PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Cesar Chavez Elementary School
Campus Improvement Plan
2024-2025

Board Approved:

Cesar Chavez Elementary School

Vision

Cesar Chavez Elementary will provide all students with a quality education that teaches students responsibility, builds character education, promotes global awareness, and embraces cultural diversity.

Mission

As a Cesar Chavez Elementary School Community, we will empower students to become self-disciplined biliterate problem solvers and critical thinkers with a heightened social-emotional awareness. This will be achieved by working collaboratively, setting common goals, and high expectations in a safe student-centered environment.

2020 & 2022 ESEA Distinguished School

2018 National Blue Ribbon School

"A" Rated Campus

2023-2024 School Board Members

| Member | Secretary | Vice-President | President | Member | Member |

2024-2025 Superintendent Cabinet and Senior Staff

Dr. Alejandro Elias
Superintendent Of Schools

District Leadership Team

Dr. Alejandro Elias, *Superintendent of Schools*

Superintendent's Cabinet

Ranulfo Marquez, *Assistant Superintendent for Academics*

Rebecca Gonzales, *Assistant Superintendent for Finance*

Dr. Rebeca Garza, *Assistant Superintendent for Human Resources*

Dr. Orlando Noyola, *Assistant Superintendent for Student Services*

Dr. Lauro Davalos, *Assistant Superintendent for Technology*

Dr. Nora Cantu, *Executive Officer for Academics*

Senior Staff

Dr. Linda Uribe-Treviño, *Executive Officer for College & Career Readiness*

Dr. Iris Guajardo, *Executive Officer for Secondary Schools*

Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*

Claudia Gonzalez, *Executive Officer for Elementary Schools*

Virna M. Bazan, *Executive Officer for Elementary Schools*

Dr. Susana Arredondo, *Executive Officer for Elementary Schools*

Yolanda Gomez, *Executive Officer for Learning Acceleration*

Alfredo Carrillo, *Executive Officer for Human Resources*

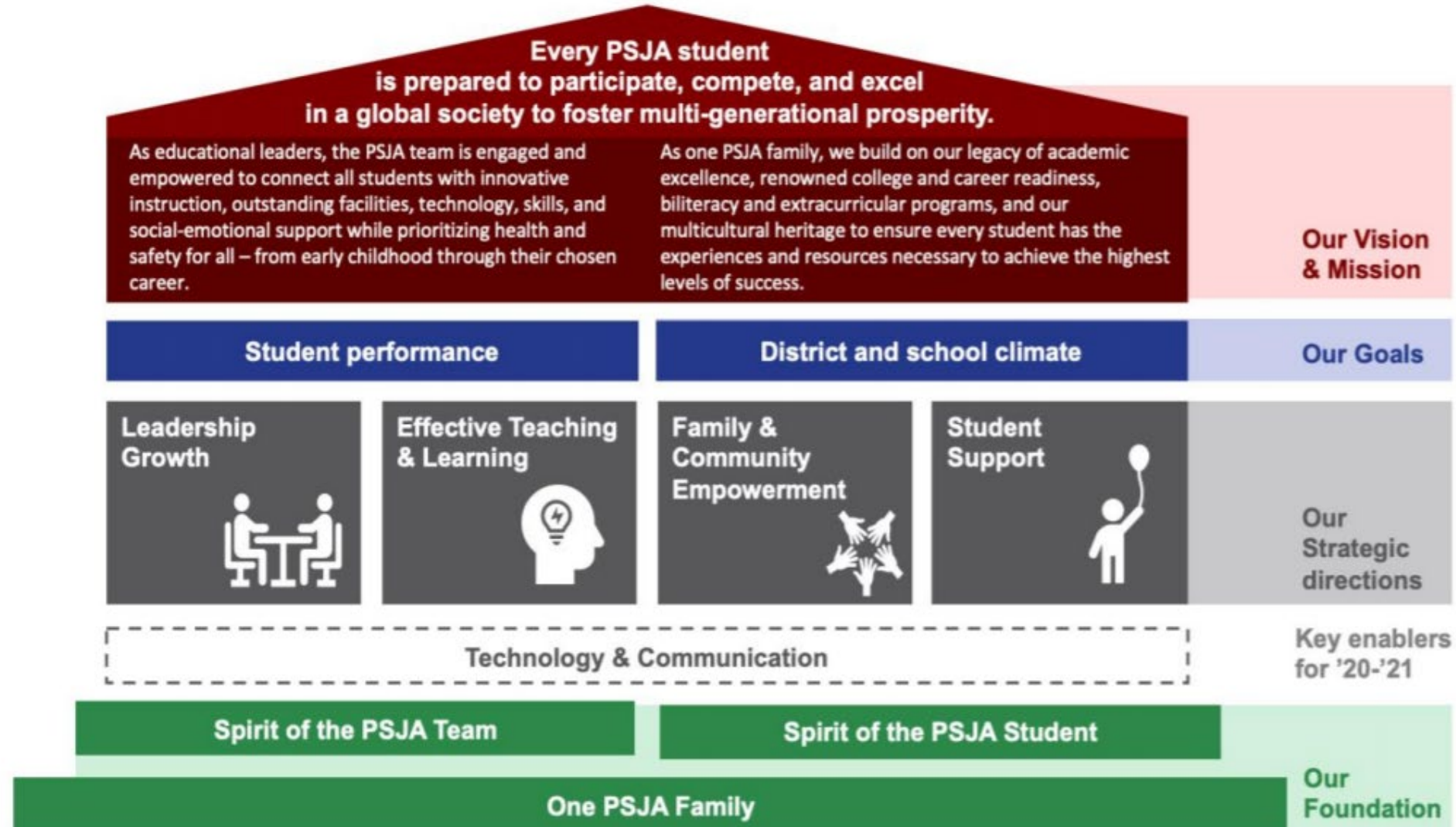**Rafael Gonzalez,** *Administrator for Operations*

Mario Bracamontes, *Sustainability Administrator*

PSJA ISD Mission Statement

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.

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

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.
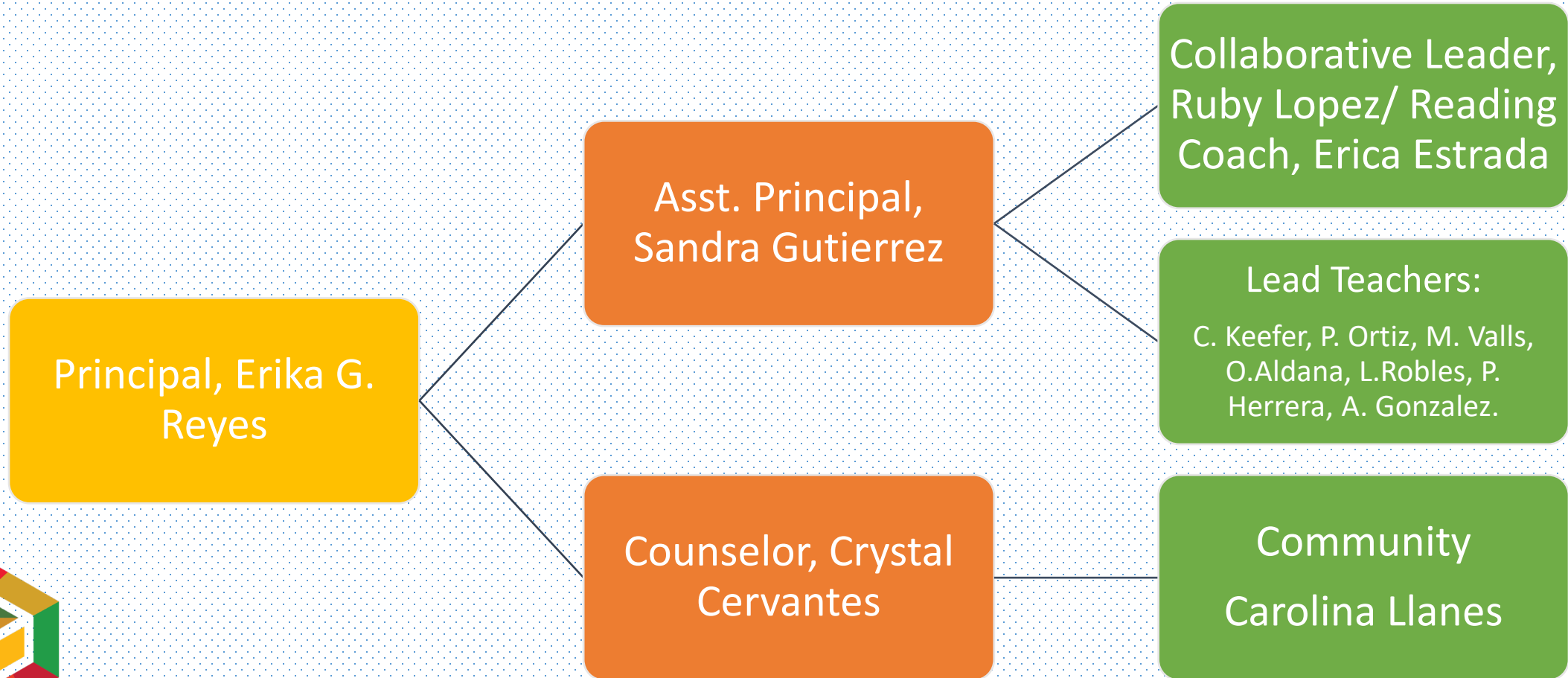
As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Our Vision & Mission

Student performance

District and school climate

Our Goals

Leadership Growth

Effective Teaching & Learning

Family & Community Empowerment

Student Support

Our Strategic directions

Technology & Communication

Key enablers for '20-'21

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

Our Foundation

Campus SBDM Committee

Principal, Erika G. Reyes

Asst. Principal, Sandra Gutierrez

Counselor, Crystal Cervantes

Collaborative Leader, Ruby Lopez/ Reading Coach, Erica Estrada

Lead Teachers:
C. Keefer, P. Ortiz, M. Valls, O.Aldana, L.Robles, P. Herrera, A. Gonzalez.

Community
Carolina Llanes

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Site-Based Decision-Making Committee

SBDM will address the following areas:

- Planning

- Budgeting

- Curriculum

- Staffing patterns

- Staff development

- School organization

Site-Based Decision-Making Committee

- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to the campus website within 10 days following meeting.

- **Scheduled Meeting Dates: September 6, 2024, November 8, 2024, January 17, 202 May 23, 2025**

- **Committee Roles and Responsibilities:**
    - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings, and encourage input from all members

    - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee

    - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and by-laws

    - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keep committee on track, and ensures activities are completed in a timely manner

Procedures and processes for addressing SBDM action items and decision making:

1. Announcement of SBDM meeting announced to staff 2 weeks before the meeting.

2. Committee representative submits a request to SBDM chairperson.

3. One week before meeting SBDM meeting, the chairperson meets with the campus administration to discuss topics.

4. Selection of topics to be covered will be determined by the administration and SBDM chairperson.

5. If a topic is not going to be addressed, SBDM chairperson and administration will provide further information for not taking
the topic to SBDM. Topic may be resolved via conference with teacher and/or grade level team.

An outline of the method of submitting items for the agenda which indicates whether submission procedures are the same or different for school personnel, parents, and community representatives. This section should describe the method of communicating SBDM decisions to non-SBDM members, including other school staff members, parents, and community members.

SCHOOL OVERVIEW:

- **Demographics Summary**: Cesar Chavez Elementary is (CCE) is located 7 miles north of the Mexican border. As a suburban Title 1 school with a large Hispanic population, CCE students and families face many economic challenges. Many in the community are economically disadvantaged, live below the poverty line, and reside in subsidized housing. With a familial atmosphere, it is the goal of CCE to make the students feel safe and protected. CCE houses both general education and a self-contained special education classroom. The campus serves 427 students ranging from PK to 5th grade. Of these students, 66.8 % have been identified as Limited English Proficient, 98.07 % have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 92 % of the students have been identified as at risk of not graduating from high school. The student population consists of 99% Hispanic and 1% reporting another ethnic background. Cesar Chavez Elementary is a 2018 National Blue-Ribbon School and 2020 & 2022 ESEA National Distinguished School awardee.

- **Comprehensive Needs Assessment Summary**:   Cesar Chavez received an overall grade "B" for the 2023-2024 school year of 88. STAAR assessment participation for 2024 consisted of 100% STAAR performance was 74, Academic growth 88 %, School Progress Raw Component Score for Relative Performance was 84 and Closing the Gaps % Indicator Academic Achievement Status is 88%.

- **Curriculum/ Instruction and Assessment**: Cesar Chavez Elementary is a Two-Way Dual Language Campus. Students are provided content area instruction in English and Spanish by highly qualified and certified bilingual teachers. The goal of the program is for the students to become bilingual, and bicultural, and to be able to achieve a high degree of bi-literacy and academic achievement in both languages. Cesar Chavez Elementary strives for success in all areas. Students are followed through their school careers and showcased in the front of the school as Chavez alumni. The expectations are high, but the reward is great. CCE endeavors to produce 21st-century leaders who will carry their community into the future. Chavez Elementary believes in achieving success through innovation and excellence. To ensure that students are mastering the TEKS, teachers continuously reflect upon their instructional methods and interventions by collaboratively interpreting assessment data during their weekly CLC (Collaborative Learning Communities) meetings. This approach has impacted their ability to close achievement gaps, which is evident in the growth of their students. Recognizing the need to engage students in authentic reading and meaningful practice, also providing Social Emotional lessons to all our students.

SCHOOL INITIATIVES: Cesar Chavez's goal is to better the instruction, deepen the learning, and increase our achievement by improving our professional development trainings and CLC's to strengthen teachers' expertise.

- Increase student achievement by 5% - strengthening fundamental Math and Reading skills targeting focus TEKS
- Increase our percentage of Closing the Gaps by 5% strengthening fundamental Math and Reading skills targeting focus
- Increase TELPAS Scores increasing and monitoring Summit K12 usage reports, identifying at risk students not hitting progress indicators and by embedding Listening, Speaking, Reading, and Writing in all subjects.
- Incorporate sustainability goals

PHARR-SAN JUAN-ALAMO ISD
SUSTAINABLE DEVELOPMENT GOALS

Cesar Chavez Elementary brings awareness into the Social and Emotional needs of our students, staff, and community by incorporating the five core emotional competencies:

1. Self-awareness — Recognizing emotions and thoughts, understanding how they influence behavior and assessing personal strengths and weaknesses.

2. Self-management — Regulating thoughts, emotions and behaviors. Setting goals, controlling impulses and managing stress.

3. Social awareness — Understanding the perspective of others, showing empathy for diverse groups of people and finding support through family, school and community relationships.

4. Relationship skills — Communicating, cooperating, resisting negative pressure and offering help. Building and maintaining healthy relationships.

5. Responsible decision-making —Making ethical and respectful choices about personal behavior and relationships and evaluating the consequences of decisions.

- Providing SEL guidance lessons to our students
- Incorporating SEL activities campus wide for students and staff
- Individual sessions with student focus groups

13

Cesar Chavez's created a culture of literacy. Creating a literacy culture where children and even family members, are engaged in literacy experiences not just during school hours, but after school. Develop a collaborative, community building approach to literacy, incorporating social, cultural, and family interests into activities.

- Campus environment with students writing and other creations related to books.
- Literacy related events (literacy nights)
- Authors visits
- Enhance library with an emphasis on diverse and culturally relevant materials.

Cesar Chavez's involve parents in their children's academic success by establishing a positive partnership.

- Parent engagement activities, donuts with dudes, muffins with mom, etc.
- Super Star student rally
- Curriculum nights
- Award assemblies
- Student performances

- **NEW TEACHER SUMMARY:**
- New Teachers (0-2)

Names of teachers new (0-2) to the campus by grade level
- Melissa Gonzalez, Pre-Kinder
- Monica Ramirez, Pre-Kinder 3
- Jessica Torres, 4th Grade
- Janelie Maldonado, Music Teacher
- Cindy Martinez Corrick , Special Education Teacher

Names of new teachers (0-2) to the grade level by grade level
- Pre-Kinder: Melissa Gonzalez
- Kinder: Ariana Davila and A. Arriaga
- 1st grade: Aylin Quintanilla
- 2nd grade: Olga Aldana
- 3rd grade: Lesly Robles and Patricia Ortiz
- 4th grade: Brenda Jerez
- 5th grade: Andrea Gonzalez

Names and grade level of highly effective teachers
- Andrea Gonzalez, 2nd grade
- Norma Garza, 3rd grade
- Erica Estrada, 5th grade
- Abel Martinez, 5th grade
- Aminta Leal, Sped resource
- Miguel Chapa, 5th grade
- Monica Valls, 1st grade
- Mirna Uribe, 1st grade

Name and Type of Trainings New Teachers have participated in to support their developmental process
- New teacher institute
- Mentoring cycles
- Curriculum development trainings
- Bilingual trainings
- TTESS trainings
- Campus procedures

15

PERFORMANCE INDEX REPORT: PERFORMANCE TARGETS

Domain	Domain Score Earned /Target Score					Root Cause(s) (if index missed)
	2019	2021	2022	2023	2024	
Domain 1	61	21	49	57	47	• Professional development training geared to integrating technology with our instruction • Student attendance • Student reading below grade level (foundational skills) • Student Math competencies below grade level
Domain 2	92	N/A	96	91	88	Not all students met growth
Domain 3	100	N/A	96	94	88	TELPAS composite score (minimal growth)

Target Area	Plan of Action
Areas of Needed Improvement with Regards to Special Populations: Special Education 18.5% population and Emergent Bilingual students 67% of population.	Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online and STAAR-Alt 2. Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students.
Areas to Improve our MASTERS performance and address Giftedness	Improve our master students in Reading, Math, and Science by 10 % by providing differentiation activities through CLC's. Teachers will be able to apply within the classroom, providing students with the best environment for having their academic needs met.
Obtaining Distinctions	Focusing on the instructional core and consistently monitoring and adjusting our instructional practices based on our data through CLC's, data meetings, grade level meetings, progress monitoring, and observations.

3-YEAR STAAR PERFORMANCE (USE 2018, 2019, 2022 & BM2 DATA TO COMPLETE THIS REPORT INCLUDING PROJECTIONS

	Math	Reading	Science	Writing
2024 STAAR	Approaches: 76% Meets: 52% Masters: 21%	Approaches: 80% Meets: 43% Masters: 22%	Approaches: 67% Meets: 44% Masters: 15%	
2023 STAAR	Approaches: 83% Meets: 64% Masters: 37%	Approaches: 83% Meets: 56% Masters: 26%	Approaches: 84% Meets: 59% Masters: 24 %	
2022 STAAR Data	Approaches: 78% Meets: 49% Masters: 20%	Approaches:78% Meets: 50% Masters: 27%	Approaches: 72% Meets: 40% Masters: 13%	
2019 STAAR Data	Approaches: 93% Meets: 63% Masters: 33%	Approaches: 90% Meets: 52% Masters: 27%	Approaches: 94% Meets: 78% Masters: 38%	Approaches: 87% Meets: 59% Masters: 33%
2018 STAAR Data *Baseline	Approaches: 90% Meets: 63% Masters: 32%	Approaches: 86% Meets: 52% Masters: 23%	Approaches: 94% Meets: 66% Masters: 31%	Approaches: 76% Meets: 50% Masters: 13

ACTION STEPS AND PROGRESS MONITORING SYSTEMS:

- Providing high quality instruction

- Supplemental instruction

- Targeted Math and Reading intervention to all students.

- Monitor usage for Imagine Math and Istation Reading

- Revisit Reading intervention rotations "levels on Voyager"

- Data driven Instructional practices using Lead4ward

- Working within a continuous improvement framework to provide a path forward.

- Use high yield instructional strategies encouraging critical thinking in teachers and students.

- STAAR progress data collection

- RTI, 504, and SPED data analysis reviewing accommodations and instructional practices.

ACADEMIC NEED(S):

- Math interventions and differentiation

- Reading interventions and differentiation

- Fluency and decoding

- Social and emotional lessons and support

- Framing of lesson plans Forde Ferrier

- TTESS Training

- Motivational Reading trainings

- Phonics trainings

- RTI framework and research-based interventions

Cesar Chavez Elementary
SCHOOL PROFILE

Cesar Chavez Elementary (CCE) is located 7 miles north of the Mexican border. The school was established in 1999 as the only school in the rural community of " Las Milpas." Translated from Spanish, "Las Milpas" means the cornfields. CCE opened its doors in 1999 to serve students from the local migrant community. The school was appropriately named to honor the Mexican-American labor leader Cesar E. Chavez who used non-violent methods to fight for the rights of migrant farm workers in the United States.

The campus serves 427 students ranging from PK- 5th grade. Of these students, 66.8% have been identified Limited English Proficient, and 99.8 % have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 92 % of the students have identified at risk of not graduating from high school. The student population consists of 99% Hispanic and 1% reporting another ethnic background.

Cesar Chavez Elementary strives for success in all areas. Students are followed through their school careers and showcased in front of the school as Chavez alumni. The expectations are high, but the reward is great. CCE endeavors to produce 21st-century leaders who will carry their community into the future.

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report
2. 2022-2023 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2019-2023)
11. Technology Inventories (purchases made)
12. STAAR (Spring 2023)
13. LEP progress monitoring
14. Special population participation and performance
15. Campus report card

Comprehensive Needs Assessment

Demographics

Demographics Summary: The campus serves 427 students ranging from PK- 5th grade. Of these students, 66.8% have been identified Limited English Proficient, and 100% have been identified as economically disadvantaged and qualify for free or reduced lunch. Also, 96 % of the students have identified at risk of not graduating from high school. The student population consists of 99% Hispanic and 1% reporting another ethnic background.

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online and STAAR-Alt 2.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively.
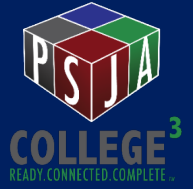
Demographics   2023-2024

Demographics Summary Continued:

Emergent Bilingual (EB):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: 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 EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL 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 EL students.

Needs:

As evidenced in the STAAR assessments, the results are as follow:

Reading   77%

Math   73%

Science   36%

- In Reading, the achievement gap between EB and All students 2023 -2024 is -2%.

- In Math, the achievement gap between EB and All students 2023 -2024 is -1%.

- In Science, the achievement gap between EB and All students 2023 -2024 is -2%.

Comprehensive Needs Assessment

Demographics   2023-2024

Demographics Summary Continued:

Special Education

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

Reading   79%

Math   74%

Science   65%

- In Reading, the achievement gap between SPED   and All students 2023 -2024 is -10%.

- In Math, the achievement gap between SPED and All students 2023 -2024 is -7%.

- In Science, the achievement gap between SPED and All students 2023 -2024 -32 %.

Comprehensive Needs Assessment

Demographics   2023-2024

Demographics Summary Continued:

Economically Disadvantaged

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

Reading   79%

Math   74%

Science   65%

- In Reading, the achievement gap between Eco Dis and All students 2023 – 2024 is 0%.

- In Reading, the achievement gap between Eco Dis and All students 2023 – 2024 is 0%.

- In Science, the achievement gap between Eco Dis and All students 2023 – 2024 0%.

DOMAIN	Area Reviewed	Summary of Strengths	Summary of Needs	Root Cause	Priorities
1	Domain 1: Effective Teaching and Learning	**2022 All Subjects** Approaches: 77% Meets: 48% Masters: 22% **2023 All Subjects** Approaches: % Meets: % Masters: % **2024 All Subjects** Approaches: % 76 Meets: % 47 Masters: % 19	• 2019 Campus overall Domain 1 score 90%. 2022 Campus overall Domain 1 Score 77%, • 2023 Campus overall Domain 1 score 86 % • 2024 Campus overall	• Professional development training geared to integrating technology with our instruction • Student attendance • Student reading below grade level (foundational skills) • Student Math competencies below grade level	Improve student learning outcomes in : • 4th Grade Reading and Math • 3rd Grade Reading/Math • 5th Grade Science/Reading • 4th Grade Writing
2	Domain 2: Student Support Student Progress Part A Student Progress Part B	Domain 2 Part A performance was higher than Part B. **2022** Part A: 96% Part B: 86% **2024** Part A: 88 Part B: 84	• Address the needs of all students in each student group. • Identify the student's previous performance and set specific goals by individual's students. • Goal for Part A is 90 or above • Goal for Part B is 90 or above.	• Teachers will continue to monitor students.. virtually or face to face • Steps will be made to address the SEL of students (Social Emotional Learning)	• Address the needs of identified students to meet the progress measure in 2023-24 in Reading and Mathematics.
3	Domain 3: Family and Community Empowerment	Campus had 88% of students' gap closed.	• Goal is to perform at 100. Focus is to have SPED population perform at MEETS or above.	Continue to work on TELPAS component: Monitor the rest of groups English Language Proficiency Status 2024: Target 36% Progress rate 48%	Special population groups SPED EB's
Campus Total	Cesar Chavez received 3 distinction designations in 1. Top 25% Academic Growth 2. Top 25% Closing Gaps 3. Post Secondary readiness	Cesar Chavez Elementary MET STANDARD. Cesar Chavez Elementary went from an overall score of 90% in 2018 to a 96% in 202.	Final campus score was 88%. Goal is to have a 90% or higher for Spring 2025. Goal for 2024 to earn all 6 distinctions in core content areas .	Students will continue to work on intervention programs. 1. Voyager 2. Herman Method 3. IREADY 4. Fluency 5. Tutoring 6. Estrellitas	Improvement in 2024-2025 STAAR Performance Raw score 47 -52

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Problem & Root Cause	Priorities
5	Family and Community Involvement	• Neighborhood outreach/ARISE • Communication in both English and Spanish • Parental involvement • Parent Center • Business Partnerships • Parent Advisory Committee (PAC)	• Increase parent involvement • Increase number of parents participating in the special programs offered by PSJA ISD • Increase volunteer hours	• Lack of parental participation/involvement in school. • Low average of parents with high school diplomas and /or postsecondary education	• Create opportunities for parents to receive postsecondary training/education (Valley Interfaith) (ARISE) • Initiate parent academic conferences through DE Program
6	Technology	• Availability of technology resources for students and teachers • CIT training is readily available	• Need access to ipads for school • Purchase covers for ipads • Printer ink is limited • Further New Line boards training to create presentations • Need student device for 1-1	• Integration of technology in instruction and increase the use of student technology for instructional rigor	• CIT/ Librarian will provide training on the implementation of technology integration ; increase on-line resources
7	School Culture and Climate	• Respect Skills • Student attendance • Customer Service • Collaborative Learning Communities (CLC's)	• Extra planning periods to finish RTI's/504 • Consistency of essential agreements across campus.	• Implement a campus – wide consistency committee to address solutions to everyday scenarios	• Communicate with community Reading concerns and language . • Provide a safe learning environment for students
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool • Mentorship • CLL, Grade Level Chair and Admin	• New teachers are overwhelmed with district initiatives • Not enough time throughout the day to finish everything….	• New teachers lack basic understanding of the instructional process and TEKS- Curriculum- Assessment Alignment	• Schedule time for new teachers to observe and work with experienced teachers on a weekly basis

CAMPUS DEMOGRAPHICS 2022- 2023

	ALL	SPED	LEP	MIGRANT	ECD	GT
Number	427	39	272	5	427	13
Percent	100	19.9	66.8	1.2	99.8	3.2

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	407	404	0	0	3	0
Percent	100	99.3	0	0	0.74	0

2024-2025 Campus Achievement and Goals

3rd Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**79%**	85%
Meets	**39%**	45%
Masters	**11%**	23%

4th Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**81%**	90%
Meets	**44%**	60%
Masters	**21%**	30%

5th Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**78%**	98%
Meets	**47%**	85%
Masters	**29%**	45%

2024-2025 Campus Achievement and Goals

3rd Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**57%**	80%
Meets	**25%**	50%
Masters	**7%**	25%

4th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**79%**	85%
Meets	**58%**	60%
Masters	**23%**	27%

5th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**93%**	95%
Meets	**81%**	95%
Masters	**32%**	60%

2024-2025 Campus Achievement and Goals

5th Grade Science

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment	Goal
	2024	**2025**
Approaches	**66%**	90%
Meets	**37%**	65%
Masters	**12%**	30%

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 34% 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 34% 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 32% 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 23% 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 Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2025.

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

    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 2025.

    Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine 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.

Goals

Goal Area 1: Effective Teaching and Learning

Goal Area 2: Student Support

Goal Area 3: Family and Community Empowerment

Goal Area 4: Leadership Growth

Goal Area 1:
Effective Teaching and Learning

Goal Area: 1	Effective Teaching and Learning
Annual Goal:1	The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 5% points by August 2025
Objective:1	The percent of students performing at approches, meets, and masters on STAAR Reading 3-5 will increase from 80% to 85% approaches, 43% to 48% meets, and 22% to 27% masters by having access to a standards-aligned guaranteed and viable curriculum by August 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Pearson DMR resources Istation Voyager Sing Spell Read and Write Estrellitas	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1 - #1, 2

Action Steps
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments
3)Use assessment data to drive intervention plans and build intervention time into the day at every level
4)Provide instruction and interventions that are directly related to students ' needs as demonstrated by data (e.g., STAAR academies , Friday camps , and tutoring)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Team will monitor the implementation of the curriculum through walkthroughs. Collecting and assessing student data to drive interventions.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers	DMAC DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports Star Reports	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Fluency Progress Monitoring Reports -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -In house assessment -BM I & II -STAAR -TELPAS	Title 1 - #1, 2

Action Steps
1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Rising Star Readers, Intervention Strategies Schedule additional
2) Implement fluency intervention blocks for all grade levels
3) Provide multiple opportunities for development of research based ELA/ SLAR skills and strategies
4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks with campus Reading Interventiniost

Strategy 3	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/	Title-I School- wide
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs, tailored professional development, and small group instruction.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferier WB Mentoring Minds WB STAAR Master WB	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments -CLC roadmap and agendas	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1 - #1, 2

Action Steps
1. Strategically group students for differentiated instruction and implement differentiated instruction.
2. Monitor and assess implementation of instruction.
3.Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
4. CLC Roadmap focused on litearcy

Goal Area 1:	Student Achievement
Annual Goal 1:	The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 3% points by August 2025
Objective 2:	The percent of students performing at approches, meets, and masters on STAAR Reading 3-5 will increase ffrom 80% to 85% approaches, 43% to 48% meets, and 22% to 27% masters by implementing data driven instruction

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Pearson DMR resources Istation Voyager Sing Spell Read and Write Estrellitas	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1 - #1, 2

Action Steps	
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)	
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments	
3)Use assessment data to drive intervention plans and build intervention time into the day at every level	
4)Provide instruction and interventions that are directly related to students ' needs as demonstrated by data (e.g., STAAR academies , Friday camps, and tutoring)	

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs, tailored professional development,and small group instruction.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferier WB Mentoring Minds WB STAAR Master WB Leveled Readers Trade books	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments -CLC roadmap and agendas	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1 - #1, 2

Action Steps	
1. Strategically group students for differentiated instruction and implement differentiated instruction.	
2. Monitor and assess implementation of instruction.	
3.Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)	
4. CLC Roadmap focused on litearcy	

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS). The Science of Reading through CLC's.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Curriculum / Pearson The Science Of Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title 1 - #1, 2

Action Steps	
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.	
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state 's rigorous academic performance standards .	
3) Provide multiple opportunities for development of research based ELA/ SLAR skills and strategies	
4)Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.	

Goal Area 1:	Special Populations Goals & Strategies
Annual Goal 1:	The percentage of students who perform at approaches, meets, and masters on STAAR Reading will increase by 3% points by August 2025
Objective 3:	The percent of students performing at approches, meets, and masters on STAAR Reading 3-5 will increase from 80% to 85% approaches, 43% to 48% meets, and 22% to 27% masterss by intergrating cross curricular content through Science and Social Studies.

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

Action Steps		
1. Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit, Region 1, and campus based.		
2. Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.		
3. Library Media Specialists provide training in various areas of technology and online resources for Science and Social Studies.		
4. Reading Academies		

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

Action Steps		
1. review weekly lesson plans to review cross curricluar integration along with activities		
2. CLC meetings on integration of content through all grade levels all departments		
3. Work with librarian to integrate contents through her library block		

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

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

Goal Area 1:	Student Achivement
Annual Goal 2:	The percentage of students who perform at approaches, meets, and masters on STAAR Mathematics 3-5 will increase 5% points by August 2025.
Objective 1:	Increase the number of students achieving "Approaches" on the Math STAAR from 76% to 81% and "Meets" from 52% to 57% and "Masters" from 21% to 26% by having access to a standards aligned and viable curriculum.

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

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	-Principal -Assistant Principal -Homeroom teachers -LIFE Coach	-Principal -Assistant Principal -Homeroom teachers -LIFE Coach	June 2024 – Aug . 2025	-Lesson Plans -DMAC data reports -Action Plans -Progress Monitoring Reports -Walk-through feedback	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM and STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -ALI Checks	Title I , II, III, IV State Bilingual Funds State Comp .

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through tutoring by their respective teachers.	-Principal -Assistant Principal -Homeroom teachers -LIFE Coach	-TEKS resources -Forde Ferrier WB -District Curriculum (Eureka Math) -IREADY -Education Galaxy Math -STAAR Release Assessments -Local and state data	June 2024 – Aug . 2025	-Lesson Plans -DMAC data reports -Attendance rosters (tutoring) -Progress Monitoring Reports -Walk-through feedback	BM 1and BM 2 scores show increases in student achievement and growth Increase performance of students at Approaches, Meets & Master performance level on STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR -ALI Checks	Title I , II, III, IV State Bilingual Funds State Comp .

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

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

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

Action Steps			

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

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

Action Steps			

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a series of Professional Development (PD) trainings along with our LIFE Coach that will develop the teachers instructional strategies and best practices.	-Principal -Assistant Principal -Homeroom teachers -LIFE Coach	-Education Galaxy -DMAC Reports -STAAR released test -STAAR question stems -Progress monitoring template -Eureka Math -Pearlized math -IREADY	June 2024 – Aug. 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments & exit tickets	-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 -ALI Checks	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Acrion Steps			

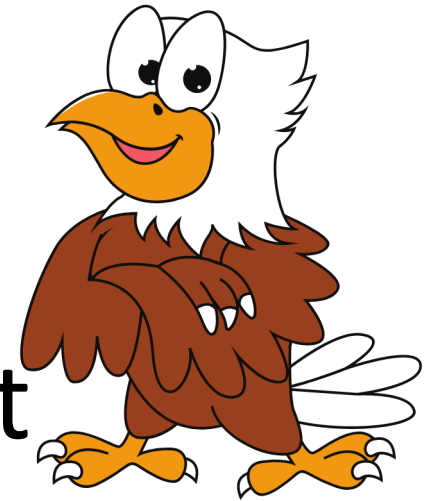| 1) Assess current instructional strategies.☐ |
|---|
| 2) Identify the strategies to improve engagement☐ |
| 3) Implement PD to inspire commitment |
| 4.) Monitor implementation of the strategies. |

Goal Area 1:	Early Literacy
Annual Goal 3:	By August 2025 students in grades PK3- 2nd grade will improve in fluency and comprehension.
Objective 1:	By August 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
Monitor reading fluency and comprehension in all grade levels.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers Content Coordinator	Diana Ramirez Sing,Spell,Read and Write District and Campus Benchmark Data Reports Plan for Interventions Lead4ward DMAC Estrellita, Sue Dickson's	September 2024- August 2025	Walkthrough forms TCLC agendas Assessment data Lesson Plan Progress monitoring forms Student portfolios	Student Achievement gains on the CLI, TX-KEA TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps							
1. Conduct fluency and comprehension progress monitoring every three weeks							
2. Update profile sheets periodically and update student groups on data wall.							
3. Replacing reading stories based on student interest.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Motivate students to read for fun and create a rewards system for Reading.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers Content Coordinator -Libriarian	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Lead4ward DMAC	September 2024- August 2025	Reward calendar Incentives and prizes list for goals met Classroom "AR Eagle Excellence" Increase in AR points	Student Achievement gains on the CLI, TX-KEA TELPAS Closing achievement gaps	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps							
1. invite authors and community members to read to our students.							
2. Develop reading contests to increase student participation.							
3. Use reading strategies such as choral reading, echo reading, popcorn reading, reader's theater, reading academies and exit tickets.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small Group instruction based on student needs	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers Content Coordinator	Diana Ramirez Sing,Spell,Read and Write Forde Ferrier Eureka Math Pearlized Math iPads, Laptops document reader Lead4ward DMAC, Estrellita, Sue	September 2024- August 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	Student Achievement gains on the CLI, TX-KEA TELPAS Results Driven Accountability Report	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Acrion Steps							
1.Review data from reading fluency, STAR library test, TPRI/TejasLee, TX-KEA, CLI PK Circle to determine student grouping.							
2. Implement instructional strategies to keep students focused on task.							
3. Monitor student progress to regroup when necessary							

Goal Area 1:	Early Literacy
Annual Goal 3:	By August 2025 students in grades PK3- 2nd grade will improve in fluency and comprehension.
Objective 1:	By August 2025, 85% of pre-k3 - 2nd grade will meet end of year reading fluency and comprehension indicators based on grade level goals through our Eagle Intervention block

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Strategically plan accelerated instruction to target specific needs of students	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers Content Coordinator	Diana Ramirez Sing,Spell,Read and Write District and Campus Benchmark Data Reports Plan for Interventions Lead4ward DMAC	September 2024- August 2025	Walkthrough forms TCLC agendas Assessment data Lesson Plan Progress monitoring forms Student portfolios	Student Achievement gains on the CLI, TX-KEA TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps							
1. Conduct fluency and comprehension progress monitoring every three weeks to update grouping							
2. Update profile sheets periodically and update student groups on data wall.							
3. Replacing reading stories based on student interest and reading level							
4. Provide multiple opportunities for development of research based ELA/ SLAR skills and strategies							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create an intervention fluency and comprehension block across all grade levels "Eagle Time" and collect, assess data to monitor student fluency progress weekly and biweekly and drive interventions based on data.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers	Fluency schedule DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments	September 2024- August 2025	Reward calendar Incentives and prizes list for goals met Classroom "AR Eagle Excellence" Increase in AR points	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments. -Increase in WPM (words per minute)	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps							
1) Teachers will analyze data and create fluency groups based on data using (TPRI/TEJAS Lee/ fluency charts							
2) Implement fluency strategies that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards .							
3) Provide multiple opportunities for development of research based fluency skills and strategies							

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 implemented in the classroom to target areas of needs to ensure students success.	-Principal -Asst. Principal -LIFE Coach -Reading Interventionist -Homeroom teachers Content Coordinator	Diana Ramirez Sing,Spell,Read and Write Forde Ferrier Eureka Math Pearlized Math iPads, Laptops document reader Lead4ward DMAC	September 2024- August 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	Student Achievement gains on the CLI, TX-KEA TELPAS Results Driven Accountability Report	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Acrion Steps							
1.Review data from reading fluency, STAR library test, TPRI/TejasLee, TX-KEA, CLI PK Circle to determine student grouping and reading interventionist group							
2. Implement instructional strategies to keep students focused on task.							
3. Monitor student progress to regroup when necessary							
4. Reteach in a small group setting							

Goal Area 2: Student Support

Goal Area 2:	Student Support
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by August 2025.
Objective : 1	All Emergent Bilingual students will advance by at least one level of TELPAS composite ratings by August 2025 through the implementation of Language Acquisition research based activities

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All Emergent Bilingual students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	walk-throughs - feedback provided in timely manner - Progress monitoring reports - review and provide quality feedback -DMAC Reports - Implementation of ELPs - SummitK12 Reports	–Closing the achievement gap among specific student groups - Increase academic performance of EL pops in all BM - Anecdotal Records	–CBAs/Six Week assessments - Student Performance Data - BOY/MOY/EOY Fluency Checks - Benchmarks - SummitK12 BM - TELPAS BM/Exam	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps
1). Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).
2)Schedule professional development for teachers on how to implement ELPs & PLDs in their delivery of lessons.
3) Utilize SummitK12 & AR for students to practice their Listening, Speaking, and Reading skills.
4)P Provide quality interventiuons that are directly related to students' needs as demonstrated by data.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking through Summit K12	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments Summit K12 reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps
1)Provide training for teachers on ELPS and testing strategies.
2)Create and implement a TELPAS block across all grade levels.
3)Provide trainings on the implementation of language acquisition strategies.
4)Create and implement TELPAS progress monitoring practices

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction and allow time for keyboarding practice.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps
1)Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders
2)Create a calendar of writing samples for all grade level to align and support TELPAS writing structures.
3)Create and implement spiraling activities based on student needs.
4) Monitor monthly writing calendars that target TELPAS writing skills.

Goal Area 2:	Student Support
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by August 2025.
Objective : 2	60% Emergent Bilingual students will advance by at least one level of TELPAS Speaking and Reading composite ratings by August 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All Emergent Bilingual students will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	walk-throughs - feedback provided in timely manner - Progress monitoring reports - review and provide quality feedback -DMAC Reports - Implementation of ELPs - SummitK12 Reports	-Closing the achievement gap among specific student groups - Increase academic performance of EL pops in all BM - Anecdotal Records	-CBAs/Six Week assessments - Student Performance Data - BOY/MOY/EOY Fluency Checks - Benchmarks - SummitK12 BM - TELPAS BM/Exam	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps							
1). Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).							
2)Schedule professional development for teachers on how to implement ELPs & PLDs in their delivery of lessons.							
3) Utilize SummitK12 & AR for students to practice their Listening, Speaking, and Reading skills.							
4)P Provide quality interventiuons that are directly related to students' needs as demonstrated by data.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking through Summit K12	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments Summit K12 reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps							
1)Provide training for teachers on ELPS and testing strategies.							
2)Create and implement a TELPAS block across all grade levels.							
3)Provide trainings on the implementation of language acquisition strategies.							
4)Create and implement TELPAS progress monitoring practices							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will review TELPAS released test questions alongside the TELPAS blueprint to help guide them on integrating reading skills across curricula.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments Summit K12 reports	Closing the gap among specific student groups - Increase academic performance of all subgroups across content benchmarks - An increase in proficiency levels on	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps							
1. All teachers will review TELPAS released test questions alongside the TELPAS reading blueprint to understand the specify of the questions and student skill set needed to respond proficiently.							
2) teachers will see TELPAS reading benchmark and released questions to better understand level of questioning to increase level of rigor on assigned content readings.							
3)Create and implement spiraling activities based on student needs.							
4) Teachers will integrate TELPAS question stems in lesson plans to provide all EL students with multiple opportunities to practice reading , speaking skills and areas of need.							

Goal Area 2:	Student Support
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by August 2025.
Objective : 1	Emergent Bilingual (EB) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by August 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor all EB student progress on a monthly basis in the areas of Reading and Mathematics	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math Istation Reading IREADY Summit K12 LEAD4WARD	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All EB identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)
2)EB student groups ' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels
3)Use assessment data to drive individualized intervention 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 ,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Provide Dual Language professional development for teachers with EB students in the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All EB identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps
1)Provide training for teachers on district curriculum and testing strategies.
2)Peer coaching and observation opportunities to enhance instructional practices
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the teachers serving ELL students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All EB identified student groups will increase in Student Achievement.A12 -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps
1)EB teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students
2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.
3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.
4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.

Goal Area 2:	Student Support
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by August 2025.
Objective : 2	Emergent Bilingual (EB) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by providing high-quality research based instruction

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive trainings to effectively implement ELPS throughout lesson cycle using integrated methods to develop English proficiency.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring Cannon and copy graphics Curriculum / Pearson Summit K12 Computer mouse digital pens adapters	September 2024- August 2025	-Campus performance review sessions with leadership team - Progress monitoring reports - data to be reviewed and dissected -Walkthroughs - feedback to delivered in a timely and constructive manner	Closing the gap among specific student groups - Increase academic performance of all subgroups across content benchmarks - An increase in proficiency levels on TELPAS	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps							
1) Teachers will review TELPAS updates to better understand their students' proficiency levels and their specific needs in the Listening and Speaking domains							
2)Teachers will review and familiarize themselves with rubrics to better understand how they are able to integrate different levels of questioning through lesson plans, targeting listening and speaking skills.							
3) Teachers will embed sample items in their content-specific lesson plans, and monitor student participation and performance using the rubric as a source.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Provide Dual Language professional development for teachers with EB students in the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All EB identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices							
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region							
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Effectively implement and monitor adopted Two Way Dual Language program across all grade levels.	Principal Assistant Principal Life Coach Teachers LPAC Reading Interventionist Dual Language Coordinator Computer Lab Manager Special Ed Teachers	DMAC DMAC Reports Progress monitoring template Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Summit K12	September 2024- August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds

Action Steps							
1)EB teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students							
2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.							
4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.							

Goal Area 2:	Student Support
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 August 2025.
Objective 1 :	Special Education students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by August 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 monthly basis in the areas of Reading and Mathematics	Principal Assistant Principal Life Coach Homeroom Teachers Special Ed Teachers	DMAC Reports Progress monitoring Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Lexia Core 5	Sept. 2024 to August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -ARD notes -Lesson Plans -Teacher created assessments - Student Report Cards	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS TPRI/TJL	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps			

1)Use ongoing district and campus 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 towards increasing performance at all levels

3)Use assessment data to drive individualized intervention 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 ,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Provide professional development for teachers and instructional aides assigned in the areas of reading and math to ensure the delivery of high quality instruction.	Principal Assistant Principal Life Coach Homeroom Teachers Special Ed Teachers Special Ed Department	DMAC Reports Progress monitoring Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Lexia Core 5	Sept. 2024 to August 2025	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -ARD notes -Lesson Plans -Teacher created assessments - Student Report Cards	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS TPRI/TJL	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps			

1)Provide training for teachers on district curriculum and testing strategies.

2)Peer coaching and observation opportunities to enhance instructional practices

3)Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans

4)Provide specific instructional training for instructional aides to best serve special education 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 student individual eduaction plans (IEP) address accommodations and modifications targeted to individual student needs.	Principal Assistant Principal Life Coach Homeroom Teachers Special Ed Teachers Diagnosticians	DMAC Reports Progress monitoring Eureka Math Pearson DMR Resources Pearlized Math IREADY Istation Reading Lexia Core 5	Sept. 2024 to August 2025	DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback ARD notes Lesson Plans Teacher created assessments Student Report Cards	- Increase in Student Achievement in all identified student groups. 'Goal2_Obj1 sped'!B5 -Increase academic performance of all student groups in all BM and STAAR assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS TPRI/TJL	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps			

1)Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplemental aids to reflect the needs of the students

2)Collaborate with all general educations teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.

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

4) Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress.

Goal Area 3: Family & Community Empowerment

Goal Area: 3	Family and Community Empowerment
Annual Goal:1	Throughout the 2024 - 2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.
Objective:1	By August 2025 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prepare and deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, social media, and emotional abuse.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions	September 2024- August 2025	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School

Action Steps							
1) Continued use of the bullying/suicide support app							
2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students							
3) Integrate district policy on bullying/ cyberbullying							
4) Provide information on the use of Safe to Speak Up application							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the safety of all students and staff by providing support services including determent of bullying, cyberbullying, emotional abuse, and suicide risk.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions National Honor Society	September 2024- August 2025	Ongoing one to one assistance of emotional needs. Nurse develops a trusting relationship and rapport with student. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School

Action Steps							
1)Training staff on the Emergency Response Team Plan							
2)Update emergency kits placed around campus and train appropriate staff on the use and location of kits							
3) Revise and modify the Emergency Response Team as needed throughout the school year							
4) Provide a training for COVID-19 Team members and implement plan as needed throughout the school year							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed social emotional learning competencies into their content instruction and extra-curricular activities.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions	September 2024- August 2025	Walkthroughs and Observations Lesson Plans with SEL embedded components SEL Survey Feedback	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School

Action Steps							
1) Implement and address the following skills into lessons: self-awareness, self-management, social awareness, relationship skills, and repsonsible decision making.							
2)2. Promote the five competencies across all extra currcular actviioes such as: NHS, UIL, Entrichment Camps, etc.							
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication							
4) 3. Provide opportunities for students to share their thoughts & feelings in a safe space during instructional time.							

48

Goal Area: 3	Family and Community Empowerment							
Annual Goal:1	Throughout the 2024 - 2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.							
Objective:2	By August 2025 we will foster a school environment that promotes wellness for all students and increases productivity, partcipation, and emotional needs by increasing campus attendance by 5%							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a campus attendance reward system for students and staff.	Principal Asst. Principal Teachers Counselor Attendance Committee All campus staff Peims Clerk	Campus Data Eschool Report Substitute System Report	September 2024- August 2025	Daily attendance monitoring Eschool Data PEIMS Update Trainings Monthly Incentive Calendar	Improvement in student academic scores Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps							
1) As a grade level teachers will create a system to reward classroom student attendance							
2) Campus will reward students at the end of every marking period for attendance							
3) Campus will reward and recognize staff with perfect attendance by marking period							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
School staff will meet frequently to identify individual student attendance needs and work together to support and monitor individual progress Encourage Migrant student attendance through Migrant Voucher	Principal Asst. Principal Teachers Counselor Attendance Committee All campus staff Peims Clerk	Campus Data Eschool Report Substitute System Report	September 2024- August 2025	BOY/ Attendance Adjustment Sheet on One Drive Campus Attendance Reports District Dashboard Attendance Reports Tutoring Logs Home Parent Contact Logs	students who attend school regularly perform higher acadmically than students that do not have regular attendance.	school messenger automated phone calls for students that are absent. Family attendance communication through Home Acces Center. Teacher/student contact during office	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps							
1)Teachers will monitor student attendance and intervene as necessary for chronically absent students.							
2)Teachers will make home contact for chronically absent students.							
3) Teachers will recommend tutoring and extended learning time (ARP)for chronically absent students.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognize the unique needs of students with excessive absences and provide flexibility to address those needs.	Principal Asst. Principal Teachers Counselor Attendance Committee All campus staff Peims Clerk	Campus Data Eschool Report Substitute System Report	September 2024- August 2025	CLC Agendas and Sign In Sheet Various Attendance Tracking Reports Parent contact via HAC, Phone, Email Home Visits Participation in ARP program Participation in Enrichment Camps	Students who attend school regularly perform higher acadmically than students that do not have regular attendance.	Parent contact through various comminication systems. Home visit by community liasion. Attendance recovery through	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps							
1) Teachers will recommend students to participate in the Attendance Recovery Program (ARP) and Enrichment Camps.							
2) The Community Parent Liasion will monitor and schedule (ARP) and schedule intervention as necessary to place students in the ARP program and enrichment camps.							
3) The Community Parent Liasion and campus PEIMS clerk will monitor attendance daily.							

Goal Area: 3	Family and Community Empowerment							
Annual Goal:1	Throughout the 2024 - 2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.							
Objective:3	By August 2025 we will foster a school environment that promotes wellness for all students and increases productivity, and partcipation by recognizing milestones and academic achievements.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All staff will be recognized for increased efforts in maximizing student learning and participation in their academic and social sponsored events.	Principal Asst. Principal Teachers Counselor Attendance Committee All campus staff Peims Clerk Secretary	Social media Community donations/sponsors Fundraisers Spirit of PSJA	September 2024- August 2025	Recognition on Social Media outlets Teacher Appreciation Sponsors Incentive Committees	Improvement of overall campus culture.	Social Media platforms, surveys	Title-I School

Action Steps							
1) Survey will be conducted through the school year to measure campus climate amongst staff members							
2) Campus leaders will reach out to community to actively seek donations ans sponsorship to celebrate and recognize staff							
3) Campus leaders will take time to recognize staff through the year for their hard work including all holidays.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students will gain recognition for their academic accomplishments and participation in extra curricular activities throughout the year.	Principal Asst. Principal Teachers Counselor Attendance Committee All campus staff Peims Clerk	Social media Community donations/sponsors Fundraisers Spirit of PSJA Eagle Super Star Parade	September 2024- August 2025	BOY/ Attendance Adjustment Sheet on One Drive Campus Attendance Reports District Dashboard Attendance Reports Tutoring Logs Home Parent Contact Logs	Improvement in campus culture amongst students. Increased student participation in extra curriculars. Increase overall student peformance.	Social Media platforms, surveys, DMAC reports	Title-I School

Action Steps							
1)Extracurricular sponsorship within the campus will increase by 10%							
2)Campus leaders, teachers, and extracurricular sponsors will reach out to the community to seek donations, sponsorship, and fundraising opportunities							
3) Students will be recognized for their achievments on a campus newsletter							

50

Goal Area: 3	Family and Community Empowerment
Annual Goal:2	Throughout the 2024 - 2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.
Objective:1	By August 2025 the campus will see an increase of 10% in parental involvement.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide a welcoming environment by extending invitations for school events and activities.	Principal Assistant Principal Life Coach Teachers Parent Liaison Counselor Reading Interventionist	Cesar Chavez Facebook Cesar Chavez School website Classroom Dojo PSJA ISD website Action Plan Campus data	September 2024- August 2025	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps							
1) Hold teacher parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus based progress monitoring virtually or in person during assigned period.							
2) Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3) Invite parents to a monthly Parent Café							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff ensures every interactions and engagement with parents is positive and valuable.	Principal Assistant Principal Life Coach Teachers Parent Liaison Counselor Reading Interventionist	Cesar Chavez Facebook Cesar Chavez School website Classroom Dojo PSJA ISD website Action Plan Campus data	September 2024- August 2025	Invitations Flyers Social media posts Sign in sheets Agendas Increase in the number of followers CCE Facebook page Increase in parent-teacher communication via Class Dojo	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps							
1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.							
2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3)Provide professional development trainings on how to improve communication with all stakeholders							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communication with parents is timely and is provided through a variety of communication methods.	Principal Assistant Principal Life Coach Teachers Parent Liaison Counselor Reading Interventionist	Cesar Chavez Facebook Cesar Chavez School website Classroom Dojo PSJA ISD website Action Plan Campus data	September 2024- August 2025	Invitations Flyers Social media posts Sign in sheets Agendas Increase in the number of followers CCE Facebook page Increase in parent-teacher	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	-Title I — Title II — Title III — Special Ed. & Bilingual Funds — Migrant Funds

Action Steps							
1) Share a monthly calendar of events through digital and / or hard copy.							
2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.							
3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.							

Goal Area: 3	Family and Community Empowerment
Annual Goal:2	Throughout the 2024 - 2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.
Objective:2	By August 2025, campus will increase engagement of parents and community members by providing current public information resources

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures	Principal Assistant Principal Life Coach Teachers Parent Liaison Counselor Reading Interventionist Public Relations Rep	Cesar Chavez Facebook Cesar Chavez School website Classroom Dojo PSJA ISD website Action Plan Campus data	September 2024- August 2025	Invitations Flyers Social media posts Sign in sheets Agendas Increase in the number of followers CCE Facebook page Increase in parent-teacher communication via Class Dojo	Parents are consistently aware of school events, policies, and procedures	Sign in sheets Agendas Parental surveys Facebook & Twitter Posts Class Dojo Posts	1, 2, 6, 8, 10

Action Steps							
1) Administration , School Nurse , and Counselor will work with Campus PR Representative to inform students , parents, and community of current , new, or future events , policies , and procedures using the school 's Facebook page							
2) One hundred percent of teachers will connect to Class Dojo to 100% of students and parents who have access to technology							
3) Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parents will be invited to attend meetings and trainings provided by the school and district	Principal Assistant Principal Life Coach Teachers Parent Liaison Counselor Reading Interventionist Public Relations Rep	Cesar Chavez Facebook Cesar Chavez School website Classroom Dojo PSJA ISD website Action Plan Campus data	September 2024- August 2025	Invitations Flyers Social media posts Sign in sheets Agendas Increase in the number of followers CCE Facebook page Increase in parent-teacher communication via Class Dojo	Positive Parent involvement in social events Student participation in special events	Sign in sheets Agendas Parental surveys Facebook & Twitter Posts Class Dojo Posts	1, 2, 6, 8, 10

Action Steps							
1) Notices will be sent out on a timely manner in English and Spanish							
2) Parent educator will reach out to parents to invite them to meeting and trainings.							
3) A mass message will be sent out via Messenge							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will create opportunities for parental and community involvment through events like:Food Can Drive ,Toy Drive ,Partnership with Public Libray	Principal Assistant Principal Life Coach Teachers Parent Liaison Counselor Reading Interventionist Public Relations Rep Librarian	Cesar Chavez Facebook Cesar Chavez School website Classroom Dojo PSJA ISD website Action Plan Campus data	September 2024- August 2025	Invitations Flyers Social media posts Sign in sheets Agendas Increase in the number of followers CCE Facebook page Increase in parent-teacher	Invitations Flyers Social media posts Sign in sheets Agendas	Sign in sheets Agendas Parental surveys Facebook & Twitter Posts Class Dojo Posts	1, 2, 6, 8, 10

Action Steps							
1) Share a monthly calendar of events through digital and / or hard copy.							
2)Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.							

Goal Area 3:	Family and Community Empowerment
Annual Goal 3:	Throughout the 2025 - 2025 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.
Objective 1:	The campus will foster a culture of safety by having 100% of staff trained on campus safety protocols and procedures.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will continue to implement an Emergency Response Team to ensure all safety protocols and procedures are in place.	-Pricipals -Asst. Principal -School Nurse -Counselor -Head Custodian Emergency Response Team Teachers Campus Security Guard	School Map District Safey Plan Campus Safety Plan PSJA Police Department	September 2025-August 2025	-Safety Chart -Monthly ERT meetings -Safety meetings -Safety Trainings	Emergency response drills	Health Service campus drills District safey Audits	-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)Conduct monthly ERT drills and post drill feedback sessions
2)Train all staff on state and district mandadated trainigns such as but not limited to, sexual harrassment, Davids's Law, diabetes, allergic reactions, seizures, stop the bleed, CPR, CPI
3)Staff will be trained on crisis situations with assigned roles and responsibiliites.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish a care/COVID room and plan for any student or staff displaying symptoms.	-Pricipals -Asst. Principal -School Nurse -Counselor -Head Custodian Emergency Response Team Teachers Campus Security Guard	School Map District Safey Plan Campus Safety Plan PSJA Police Department	September 2025-August 2025	-Safety Chart -Monthly ERT meetings -Safety meetings -Safety Trainings	COVID room inspection and committee members	Health Service campus drills District safey Audits	-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)Weekly check ins on CARE room to ensure all safety protocols are in place
2)COVID team will have established roles and responsibilities in place.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote behaviors that reduce the spread of COVID 19.	-Pricipals -Asst. Principal -School Nurse -Counselor -Head Custodian Emergency Response Team Teachers Campus Security Guard	School Map District Safey Plan Campus Safety Plan PSJA Police Department	September 2025-August 2025	Hand hygine and respiratorty etiquette (masks). Modified layouts Recognize signs and symptoms Disinfecting stations	Personal prevention practices such as handwashing, staying home when sick, and cleaning working areas.	Health Service campus drills District safey Audits	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assesments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Acrion Steps
1)Educate staff and families about when they should stay home and when they are allowed to come back to school
2) Teach and reinforce the use of mask when feeling sick

Goal Area 4.:

Leadership Growth

Goal Area 4:	Leadership Growth
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time
Objective 1:	Update the Instructional Focus Walkthrough form to align to T-TESS Teacher Evaluation System by December 2025.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Leadership Team will review the current Instructional WalkThrough Focus tool and the alignment to T-TESS evaluation system.	-Principal -Assistant Principal -Leadership Team -LIFE Coach	Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	Complete by Fall of 2025.	Development of revised Instructional Walk-through focus tool. Collect and review data.	-Student engagement. -Closing the achievement gap. -Student centered classrooms. -Positive classroom environment. -Teacher growth on evaluation	Review walk-through focus tool mid-year and end of year.	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Action Steps							
1) Retrieve the current walk-through form from programmers to analyze.							
2) Compare the current walk through form to the T-TESS teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.							
3) Schedule meetings with teachers in order to collect feedback.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Update the Instructional Focus Walk-Through Form	-Principal -Assistant Principal -Leadership Team -LIFE Coach	Instructional Focus WalkThrough Form T-TESS Evaluation Rubric/Tool Pacing guides Technology	Complete by Fall of 2025.	Development of revised Instructional Walk-through focus tool. Collect and review data.	-Student engagement. -Closing the achievement gap. -Student centered classrooms. -Positive classroom environment. -Teacher growth on evaluation	Review walk-through focus tool mid-year and end of year.	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Action Steps							
1) Administration will ask for feedback from teachers and campus leadership team							
2) Revise/Update Walk-Through Form to be aligned with T-TESS rubrics.							
3) Train campus staff on new Instructional Focus Walk-through Form							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and review data from the new Instructional Focus WalkThrough Form and the impact on highly effective instructional delivery.	-Principal -Assistant Principal -LIFE Coach	Instructional Focus walkthrough form Gathered data T-TESS Rubric	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	-Student engagement. -Closing the achievement gap. -Student centered classrooms. -Positive classroom environment. -Teacher growth on delivery of instruction	Review walk-through focus tool mid-year and end of year.	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Acrion Steps							
1) Collect input from teachers, LIFE Coach, and Leadership Team.							
2) Use feedback to analyze, revise, and update form to meet campus needs.							
3) Collect observation data on delivery of instruction to provide professional development on areas of need.							

Goal Area 4:	Leadership Growth
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time
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
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walkthrough form.	-Principal -Assistant Principal	Instructional walkthrough focus tool Pacing Guides	June 2024 – Aug. 2025	-Campus walk-throughs schedule -Walk-through data weekly reviews -Student-centered classrooms -Bell to bell instruction	-Professional growth -High quality teaching and -Student academic achievement based from formative and summative assessment data.	Weekly walk-through data and teacher conferences	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1) Create campus walk-through schedule.							
2) Complete 10 walk-throughs per week.							
3) Review walk-through data and address areas of need							

Strategy 2	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.	-Principal -Assistant Principal -Leadership Team -LIFE Coach	Instructional walkthrough focus tool Pacing Guides TEKS	June 2024 – Aug. 2025	-CLC agendas -Admin/Teacher conferences -Walk-through data -Walk-through Schedule	Increased quality of instructional time and student achivement	Weekly walk-through data	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

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

Goal Area 4:	Leadership Growth
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time
Objective 3:	Campus administrators will 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.	Campus Administrators, LIFE Coach	-Dashboard -Instructional walk-through focus tool -T-TESS observations -SGM data -Professional Learning Communities	June 2024 – Aug. 2025	-Walk-through Data -Walk-through Schedule -CLC agenda & sign in sheets -Admin/teacher conferences	-Increase quality instructional time -Implement best practices -Student engagement -Stdent academic growth	Walk-Through Data Reviews	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Action Steps							

1) Campus leadership will review walk-through data and identify areas of need.
2) Campus leadership will identify staff instructional needs and develop an action plan
3) Monitor and revise action plan.

Strategy 2	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 growth by teachers.	Campus Administrators, LIFE Coach	-Dashboard -Instructional walk-through focus tool -T-TESS observations -SGM data -Professional Learning Communities	June 2024 – Aug. 2025	-Walk-through Data -Walk-through Schedule -CLC agenda & sign in sheets -Admin/teacher conferences	-Increase quality instructional time -Implement best practices -Student engagement -Stdent academic growth	Walk-Through Data Reviews	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Action Steps							

1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.
2) Provide professional development opportunities for staff.
3) Review and monitor achievement of professional development goals.

Goal Area 4:	Leadership Growth
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025.
Objective 1:	Develop teacher skills and knowledge on the teacher evaluation platform (T-TESS) to complete a fair, valid teacher evaluations by May 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 for all campus teachers based on their professional development goals.	-Principal -Assistant Principal -LIFE Coach	-TEEMS self evaluation -Instructional walk-through focus tool -T-TESS observations -SGM data -Professional Learning Communities	Fall and Spring semester	-Better teacher alignement -Calibration between evaluators -A true reflection on teacher performance	-Teacher performance -Student engagemetn -Higher teacher retention rate	-Progress monitoring -CBA -STAAR -SGMs -T-TESS walk-throughs and evaluations	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps	
1) Collect evidence of teacher PD needs
2) Review academic reports for district and campus needs.
3) Plan, schedule and hold trainings.

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 all teachers based on professional individual development goals.	-Principal -Assistant Principal -LIFE Coach	-TEEMS self evaluation -Instructional walk-through focus tool -T-TESS observations -SGM data -Peer Inter-visitations	Quarterly	-Better teacher alignement -Calibration between evaluators -A true reflection on teacher performance	-Data showing increase alignment between teacher evaluation and student performance.	-T-TESS evaluation data -Student performance data	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

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

Goal Area 4:	Leadership Growth
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025.
Objective 2:	Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback using T-TESS 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 campus administrators will use a high-quality evaluation system (T-TESS) to increase staff quality.	-Principal -Assistant Principal	-Instructional walk-through focus tool -T-TESS observations -T-TESS Evaluation system -T-TESS materials	June 2024 – Aug. 2025	-T-TESS Evaluations -PD sessions & sign in sheets -Coaching logs and schedules	-Increase student achievement -Higher teacher retention -Higher school report card based on TAPR	-T-TESS evaluaitons	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1)Professional development for teachers and campus leadership is provided at the beginning of the school year and continue as needed.							
2) Identify areas of need and provide professional development.							
3) Provide feedback and action plans.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive annual T-TESS review sessions.	-Principal -Assistant Principal -LIFE Coach	-T-TESS evaluaiton tool -T-TESS guide -Materials	June 2024 – Aug. 2025	-T-TESS Evaluations -PD sessions & sign in sheets	-Submit quality PD goals -Growth in standards -Walk-throughs data	-T-TESS evaluaitons	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds							
2) Monitor and evaluate data gathered during instructional rounds.							
3) Provide support in areas of need.							

Goal Area 4:	Leadership Growth							
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2025.							
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a McREL evaluation tool.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	-Principal -Assistant Principal	-Spirit of PSJA training materials	Fall & Spirng	-Use of the evaluation tool -One evaluation entered per staff memeber	-Improved customer service -Increase efficiency -Happier employees	-Spirit of PSJA Evaluation tool	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Action Steps							

1) Schedule the fall training.

2) Monitor and review professional development goals to create training based on needs and goals.

3) Schedule Spirit of PSJA Categories and behaviors trainings.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff will create clear professional development goals and expectations.	-Principal -Assistant Principal -Employees being evaluated	-Spirit of PSJA Evaluation	Fall & Spirng	-Evaluations enter in the system	-Improved customer service -Increase efficiency -Happier employees	-Goals enter the evaluation system	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds
Action Steps							

1) Train staff on evaluation tool.

2) Give staff timeline to complete the self-evaluation and goal setting.

3) Offer growth opportunities to staff.

Goal Area 4:	Leadership Growth
Annual Goal 3:	By August 2025, the campus positive culture and climate will increase.
Objective 1:	By August 2025, the campus positive culture and climate will increase staff retention by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a culture of value in which all staff feel a sense of being accepted, valued, welcomed, and supported in all school settings.	Principal Assistant Principal Teachers Counselor LIFE Coach All Campus Staff	• Campus vision and mission statement • Sprit of PSJA Themes • School Social Media • Kindness Challenge • Montly /Daily Themes • Campus events/activities	June 2024 – Aug. 2025	• Surveys • Weekly CLC • Staff Meetings • Committees - Meeting & agendas • Agendas Sign In Sheets	• Positive School Culture • Retention of Staff • Higher Staff Attendance • Higher Student Attendance	Increase of student achievement • Increase in teacher overall T-TESS ratings • Positive images and social media postings	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1) Envolve a diverstiy of staff members to be part of campus decision making.							
2) Stakeholders input in developing cultural practices for a postive school enviornment.							
3) Provide all staff members a survey to inquire on areas of need or improvement.							
4) Promote and model great character.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote and apply a positive school atmosphere.	Principal Assistant Principal Teachers Counselor LIFE Coach All Campus Staff	• Campus vision and mission statement • Sprit of PSJA Themes • School Social Media • Kindness Challenge • Montly /Daily Themes • Campus events/activities	June 2024 – Aug. 2025	• Surveys • Weekly CLC • Staff Meetings • Committees - Meeting & agendas • Agendas Sign In Sheets	• Positive School Culture • Retention of Staff • Higher Staff Attendance • Higher Student Attendance	Increase of student achievement • Increase in teacher overall T-TESS ratings • Positive images and social media postings	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1) Empower staff to give input in the school decision making process.							
2) Creating and implementing a reward system for all staff.							
3) Celebrate staff members through STAAR of the month and Sprit of PSJA Awards.							

Goal Area 4:	Leadership Growth
Annual Goal 3:	By August 2025, the campus positive culture and climate will increase.
Objective 2:	By August 2025, the campus positive culture and climate will increase student attendance and retention by 2%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings.	Principal Assistant Principal Teachers Counselor LIFE Coach All Campus Staff	• Campus vision and mission statement • Sprit of PSJA Themes • School Social Media • Kindness Challenge • Montly /Daily Themes • Campus events/activities	June 2024 – Aug. 2025	• Surveys for teachers and students • Student feedback • Individual Student Conferencing • Counseling and Guidance Lessons • Teacher/student conferences	• Positive School Culture • Increase Student Attendance • Meeting Attendance Goals • Decrease of Student Discipline Referrals	• Increase of Student Achievement • Positive images and stories will be publicized on social media to highlight successes	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps			
1) All stakeholders including students and family take part in campus decision making.
2) Encourage studens and family to provide input in developing cultural practices in school.
3) Campus provides a climate of support for academic learning and social emotional learning.
4) Promote and model great character.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will provide different opportunities to increase student motivation.	Principal Assistant Principal Teachers Counselor LIFE Coach	• Campus vision and mission statement • Sprit of PSJA Themes • School Social Media • Kindness Challenge • Montly /Daily Themes • Campus events/activities	June 2024 – Aug. 2025	• Surveys for teachers and students • Student feedback • Individual Student Conferencing • Counseling and Guidance Lessons • Teacher/student conferences	• Positive School Culture • Increase Student Attendance • Meeting Attendance Goals • Decrease of Student Discipline Referrals	• Increase of Student Achievement • Positive images and stories will be publicized on social media to highlight successes	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps			
1) Recognizing students' accomplishments and personal celebrations.
2) Publicly praise students in all social media platforms daily.
3) Celebrate student achievement with a Super Star Parade every six weeks.
4) Creating and implementing a reward system for all students to celebrate achievements.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote and apply a positive atmosphere in a classroom setting.	Principal Assistant Principal Teachers Counselor LIFE Coach	• Campus vision and mission statement • Sprit of PSJA Themes • School Social Media • Kindness Challenge • Montly /Daily Themes • Campus events/activities	June 2024 – Aug. 2025	• Surveys for teachers and students • Student feedback • Individual Student Conferencing • Counseling and Guidance Lessons • Teacher/student conferences	• Positive School Culture • Increase Student Attendance • Meeting Attendance Goals • Decrease of Student Discipline Referrals	• Increase of Student Achievement • Positive images and stories will be publicized on social media to highlight successes	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps			
1) Empower students to be active participants in the classroom.
2) All teachers will provide a safe and inclusive classroom environment for students.
3) Teachers will involve students in creating and implementing classroom rules.
4) Celebrate student academic achievements every marking period and daily personal celebrations.

Goal Area 4:	Leadership Growth
Annual Goal 3:	By August 2025, the campus positive culture and climate will increase.
Objective 3:	Provide support to school staff, parents & community members to increase student achievement and success.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train teachers, administrators, and parents using a comprehensive guidance program that addresses the social and emotional needs of students to better understand individual student needs.	Principal Assistant Principal Teachers Counselor LIFE Coach	• Research Based Best Practices • District PreK -12 Counseling and Guidance Curriculum • Structured and intentional Timelines • Feedback surveys from staff, students, and parents • PD agendas	August 2025 – Aug. 2025	• Attendance reports • Walkkthroughs data /reports • Student SEL Profiles • Completed surveys	• Increase in student participation • Increase in student achievement • Culture and Climate Survey (BOY, MOY & EOY)	• Panorama Surveys and Needs Assessment • SEL skills universal screener • District walk -through software/portal • Participation	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1. Provide ongoing SEL professional development for all staff memebers.							
2. Plan for individual parent meetings with counselor and parent educator.							
3. Provide students with classroom guidance lessons, individual plans for academic success, individual counseling, and crisis intervention (if needed).							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collaborate with all stakeholders on interventions and strategies for students in need of support.	Principal Assistant Principal Teachers Counselor LIFE Coach Parent Educator	• Research Based Best Practices • District Policy Handbook • Structured and intentional Timelines • Reading Material and Technology Programs • Meeting agendas	August 2025 – Aug. 2025	• Meetings • Invites & agendas • Sign-in sheets • Photos of meetings • PowerPoints • Attendance Reports	• Meetings • Parent Surveys • Meeting Chats • Parent conferences reports	• Assessment Results • Participation • Performance	-Local Funds -State Bilingual Funds -Migrant Funds -ESSER Funds

Action Steps							
1. Provide SEL professional development via counselors cafe to teachers and parents.							
2. Provide information regarding available community resources							
3. Implement and carry out monthly kindness activities that involve school and home.							
4. Counselor will implement SEL and growth mindset learning activities & guidance lessons (positive announcements, bucket fillers, individual counseling, etc)							

Cesar Chavez Elementary
Professional Development Plan

EAGLES

JULY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25 Enrichment Camp Staff Development	26	27
28	29	30	31			

ENRICHMENT CAMP

2024

CESAR CHAVEZ ELEMENTARY
PSJA ISD

AUGUST

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 **ENRICHMENT CAMPS**	6	7	8 Back to School Expo 9:30 – 5:30 pm	9 Technology conference	10
11	12	13	14 3rd -5th Science	15 3rd -5th Math	16 STAFF WORKDAY	17
18	19	20 PSJA Convocation 8:30 TELPAS Meeting	21	22 IREADY Meeting	23 STAFF WORKDAY	24
25	26 BACK TO SCHOOL	27	28	29	30	31

ENRICHMENT CAMPS

CESAR CHAVEZ ELEMENTARY — PSJA ISD

2024

2024 · SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1 **IREADY Back to School Math**	2 HAPPY ★LABOR★ DAY	3 HAPPY GRANDPARENTS DAY	4 Eagles CLC	5	6	7
8 **IREADY Back to School Reading** **Circle BOY** **TPRI 1st -3rd**	9	10	11 9/11	12 Eagles CLC	13	14
15 **TX KEA BOY**	16	17	18 Eagles CLC	19	20	21
22 hello FALL	23	24	25 Eagles CLC	26	27	28
29	30					

IREADY BOY MATH & READING

2024 · OCTOBER

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2 Eagles CLC	3	4	5
6	7	8	9 Eagles CLC	10	11	12
13	14 CLOSED	15	16 Eagles CLC	17	18	19
20	21	22	23 Eagles CLC	24	25	26
27	28	29	30 Eagles CLC	31		

CBA Math, Reading, & Science 3rd - 5th grade

Summit K12 Interim

2024 . NOVEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
hello FALL					1	2
3	4	5 VOTE ELECTION DAY	6 Eagles CLC	7	8	9
10	11 Veterans Day	12	13 Eagles CLC	14	15	16
17	18	19	20 Eagles CLC	21	22	23
24	25	26	27	28	29	30

THANKSGIVING BREAK

2024 . DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 Eagles CLC	5 **Reading Benchmark 3rd - 5th grade**	6	7
8	9	10 **Science Benchmark 3rd - 5th grade**	11	12 **Math Benchmark 3rd - 5th grade**	13	14
15	16	17	18 Eagles CLC	19	20	21 hello WiNTER
22	**Christmas**		25 MERRY CHRISTMAS	26 **Break**		28
29 Winter Break	30	31	Happy NEW YEAR	Winter Break		
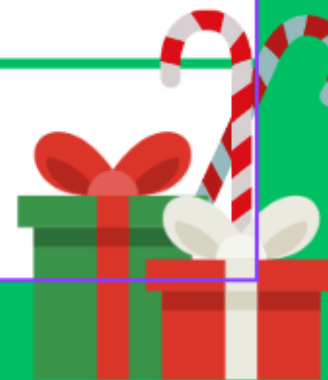
Title 1, Part A School Wide

Title I, Part A
School wide Components:
1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a Staterun preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.