Gracie Montelongo	Assistant Principal
Teacher	Dalinda Fuentes	Pre-Kindergarten
Teacher	Hilda Hinojosa	Kindergarten
Teacher	Esperanza Quezada	1st grade
Teacher	Josefa Martinez	2nd grade
Teacher	Maryann Garza	3rd grade
Teacher	Margarita Garza	4th grade
Teacher	Heriberto Ramos	5th grade
Teacher	Karla Ochoa	Reading Coach
Non-Classroom Professional	Denise Espino	Counselor
Non-Classroom Professional	New counselor	Counselor
Non-Classroom Professional	Lorena De Los Santos	CLL
Paraprofessional	Carolyn Flores	Support Staff
Community/ Business Representative	Mario Rodriguez	Community/ Business Member

Parent	Eva Munoz	Parent Volunteer
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Needs Assessment, Data Analysis & Determination Of Problems and Root Causes

Demographics

Total Population: 679

- Ethnicity
 - African American 0.2%
 - Hispanic 99.4%
 - White 0.5%
- Economically Disadvantaged 96.6%
- Section 504 Students 1.9%
- At-Risk 81.3%
- Special Education 11.7%
- Dyslexia .8%
- Emergent Bilingual 40.3%
- Gifted & Talented Education 2.6%

Attendance

The attendance rate for Henry Ford Elementary for the 2023-2024 school year was 91%. We will continue to provide incentives for students every 6 weeks. Additionally, we will continue to reach out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals.

Discipline/Bullying Prevention

At Ford Elementary, we currently use Project R.E.S.S.P.E.C.T. as our School Wide Social Skills Training. Staff teach and model the social skills using a school-wide schedule. The Social Skills include topics such as Apologizing, Communicating Criticism Respectfully, Communicating Anger, and Disagreeing Appropriately. These social skills are used during daily interactions amongst students and staff at Ford Elementary. This Positive Behavior Intervention System has been instrumental in creating a positive school culture and climate.

As part of our focus on Social Emotional Learning, the counselors SEL sessions are embedded into our elective schedule so that no one goes without. During this time, counselors engage students utilizing the Social Emotional Lessons from the Elementary Guidance Curriculum. The lessons address the 5 CASEL (Collaborative Academic and Social Emotional Learning) competencies which include: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. These lessons assist in building positive relationships amongst students and staff.

As part of our continued efforts to emphasize social emotional learning, Ford Elementary has established a Growth Mindset Team composed of Support Staff. The team includes Physical Education Coaches, the Music Teacher, and School Counselor who deliver guidance lessons. Mindfulness lessons taught during electives are aimed at helping students cope positively with feelings of stress and anxiety. Additional skills also addressed are respect, empathy, responsible decision making, interpersonal skills, and communication skills. This is geared towards decreasing bullying and discipline.

To support the whole child, parents and their school support system receive training sessions throughout the school year. These parent and teacher sessions are provided by the school counselor and include topics such as Bullying and

Helping Children Build Positive Relationships. Through these trainings, all stakeholders involved are given the tools to support a positive learning environment with decreased incidences of bullying and discipline.

Student Academic Achievement Summary

2023 Accountability Rating: C Overall Scaled score of 78

TEA Status: Met Standard

Participation Rate: 100%

Domain I - Student Achievement - Scaled score 71

Domain II, Part A - Academic Growth - Scaled score 72

Domain II, Part B - Relative Performance - Scaled score 79

Domain III - Closing the Gaps - Scaled score 76

Our Overall 2023 STAAR test results are shown below:

2023 STAAR ALL STUDENTS	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	65%	33%	14%
3RD GRADE MATH	64%	40%	12%
4TH GRADE READING	71%	48%	17%
4TH GRADE MATH	67%	45%	19%
5TH GRADE READING	75%	48%	24%
5TH GRADE MATH	80%	45%	13%
5TH GRADE SCIENCE	64%	29%	14%
3RD-5TH GRADE READING TOTAL	66%	39%	18%
3RD-5TH GRADE MATH TOTAL	63%	34%	15%

Student Academic Achievement Strengths

After analyzing and comparing our data from the previous years, we found the following strengths:

- **Grade 3 Reading** had an **increase** from 2022 to 2023 in Approaches (61% to 65%) and at Meets (31% to 33%).
- **Grade 3 Mathematics** had an **increase** from 2022 to 2023 in Approaches (62% to 64%) and at Meets (36% to 40%).
- **Grade 4 Reading** had an **increase** from 2022 to 2023 in Approaches (54% to 71%), at Meets (41% to 48%), and

at Masters (14% to 17%).

- **Grade 5 Reading** had an **increase** from 2022 to 2023 at Masters (21% to 24%).
- **Grade 5 Mathematics** had an **increase** from 2022 to 2023 in Approaches (62% to 80%), at Meets (31% to 45%), and at Masters (11% to 13%).
- **Grade 5 Science** had an **increase** from 2022 to 2023 in Approaches (55% to 64%), at Meets (25% to 29%), and at Masters (8% to 14%).

School Process & Programs

Schoolwide Program Plan

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

The six steps include:

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:

1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. Afford teachers the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to the new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

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

Procedures include:

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

5: Recruitment of highly qualified educators

Henry Ford Elementary follows district procedures for recruiting and attracting effective, state certified teachers.

Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.

Henry Ford Elementary understands the authenticity of parental involvement; therefore, parental engagement is a key factor to student success.

- The Parent Educator leads a campus parent advisory team.
- Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.

Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team oversees assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Henry Ford Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborate with campus staff to provide parent orientation, campus tour, Meet-the-Teacher Night, pre-registration sessions with the counselor, etc.

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

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

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

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

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

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

CIP Part 2: Goals, Objectives, Strategies and Action Plans - Planning, Implementing and Monitoring

Goal 1

Annual Goal 1 - Measurable Objective 1

Goal Area 1:	Student Achievement						
Annual Goal 1:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.						
Measurable Objective 1:	By June 2025, student achievement in STAAR Reading in grades 3-5 will increase by 5%.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL	Principal, Asst. Principals, CLL,	August 2024 - May 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Allocate Resources such as Forde-Ferrier, Istation, Accelerated Reader/Star Software, Storyworks, etc. to facilitate reading development.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading to students in need through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum (Forde-Ferrier, TCM, Storyworks, Newsela, Epic!, Makenvia)	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs Program usage reports	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS Program Assessments	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							
Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided	Principal, Assistant Principals, Classroom	STAAR Resources Other supplemental	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual

in Reading to students in need through pullouts by Reading Coach	Teachers Reading Coach	resources not part of district curriculum (Forde-Ferrier, TCM, Storyworks, Newsela, Epic!, Makenvia)					Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Annual Goal 1 - Measurable Objective 2

Goal Area 1:	Student Achievement						
Annual Goal 1:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.						
Measurable Objective 2:	The percentage of students performing at Masters Grade Level or above on STAAR Reading 3-5 will increase by 5% by June 2025.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, ASST. PRINCIPALS CLL, Counselor	August 2024 - May 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading to students targeted to reach the Masters Level through tutoring and Accelerated Instruction by their	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

respective teachers.							
Action Steps							
Identify students in need of instruction to reach Masters Level in Reading.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Annual Goal 2 - Measurable Objective 1

Goal Area 1:	Student Achievement						
Annual Goal 2:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.						
Measurable Objective 1:	By June 2025, student achievement in STAAR Math in grades 3-5 will increase by 5%.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals, CLL, Counselor	August 2024 - May 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR,	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math to facilitate math development (ST Math, Prodigy).							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Math to students in need through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Math.							
Create a tutoring schedule.							

Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							
Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Math to students in need through pullouts by a certified tutor	Principal, Assistant Principals, Classroom Teachers Tutor	STAAR Resources Other supplemental resources not part of district curriculum	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Math.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Annual Goal 2 - Measurable Objective 2

Goal Area 1:	Student Achievement						
Annual Goal 2:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.						
Measurable Objective 2:	The percentage of students performing at Masters Grade Level or above on STAAR Math 3-5 will increase by 5% by June 2025.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals CLL, Counselor	August 2024 - May 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

on of the Math curriculum through teamed-up walkthroughs							
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Math to students targeted to reach	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

the Masters Level through tutoring and Accelerated Instruction by their respective teachers.							
Action Steps							
Identify students in need of small group instruction in Math.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Annual Goal 3 - Measurable Objective 1

Goal Area 1:	Student Achievement						
Annual Goal 3:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.						
Measurable Objective 1:	By June 2025, student achievement in STAAR Science in grade 5 will increase by 5%.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Science curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals, CLL, Counselor	August 2024 - May 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Science and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Allocate Resources such as Summit K-12 to facilitate science development.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Science to students in need through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Science.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS in need of growth as per data

Annual Goal 3 - Measurable Objective 2

Goal Area 1:	Student Achievement						
Annual Goal 3:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.						
Measurable Objective 2:	The percentage of students performing at Masters Grade Level or above on STAAR Science 3-5 will increase by 5% by June 2025.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Science curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals, CLL, Counselor	August 2024 - May 2025	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/	Resources	Timeline	Evidence of Implementati	Evidence of Impact	Formative/ Summative	Title-I School-wide

	Title			on		Assessment	Component
Collect and assess data to monitor weekly student progress in Science and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Science to students targeted to reach the Masters Level through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Science.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							

Prescriptive targeting of TEKS in need of growth as per data

Goal 2

Annual Goal 1 - Measurable Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	By June 2025, all student groups will improve in the Academic Achievement component.						
Measurable Objective 1:	By June 2025, all student groups will meet 100% of the performance targets in the Academic Achievement component.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for all student groups and drive interventions	Principal, Asst. Principals, CLL, Teachers Bilingual Teachers Special Ed Teachers	Principal, Asst. Principals, CLL, Teachers Bilingual Teachers Special Ed Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Achievement (Meets level and above).							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, Forde-Ferrier, etc. to facilitate reading development for student groups.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide	Principal,	Imagine	August	Lesson Plans	Weekly Tests,	CBAs,	Title I, II, III,

technological resources to facilitate reading and Math development and differentiating student learning.	Asst. Principals, CLL, Teachers Bilingual Teachers Special Ed Teachers	Math Istation Reading Accelerated Reader/Star Summit K12 Other STAAR Resources	2024 - May 2025	Walkthroughs Usage Reports	BMI & BM2, STAAR Test	Benchmark Tests, STAAR, TELPAS	IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptops, interactive boards, etc.) to teachers and students.							
Plan for one to one ratio of devices for students in grade 3-5							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principals CLL Teachers	STAAR Resources	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Reading and Math.							
Create a tutoring schedule.							
Notify parents and make necessary arrangements.							

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

Annual Goal 1 - Measurable Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal1:	By June 2025, all student groups will improve in the Academic Achievement component.						
Measurable Objective 2:	By June 2025, SPED student groups will meet the performance targets in the Academic Achievement component in Reading and Math.						
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	Principal, Asst.	Principal, Asst.	August 2024 - May	Progress Monitoring	Weekly Tests BMI & BM2	CBAs, Benchmark	Title I, II, III, IV

monitor weekly Academic Achievement in Reading and Math for SPED student groups and drive interventions	Principals, CLL, Teachers, Special Ed Teachers	Principals, CLL, Teachers, Special Ed Teachers	2025	Reports Lesson Plans Walk-through feedback	STAAR Test	Tests, STAAR, TELPAS	State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Achievement for the SPED student group (Meets level and above).							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, etc. to facilitate reading and math development for the SPED student group.							
Strategy 2	Persons Responsible / Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principals, CLL, Teachers, Special Ed Teachers	Imagine Math Istation Reading Accelerated Reader/Star Other STAAR Resources	August 2024 - May 2025	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one-to-one ratio of devices for students in grade 3-5							

Annual Goal 2 - Measurable Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	By June 2025, all student groups will improve in the Academic Achievement component.						
Measurable Objective 1:	By June 2025, all student groups will meet 100% of the performance targets in the Academic Growth component.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Growth in Reading and Math for all student groups and drive interventions	Principal, Asst. Principals, CLL, Teachers, Bilingual Teachers, Special Ed Teachers	Imagine Math Istation Reading Accelerated Reader/Star Other STAAR Resources	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback Program usage reports	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Growth.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, Read 180, Systems 44, etc. to facilitate reading development for student groups.							
Celebrate student Academic Growth in Reading and Math to all campus stakeholders.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math	Principal, Asst. Principals, CLL, Teachers Bilingual	Imagine Math Istation Reading Accelerated Reader/Star	August 2024 - May 2025	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

development and differentiating student learning.	Teachers Special Ed Teachers	Other STAAR Resources					Local Funds
Action Steps							
Issue hardware (tablets, laptops, interactive boards, etc.) to teachers and students.							
Plan for one-to-one ratio of devices for students in grade 3-5							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Create and display growth walls in the areas of Reading and Math in a centralized location to monitor student growth.	Principal Asst. Principals CLL Teachers	Imagine Math Istation Reading Accelerated Reader/Star DMAC BM 1 & II	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Place previous STAAR data on designated growth walls to acknowledge starting point and set goals.							
Update growth walls each CBA and Benchmark Test to acknowledge growth.							

Annual Goal 2 - Measurable Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	By June 2025, all student groups will improve in the Academic Growth component.						
Measurable Objective 2:	By June 2025, Emergent Bilingual student groups will meet the performance targets in the Academic Growth component in Reading and Math.						
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 students Academic Growth in the areas of Reading and Math will be monitored every six weeks using district assessments.	Principal, Asst. Principals, CLL, Teachers, Bilingual Teachers	Imagine Math Istation Reading Accelerated Reader/Star BM 1 & II	August 2024 - May 2025	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
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Action Steps

Use district built formative and summative assessments and identify EB groups to address specific academic needs based on growth performance.

EB student group data will be disaggregated to determine Academic Growth.

Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EB student group data.

Review EB program monitoring on Accelerate and conduct audit on strategies used on continual failures.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Differentiate Instruction for Emergent Bilinguals Learners based on individual Academic Growth needs.	Principal, Asst. Principals, CLL, Teachers, Bilingual Teachers	Imagine Math Istation Reading Accelerated Reader/Star SVE Activities BM 1 & II	August 2024 - May 2025	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps

Analyze student assessments to identify areas of needs for EB students.

Provide targeted instruction based on EB group needs.

Schedule Accelerated Instruction during school hours to target EB student groups that are unable to attend extended day tutoring.
Review EB program monitoring on accelerate and conduct audit on strategies used on continual failures.
Inclusion of ELPS across all curriculum.

Annual Goal 3 - Measurable Objective 1

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	By June 2025, Emergent Bilinguals will progress in their TELPAS composite rating.						
Measurable Objective 1:	By June 2025, at least 50% of Emergent Bilinguals will progress one level in their TELPAS composite rating.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed TELPAS Writing practice across all content areas.	Principal, Asst. Principals, CLL, Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	August 2024 - May 2025	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							
Use of Summit K-12							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component

Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal, Asst. Principals, CLL, Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	August 2024 - May 2025	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
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Action Steps

Provide training for teachers in all Domains of the TELPAS test with activities

Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.

Increase student opportunities for listening & speaking (anchor target)

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principals CLL Teachers	STAAR Resources	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps

Integrate ELPS in lesson plan activities
Provide ELPS resources to all teachers servicing EL students
Provide ELPS training for all teachers working with ELs.

Annual Goal 3 - Measurable Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	By June 2025, Emergent Bilinguals will progress in their TELPAS composite rating.						
Measurable Objective 2:	By June 2025, at least 75% of EBs at Beginning or Intermediate Composite Level for the last 2 years will improve at least one level.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress of all ELs at the Beginning or Intermediate Composite Levels for the last two years.	Principal, Asst. Principals, CLL, Bilingual Teachers	Principal, Asst. Principals, CLL, Bilingual Teachers	August 2024 - May 2025	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, TELPAS Practice and Benchmarks).							
Disaggregate campus data to determine student progress in TELPAS Practice and Benchmarks.							
Use disaggregated data to drive intervention plans that are directly related to students' needs.							
Allocate resources to facilitate language development.							
Strategy 2	Persons Responsible/	Resources	Timeline	Evidence of Implementati	Evidence of Impact	Formative/ Summative	Title-I School-wide

	Title			on		Assessment	Component
Embed TELPAS Writing practice across all content areas.	Principal, Asst. Principals, CLL, Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	August 2024 - May 2025	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Samples	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principals CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	August 2024 - May 2025	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							

Provide training for teachers in all Domains of the TELPAS test with activities							
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.							
Increase student opportunities for listening & speaking (anchor target)							
Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed ELPS across all curriculum	Principal Asst. Principals CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	August 2024 - May 2025	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Integrate ELPS in lesson plan activities							
Provide ELPS resources to all teachers servicing EL students							
Provide ELPS training for all teachers working with ELs.							

Goal 3

Annual Goal 1 - Measurable Objective 1

Goal Area 3:	Early Literacy						
Annual Goal 1:	By June 2025, students in grades PK3- 2nd grade will improve in fluency and comprehension.						
Measurable Objective 1:	By June 2025, 85% of Pre-K3-2nd grade will meet end of year reading fluency and comprehension indicators based on grade level goals.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group guided	Classroom Teacher	Capstone Leveled	Quarterly	Walkthroughs Running	iStation Reports	3 week Assessments	Title I Component

reading	CLL Assistant Principals Interventionis t	Readers Pearson Leveled Readers Reading A-Z Thinking Maps iStation Heggerty Phonemic Awareness SSRW Estrellitas		Records iStation	Running Records STAR Reports TPRI Tejas Lee CLI		2a, 2b, 3a, 3c, 9a, 9b
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Action Steps

Determine student reading levels

Create small groups of students according to levels

Utilize running records as a guide for class instruction

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement literacy circles & accelerated reader with fidelity	Assistant Principals Classroom Teachers CLL Librarian	Library Books Classroom Libraries Accelerated Reader Reports iStation Lead4ward CIF FCRR SSRW Estrellitas	End of every 6 weeks	Library Reports AR Reports Walk-through Virtual Books STAR Report iStation Reports	Feedback Walk-through Fluency Screeners Anecdotal Reports iStation Reports CLI TX-TX-KEA TPRI BOY/MOY/EOY	Weekly Tests/Quizzes TPRI BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks TX-KEA	Title I Component 2a, 2b Title I Component 3a, 3c

Action Steps

Assess sufficient number of books in all genres for literacy circles

School librarian provides virtual and in person sessions on Accelerated Reader

Professional Development and Data Analysis to determine areas of needs

Implementation of Circle and Thinking Maps							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided to students in need through pullouts by Reading Coach	Principal, Assistant Principals, Classroom Teachers Reading Coach	SSRW Estrellitas Boost	August 2024 - May 2025	Lesson Plans Attendance Rosters Walkthroughs	Progress Monitoring, Running Records, Fluency Reports	TPRI, Tejas Lee, TX-KEA,	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group Reading instruction.							
Create an intervention schedule.							
Notify teachers and make necessary schedule adjustments.							

Professional Development Plan

Professional Development				
Dates	Format/Audience	Topic	Resources	Goal Alignment
August 12, 2023	Whole Group-District	2021 PSJAISD We Connect Virtual Technology Conference	Laptops	Goal 1
August 15, 2023	Campus Based - All teachers	Campus Procedures Campus Plan State Mandates Staff/Student Handbook Campus Data Analysis and Domain Report SPED/ARD/IEPs/504 Accommodations RTI Program Referral Procedures Title IX - Sexual	Laptops TTESS Rubric Schedules Handbooks	Goal 1-3

		Harassment Bullying, Cyberbullying & David's Law, Conflict Resolution, Social Media, Copyright, TTESS		
August 16, 2023	Campus Based - All teachers	Data & Accountability	Laptops Data Rosters	Goal 1-3
August 16, 2023	Whole Group-District	Pharr-San Juan- Alamo Convocation		Goal 1
August 17, 2023	All teachers	Fundamental 5 & Curriculum Rollouts	Asst. Principal Curriculum Rosters Data	Goal 1-3
August 18, 2023	All teachers	Curriculum Rollouts	Asst. Principal Curriculum	Goal 1-3
August 19, 2023	Campus Workday	Setting Classrooms	LAst. Principalstops Student Rosters, Teacher Schedule	Goal 1
October 10, 2023	Campus Based - All teachers			Goals 1-3
January 2, 2024	Campus Based - All teachers			Goals 1-3
Weekly	Campus Based - All teachers	TCLC Data & Progress Monitoring	Data - IStation, Imagine Math, Benchmarks, ALI, weekly assessments, student portfolios, STAAR, TPRI/Tejas Lee, STAR Reading, Summit K-12, TELPAS	Goals 1-3
Weekly	Campus Based - All teachers	TCLC Instructional Strategies and Best Practice	Fundamental 5 SSRW/Estrellitas Common Instructional Framework (CIF) Protocols District Curriculum & Resources	Goals 1-3

			Forde-Ferrier	
Twice a Month	Camus Based - All teachers	Technology	District Instructional Technology Resources CIT	Goals 1-3
Twice a Month	Camus Based - All teachers	Social and Emotional Learning Support	Counseling Resources Counselors	Goals 1-3

CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:

- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system.
- Create a plan to meet the campus goals.
- Post the district’s annual report on progress toward the goals on the campus

The Board has adopted goals for STAAR performance at the Meets Grade Level Standard for grade 3 in both reading and math, grades 5-8 reading and College, Career, and Military Readiness (CCMR) of high school graduates.

- Submission of CIP executive summaries and plans for Board Asst. Principalsproval will continue as in the prior year.
- Due to the impact of Covid-19, plans for 2021-2023 will focus on accelerating students’ academic gAsst. Principals. The administration’s current recommendation to the Board is that the target for 2021 is to match 2019 performance with growth expected in 2023 and beyond.
- Plans for the HB3 goals related to grade 3 reading and math and CCMR should include strategies that support progress toward the 5-year goal.

Asst. Principal’s Appendix

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- **Improvement Planning Data**
 - District goals
 - Campus Performance Objectives Summative Review from previous year
 - Current and/or prior year(s) campus and/or district improvement plans
 - Campus and/or district planning and decision-making committee(s) meeting data
 - State and federal planning requirements
- **Accountability Data**
 - Texas Academic Performance Report (TASST. PRINCIPALSR) data
 - Student Achievement Domain
 - Student Progress Domain
 - Closing the **gAsst. Principals** Domain

- Accountability Distinction Designations
- Federal Report Card Data
- RDA (formally PBMAS) data
- **Student Data: Assessments**
 - State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
 - State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
 - STAAR Released Test Questions
 - Texas English Language Proficiency Assessment System (TELPAS) results
 - Student Success Initiative (SSI) data for Grades 5 and 8
 - SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA Asst. Principals proved statewide license)
 - SSI: Imagine Math assessment data for Grades 3-8
 - Local benchmark or common assessments data
 - Running Records results
 - Observation Survey results
 - Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
 - Texas Asst. Principals proved Prekindergarten and Kindergarten assessment data
- **Student Data: Student Groups**
 - Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups.
 - Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
 - Economically disadvantaged / non-economically disadvantaged performance and participation data
 - Special education/non-special education population including discipline, progress, and participation data.
 - At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data.
 - EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data.
 - STEM/STEAM data
 - Dyslexia Data
- **Student Data: Behavior and Other Indicators**
 - Attendance data
 - Mobility rate, including longitudinal data.
 - Discipline records
 - Tobacco, alcohol, and other drug-use data
- **Employee Data**
 - Collaborative learning communities (CLC) data
 - Staff surveys and/or other feedback
 - Teacher/Student Ratio
 - State certified and high-quality staff data.
 - Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-Tess data
- **Parent/Community Data**
 - Parent surveys and/or other feedback
 - Parent engagement rate
 - Community surveys and/or other feedback
- **Support Systems and Other Data**
 - Organizational structure data
 - Processes and procedures for teaching and learning, including program implementation.
 - Communications data
 - Curriculum and resources data
 - Budgets/entitlements and expenditures data
 - Study of best practices