



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## Alfred Sorensen Elementary

2024-2025 Campus  
Improvement Plan

Presented by Giselle Martinez,  
Principal  
September 2024





**COLLEGE<sup>3</sup>**  
READY.CONNECTED.COMPLETE™



**OPPORTUNITIES FOR ALL**



## OUR VISION

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

## OUR MISSION

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

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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.

# *OPPORTUNITIES FOR ALL* **LEADERSHIP VALUES**



# OPPORTUNITIES FOR ALL!



## PSJA ISD At-A-Glance

Pharr-San Juan-Alamo Independent School District (PSJA ISD) has emerged as a leading force in providing diverse academic opportunities for students, earning recognition at both state and national levels. Serving a student population of over 30,000 across three cities and spanning from pre-kindergarten to 12th grade, PSJA ISD is committed to graduating students who are ready to succeed in today's global landscape.

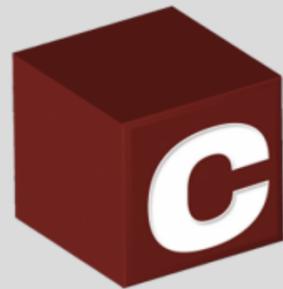
Renowned for its effective dropout prevention strategies and commitment to college readiness, PSJA ISD boasts an impressive high school completion rate exceeding 97 percent. With all high schools designated as Early College, PSJA ISD has the only wall-to-wall Early College Program in the state and nation.

With an equity-focused approach, the Early College Program's success is rooted in a holistic approach, offering rigorous academics alongside unwavering support from dedicated teachers, counselors, and mentors. Each semester, over 3,000 high school students are enrolled in college-level courses through dual and concurrent enrollment initiatives through partnerships with South Texas College and other higher education institutions.

PSJA ISD's success stories include innovative programs like the **Dual Language Enrichment Program, Early College, Early Childhood, and Dropout Recovery Program**, all of which have significantly narrowed the pathway to post-secondary education for students. At PSJA ISD, students can earn college credits, become bilingual and biliterate graduates, participate in top-notch athletic programs, and engage in renowned fine arts programs, ensuring a well-rounded and enriched educational experience.

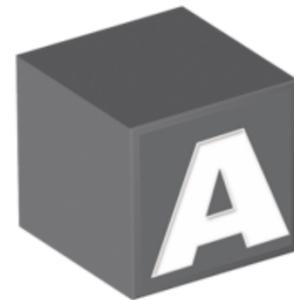
# **CARE** CUSTOMER SERVICE STANDARDS

All PSJA ISD employees must abide by the following standards in order to help us provide excellent customer service to ALL those we serve.



## **Courteous**

- Be kind and greet everyone with a smile
- Treat everyone with respect and dignity
- Listen to understand and help



## **Attentive**

- Communicate in a timely manner
- Stay positive and calm during all conversations
- Treat all concerns and inquiries with professionalism and confidentiality



## **Responsive**

- Be available when customers need you
- Respond to all customer inquiries with a sense of urgency
- Follow up with concerns to ensure customer satisfaction



## **Exceptional**

- Be sympathetic to customers' needs
- Follow the Golden Rule - Treat others as you would like to be treated
- Go above and beyond your call of duty to provide exceptional customer service



## PHARR-SAN JUAN-ALAMO ISD SUSTAINABLE DEVELOPMENT GOALS

Pharr-San Juan-Alamo ISD (PSJA ISD) schools and departments have systemically adopted the Sustainable Development Goals (SDGs).

As part of these efforts, PSJA ISD integrated the SDGs into its curriculum to equip students with pertinent real-world knowledge and hands-on experiences crucial to help them compete at a global level.

PSJA ISD aims to emphasize sustainability at every level through a systemic approach led by a committee of district leaders from various departments including Curriculum, Human Resources, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications, to name a few.



# Alfred Sorensen Elementary Vision & Mission Statement



## Vision

Sorensen Elementary School expects to develop knowledgeable and high achieving students. This will be accomplished through quality instructional programs in nurturing and trusting environment.

## Mission

Sorensen Elementary School will provide all students with an exceptional education in a nurturing yet challenging environment that fosters academic success, social development, enthusiasm for education and a life-long quest for knowledge. As a school community, we strive to instill the importance of a well-rounded education with a commitment to preparing our students for a higher education and future leadership. We are dedicated to providing academic and social skills for all students using best teaching practices to provide a quality instructional program that sets the foundation for all future learning. In partnership with school, parents, students and community, we will work together to create an atmosphere of trust, respect, and collaboration.



PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

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# PSJA District Leadership Team

## PSJA ISD School Board of Trustees

Carlos G. Villegas, Jr.



President

Diana Serna



Vice-President

Yolanda Castillo



Secretary

Jorge Zambrano



Member

Dr. Cynthia A. Gutierrez



Member

Jesus A. "Jesse" Zambrano



Member

### 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*

Dr. 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*

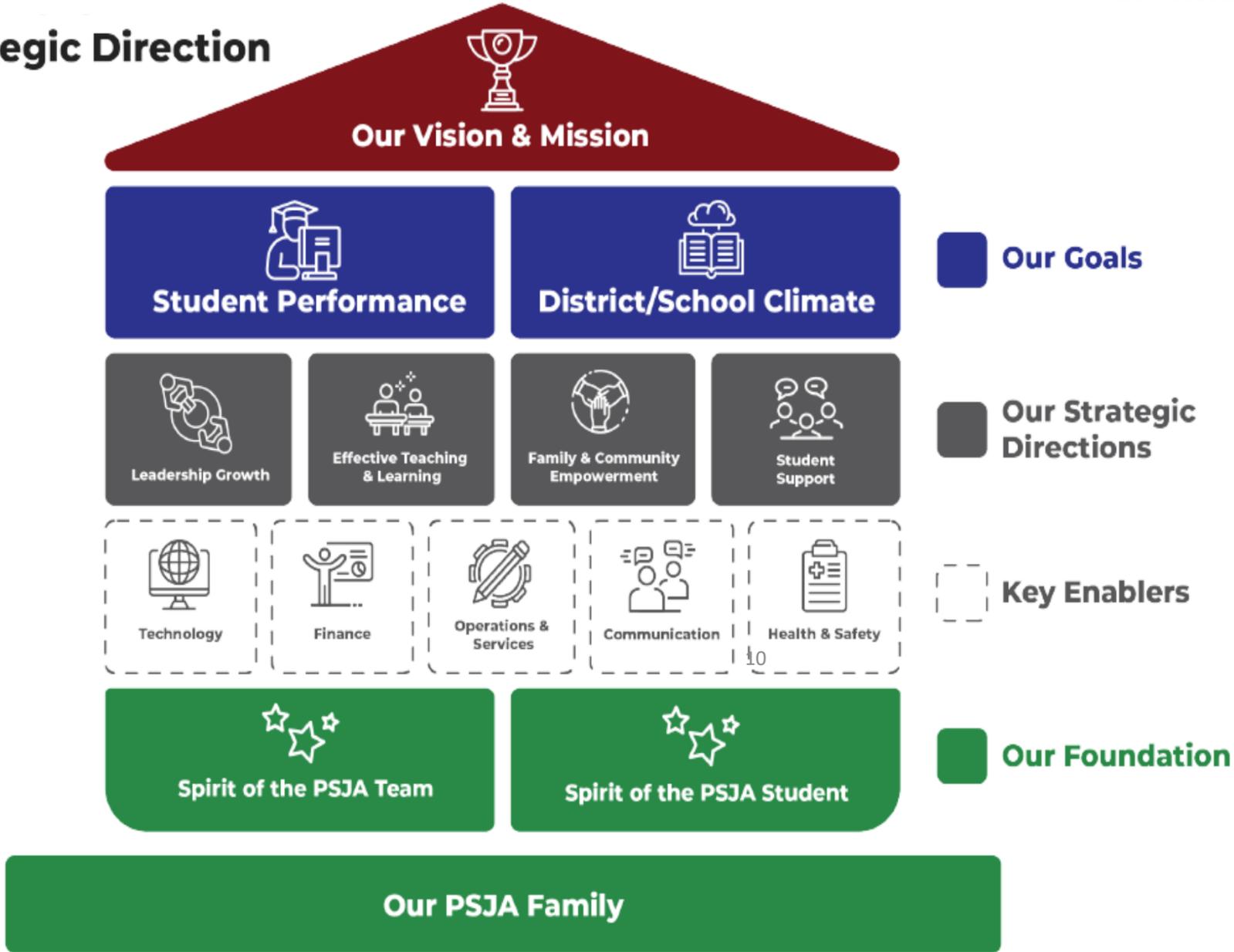
Alfredo Carrillo, *Executive Officer for Human Resources*

Rafael Gonzalez, *Administrator for Operations*

Mario Bracamontes, *Sustainability Administrator*



## Strategic Direction



# 2025 District Instructional Focus Road Map



*pending*



# 2025 Site Based Decision Making Committee



Name	Title
Giselle Martinez	Principal
Kimberly Matias	Assistant Principal
Liliana Garcia	Counselor
Alicia Enriquez	Instructional Coach
Berta Esquivel	Literacy Coach
Gracie Tapia	Teacher
Diana Quezada	Teacher
Delfina Castillo	Head Custodian
	Parent
	Business Partner
	Community Member





# Executive Summary

## Mission:

**Demographics Summary:** The current enrollment for Sorensen Elementary as of September 2024 is 551 students. The student population consists of 99.2% Hispanic, 0.7% white, and 0.2% Asian. Our students are 83.6% low socio-economic status. Our migrant population is minimal with less than 0.01% of our student body. Our Emergent Bilingual population is 38.3% and our Gifted and Talented students make up 5.5% and our At-Risk population is 78%. Most of our students live in the immediate surrounding communities and we have 5% of our students are from other areas.

**Comprehensive Needs Assessment:** Sorensen Elementary received an overall score of 78 out of 100 for a rating of B for 2024-2024 school year. In 2024, the Student achievement domain, Sorensen earned 74 which represents student learning at the end of the year. In Academic Growth we scored 74 out of 100 and in Relative performance we scored 81 out of 100. In our Closing the Gaps we scored 72 out of 100. We are pending distinction designations.

**Curriculum and Instruction and Assessment:** Our teachers continue to utilize a balanced literacy approach aligned to the TEKS for a balanced literacy approach in our language arts which focus on student’s deep understanding of text and text features. We are a one-way bilingual campus that believes in developing both languages for bi-literal and bicultural students. We recognize the importance of a strong reading foundation and use fluency and comprehension benchmarks in all grades to monitor student performance and respond with individualized student instruction that targets student’s needs.

**Summary of Goals:** Our goals are to continue to improve on student mastery of their grade level TEKS by using individualized TEKS based and data driven instruction to impact our students to reach Meets and Masters levels on STAAR to improve all subject areas. Our laser focus on student growth and monitoring progress towards goals is paramount so students are growing academically and so they can reach and surpass their goals.

The academic achievement of students in grades PK-2 is with Circle, TX-KEA and TPRI assessments. Our goal is to increase by at least 5% students at developed in all areas, improve in the student growth domain by at least 10%. We will achieve these goals by tracking and monitoring student growth at each benchmark and weekly assessments to assist students to reach and surpass their student growth goals, thus allowing Sorensen to gain distinction designations on Comparative Closing the Gap and ELA/Reading. Sorensen will continue to work with all stakeholders to ensure that we provide a world class educational experience for our students.



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# ed Sorensen Elementary Demographics 2024-2025



	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
<b>Number</b>	600	596	1	1	3	0	0	0
<b>Percent</b>	100	99.3%	0.002%	0.002%	0.005%	0	0	0



# 2023-2024 Accountability Summary



	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
<b>Sorensen 22-23</b>	<b>77</b>	<b>59.5</b>	<b>68</b>	<b>79.9</b>	<b>B</b>
<b>Sorensen 23-24</b>	<b>74</b>	<b>56.7</b>	<b>72</b>	<b>78</b>	<b>C</b>



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# 2023-2024 STAAR Performance Data



	Tested	Did Not Meet Low		Did Not Meet High		Approaches Low		Approaches High		Meets		Masters	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Reading	285	19	22%	3	3%	64	74%	55	64%	41	48%	25	29%
Math	285	15	17%	6	7%	65	76%	52	60%	33	38%	14	16%
Science	86	17	20%	24	28%	<sup>16</sup> 45	52%	32	37%	19	22%	7	8%



PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

# 2023-2024 STAAR Performance Data by Grade Level



3rd Grade	Total Tests	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	113	21	19%	14	12%	78	69%	64	57%	48	42%	24	21%
Math	113	12	11%	27	24%	74	65%	61	54%	47	42%	18	16%
4th Grade	Total Tests	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	86	6	7%	3	3%	77	90%	62	72%	53	62%	27	31%
Math	86	12	14%	9	10%	65	76%	59	69%	51	59%	22	26%
5th Grade	Total Tests	DID NOT Meet LOW		DID NOT Meet HIGH		APPROACHES LOW		APPROACHES HIGH		MEETS		MASTERS	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Reading	86	19	22%	3	3%	64	74%	53	62%	41	48%	25	29%
Math	86	15	17%	6	7%	65	76%	52	60%	33	38%	14	16%
Science	86	17	20%	24	28%	45	52%	32	37%	19	22%	7	8%



# 2024-2025 STAAR Reading Goals



## 3<sup>rd</sup> Grade Reading

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	72	69	<b>74</b>
Meets <i>Target: 60</i>	46	42	<b>50</b>
Masters <i>Target: 30</i>	25	21	<b>30</b>

## 4<sup>th</sup> Grade Reading

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	71	90	<b>90</b>
Meets <i>Target: 60</i>	49 <sup>18</sup>	62	<b>65</b>
Masters <i>Target: 30</i>	27	31	<b>35</b>

## 5<sup>th</sup> Grade Reading

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	83	74	<b>84</b>
Meets <i>Target: 60</i>	61	48	<b>53</b>
Masters <i>Target: 30</i>	36	29	<b>30</b>



PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

# 2024-2025 STAAR Math Goals



## 3<sup>rd</sup> Grade Math

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	74	65	<b>70</b>
Meets <i>Target: 60</i>	38	42	<b>47</b>
Masters <i>Target: 30</i>	17	16	<b>21</b>

## 4<sup>th</sup> Grade Math

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	76	76	<b>81</b>
Meets <i>Target: 60</i>	52 <sup>19</sup>	59	<b>64</b>
Masters <i>Target: 30</i>	28	26	<b>31</b>

## 5<sup>th</sup> Grade Math

	% of Students Passing	% of Students Passing	Goals
	2023	2024	2025
Approaches <i>Target: 90</i>	73	76	<b>81</b>
Meets <i>Target: 60</i>	51	38	<b>43</b>
Masters <i>Target: 30</i>	21	16	<b>21</b>



PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

# 2024-2025 STAAR Science Goals

<b>5<sup>th</sup> Grade Math</b>			
	<b>% of Students Passing</b>	<b>% of Students Passing</b>	<b>Goals</b>
	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>Approaches</b> <i>Target: 90</i>	69	52	<b>62</b>
<b>Meets</b> <i>Target: 60</i>	20 38	22	<b>32</b>
<b>Masters</b> <i>Target: 30</i>	18	8	<b>18</b>



# Circle Test, TX-KEA, TPRI, and Tejas Lee

Criteria Reviewed	Findings				Strategies Needed	
					Staff Development Resources	In Class Interventions
Pre-Kinder -Circle Assessment (2023-2024 Data)	<b>M-Class Assessment</b>				DL One Way Model Frogstreet Sing, Spell, Read, Write Estrellitas	Small Group Interventions
	<b>EOY</b>					
	Rapid Letter Naming	93%				
	Phonological Awareness	93%				
Kindergarten -TXKEA -Tejas Lee (2023-2024 Data)	<b>TXKEA</b>				DL One Way Model Sing, Spell, Read, Write Estrellitas Practical Life/Hands-On Activities Pearlized Math	Small Group Interventions RTI Small group pull outs
	Letter Names	93%				
	Decoding	43%				
	Letter Sounds Receptive	88%				
	Letter Sounds Expressive	8%				
	Blending Receptive	53%				
1st Grade -TPRI -Tejas Lee (2023-2024 Data)	TPRI		Tejas Lee		DL One Way Model Word Walls Pearlized Math Diana Ramirez Sing, Spell, Read, Write Lunita	RTI Differentiated Instruction Pull-Out Tutoring
	<b>Screening Status</b>					
	Frust./List	37%	Frust./List	30%		
	Instructional	10%	Instructional	44%		
	Independent	54%	Independent	26%		
2nd Grade -TPRI -Tejas Lee	TPRI		Tejas Lee		Sing, Spell, Read, Write Escaleras, Estrellitas Forde Ferrier, Boost	Tutoring RTI, Differentiated Instruction Small Group Intervention District support-pull outs
	Frust./List	32%	Frust./List	48%		
	Instructional	21%	Instructional	30%		
	Independent	47%	Independent	30%		
3rd Grade -TPRI -Tejas Lee	TPRI		Tejas Lee		Sing, Spell, Read, Write Escaleras Estrellitas Forde Ferrier Boost	Think Up, STAAR Ready Tutoring, RTI, Differentiated Instruction Small Group Intervention District support-pull outs Fluency- reading curriculum
	<b>Screening Status</b>					
	Frust./List	18%	Frust./List	40%		
	Instructional	27%	Instructional	40%		
	Independent	55%	Independent	20%		

# 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 State-run 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.



**Goal Area 1:** Effective Teaching and Learning

**Goal Area 2:** Student Support

**Goal Area 3:** Family and Community Empowerment

**Goal Area 4:** Leadership Growth

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# Comprehensive Needs Assessment

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**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

## Data Resources Reviewed

1. 2023-2024 STAAR Campus Summary Report
2. TPRI, Tejas Lee, TX-KEA
3. 2023-2024 Attendance/Enrollment
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. Software Reports: Summit K-12, Istation, Imagine Math, Footsteps to Brilliance, Renaissance Learning

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# Comprehensive Needs Assessment



% OF STUDENTS AT MASTERS LEVEL											
ALL		HISPANIC		ECD		EB		SPED		HIGHLY FOCUS	
2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Math	22	19	21	19	20	15	14	11*		6	
Reading	78	81	77	81	75	79	64	75	25	52	
Science	66	53	65	53	26 60	53	55	50	30	14	



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Comprehensive Needs Assessment



% OF STUDENTS AT MEETS LEVEL												
	ALL		HISPANIC		ECD		EB		SPED		HIGHLY FOCUS	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Math	45	46	45	46	41	40	38	34	3	14		
Reading	56	55	55	55	51	49	42	41	11	27		
Science	37	22	35	22	29	24	24	13	0	0		



**PHARR-SAN JUAN-ALAMO ISD**  
SUSTAINABLE DEVELOPMENT GOALS

# Comprehensive Needs Assessment



P-S-J-A ISD CENTRAL ADMINISTRATION												
% OF STUDENTS AT APPROACHES LEVEL												
	ALL		HISPANIC		ECD		EB		SPED		HIGHLY FOCUS	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Math	73	71	73	71	70	67	68	63	37	51		
Reading	78	81	77	81	75	79	64	75	25	52		
Science	66	53	65	53	60	53	55	50	30	14		



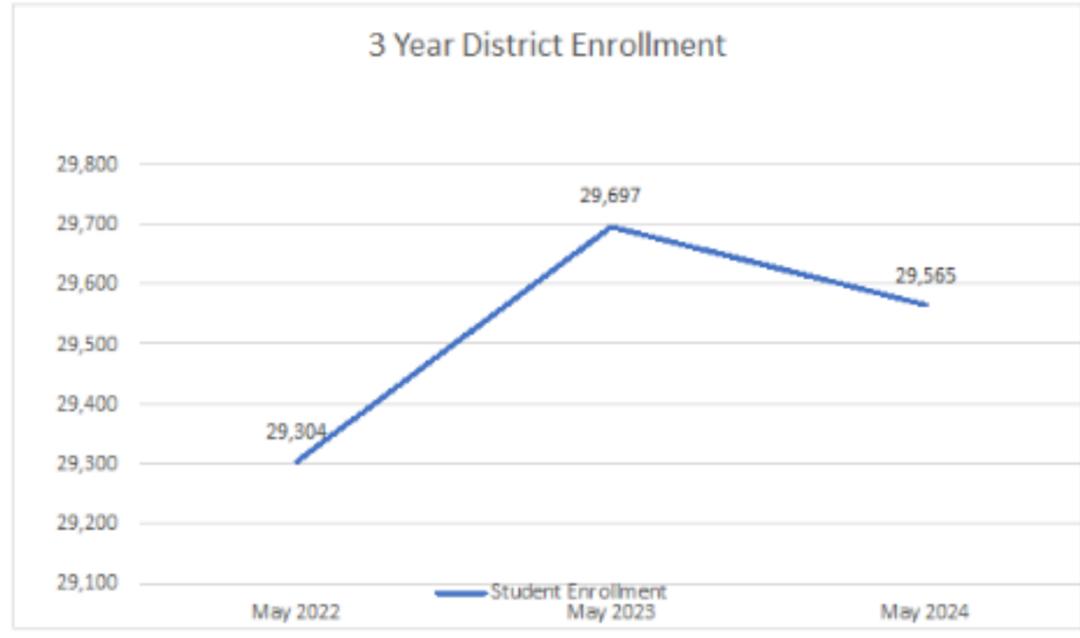
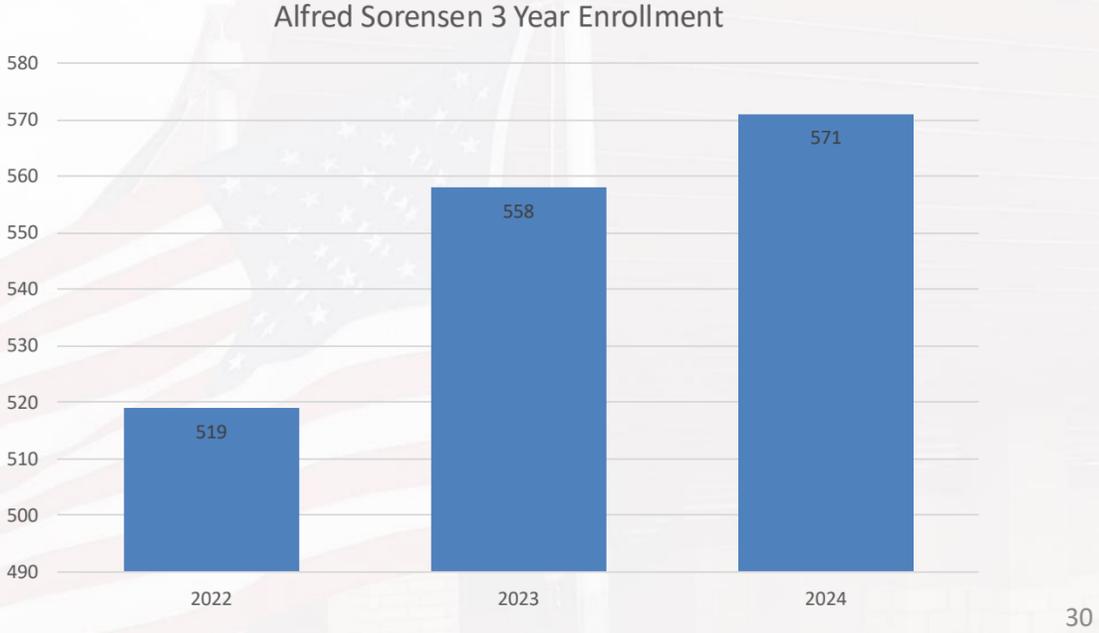
## Demographics

### Demographics Summary

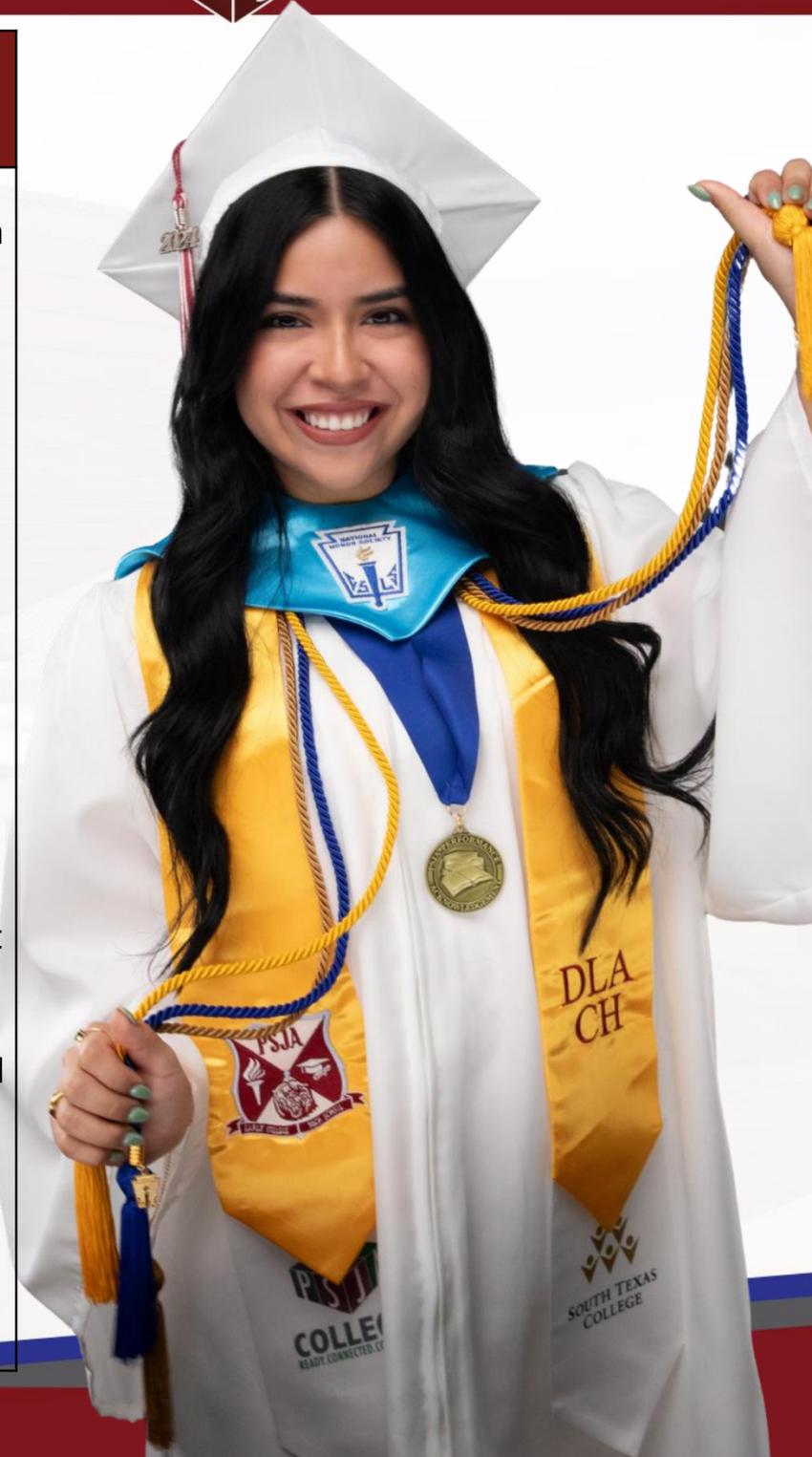


# Comprehensive Needs Assessment

## May Enrollment



# Comprehensive Needs Assessment: Goal Area 1

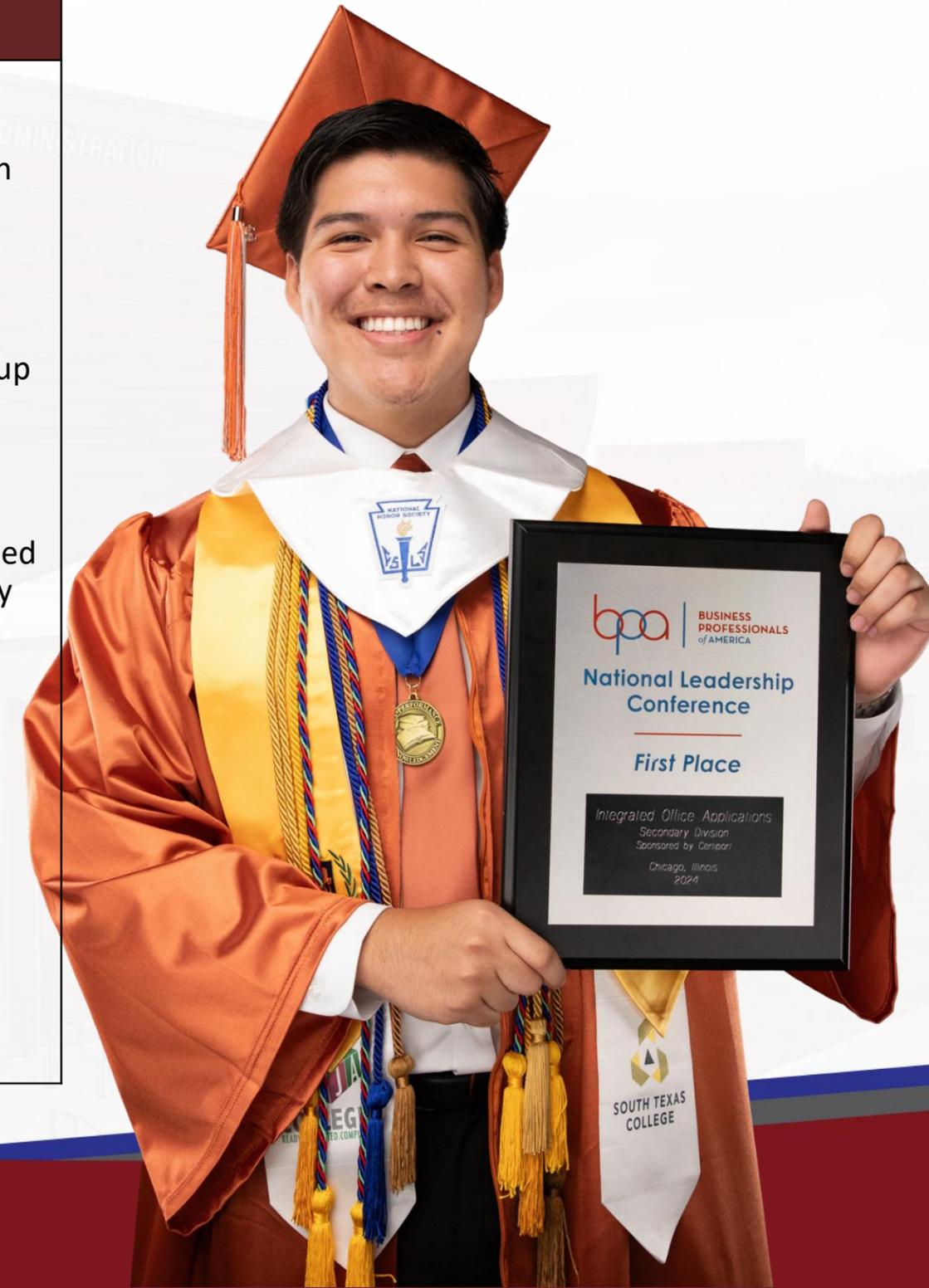


Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Effective Teaching and Learning	<p>Sorensen provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C &amp; I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence.</li> <li>• The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th</li> <li>• Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.</li> <li>• Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</li> <li>• Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li> </ul>	<p>The area of literacy, specifically in reading comprehension has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> <li>• Student reading on level by second grade is an area that we as the district continue to work on and monitor.</li> <li>• Developmental writing must be taught at all grade levels whether it is assessed at the state level or not.</li> <li>• Professional development for teaching writing must be provided at all grade levels.</li> <li>• Campus schedules need to reflect a dedicated time for writing instruction at all campuses</li> <li>• Elementary Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness.</li> <li>• Train teachers on curriculum effectiveness.</li> </ul>

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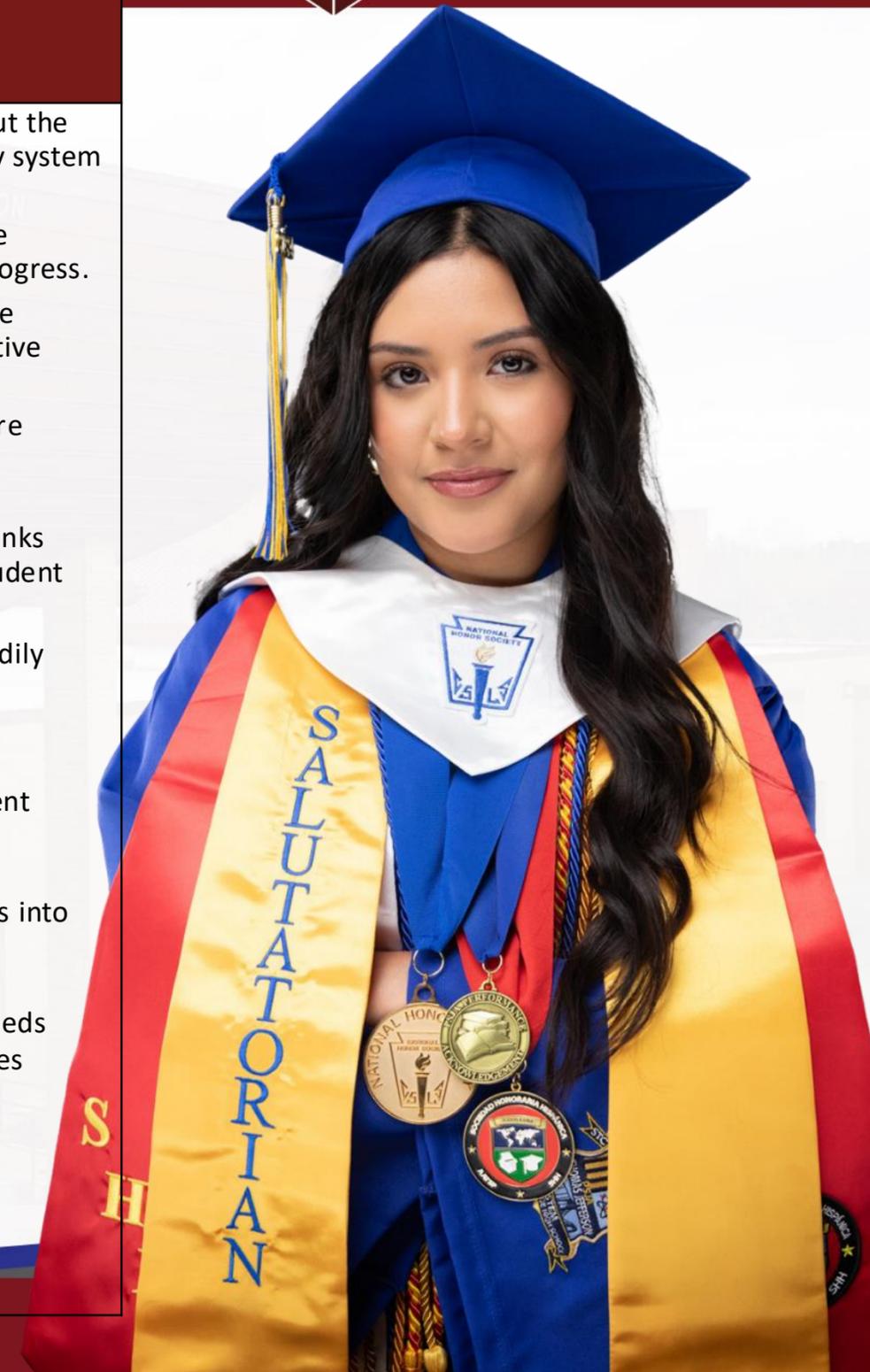
# Comprehensive Needs Assessment: Goal Area 2

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Student Support	<ul style="list-style-type: none"> <li>• Special Education students did not meet all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain.</li> <li>• English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain.</li> <li>• Economically disadvantaged student group met all targets in closing the gaps domain.</li> <li>• Hispanic student group met all closing the gaps domain targets.</li> <li>• In the area of participation, all student groups met all targets at 98% or higher.</li> <li>• In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance.</li> <li>• Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs</li> </ul>	<p>As per the 23-24 Preliminary STAAR data,</p> <ul style="list-style-type: none"> <li>• We have a 37% achievement gap at the Meets level on the 2024 STAAR between students identified as Special Education and the all student group in the area of ELA/Reading.</li> <li>• English Learners(LEP) with Parental Denials, are behind the All student group by 23% in achievement.</li> </ul> <p>Within the Domain III report,</p> <ul style="list-style-type: none"> <li>• Former Special Education students missed the growth target in the area of math by 12% points.</li> <li>• The English Language proficiency status was 2% points away from the target of 36%.</li> </ul>



# Comprehensive Needs Assessment: Goal Area 3

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Family and Community Empowerment	<ul style="list-style-type: none"> <li>• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope.</li> <li>• Parent resources, materials and communications are provided in both English and Spanish.</li> <li>• The district website and parental website informs parents of all events.</li> <li>• Parent educators' professional development is based on local, state and national standards for parental involvement.</li> <li>• Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents.</li> <li>• Literacy centers are accessible and convenient for parents throughout the school district.</li> <li>• Community partners provide practical classes for parents district-wide.</li> <li>• Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. <span style="float: right;">33</span></li> <li>• All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service.</li> <li>• Student resources, materials and communication are provided in both English and Spanish.</li> <li>• District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines</li> <li>• District Counselor Café for Teachers: PD Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Parents meetings need to continue throughout the school year to explain the state accountability system and how it affects their children.</li> <li>• Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress.</li> <li>• Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships</li> <li>• Staff needs training on how to effectively share assessment strategies with parents about their children's progress.</li> <li>• Provide parents webinar training and phone links to help them better understand the STAAR student reports.</li> <li>• Videos on state accountability have to be readily available for parents.</li> <li>• Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently.</li> <li>• Integrate the police and security departments into all emergency situations.</li> <li>• District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.</li> <li>• Allocate funding for Teacher Professional Development on SEL or Restorative Practices</li> </ul>



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# Comprehensive Needs Assessment: Goal Area 4

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Leadership Growth	<ul style="list-style-type: none"> <li>• High employee retention, District is seen as an employer of choice</li> <li>• District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program.</li> <li>• Teacher Incentive Allotment grant provides an opportunity for qualifying staff to earn performance pay for improvement in student growth measures and their TTESS evaluation.</li> <li>• The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.</li> <li>• Continue to provide trainings on SGM's and TTESS during CLCs to promote leadership growth</li> <li>• Electronic Instructional Focus Walkthrough form</li> <li>• The full development of the electronic Spirit of PSJA Evaluation tool</li> <li>• Strong commitment and financial support to professional development and professional growth opportunities for staff</li> <li>• District support for all teachers to be fully certified for assigned teaching assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified.</li> <li>• Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture.</li> <li>• Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating.</li> <li>• Seeking continuation of funding to support NTC with Meadows grant funds.</li> <li>• Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.</li> <li>• Support and funding master's programs so that teachers can teach dual credit classes.</li> <li>• Funding for teacher stipends (hard to staff, Dual credit), and professional development</li> <li>• Walkthrough form is not fully aligned with TTESS rubric</li> </ul>



# 2024-2025 Campus Goals



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PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

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## Goal Area 1: Effective Teaching and Learning

**Annual Goal 1:** Percent of students who perform at meets grade level or above on STAAR MATH in Domain 1 will increase by ten percentage points by June 2025.

- Objective 1: In Domain 1, the percent of students performing at meets Math 3-5 will increase from 46% to 60% by having access to standards-aligned curriculum and small group instruction (14 points away from goal).
- Objective 2: The percent of English Learners who perform at meets Math 3-5 will increase from 35% to 45% by 20having access to standards-aligned curriculum and data driven instruction using ELPS.
- Objective 3: The percent of students at-Risk and SPED who perform at meets Math 3-5 will increase from 18% to 28% by having access to standards-aligned curriculum and individualized instruction

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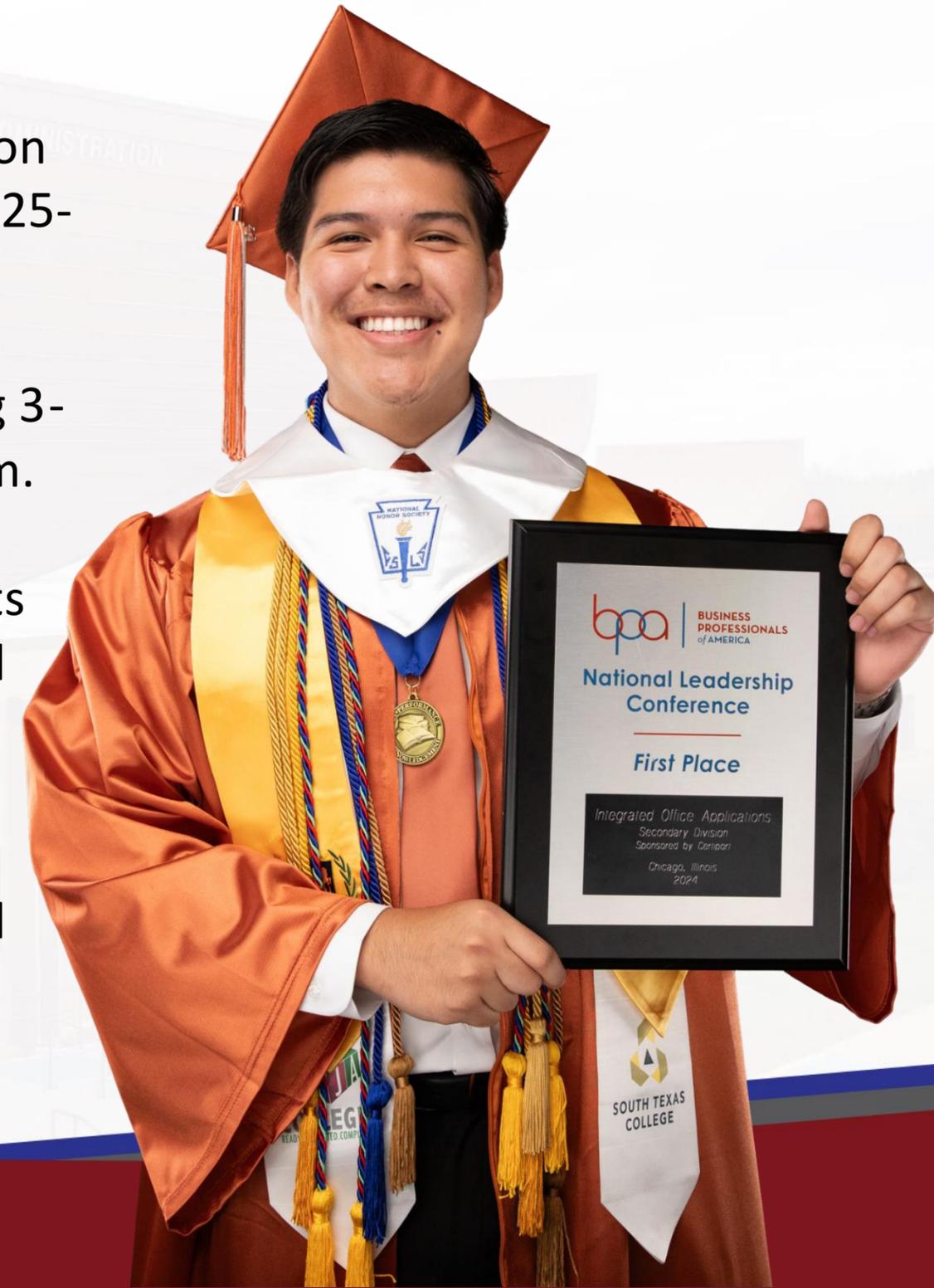


## Goal Area 1: Effective Teaching and Learning

**Annual Goal 1:** Percent of students who perform at meets grade level or above on STAAR Reading in Domain 1 will increase by twelve percentage points by June 2025- from a 48% in 2024 to a 60% in 2025.

- Objective 1: In Domain 1, the percent of students performing at meets Reading 3-5 will increase from 48% to 60% by having access to standards-aligned curriculum.
- Objective 2: In Domain II, the percent of English Learners who perform at meets Reading 3-5 will increase from 31% to 41% by having access to standards-aligned curriculum and data driven instruction
- Objective 3: The percent of students at-Risk and SPED who perform at meets Reading 3-5 will increase from 29% to 30% by having access to standards-aligned curriculum and individualized instruction.

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## Goal Area 1: Effective Teaching and Learning

**Annual Goal 3:** In Domain I, the percent of students who perform at meets grade level or above on STAAR Science will increase by fifteen percentage points by June 2025, going from a 22% in 2024 to a 37% in 2025.

- Objective 1: The percent of students performing at meets 5th Grade Science will increase from 22% to 37% for Science by having access to standards-aligned curriculum
- Objective 2: The percent of English Learners who perform at meets in 5th Grade Science will increase from 15% to 25% by having access to standards-aligned curriculum
- Objective 3: The percent of students at-Risk and SPED who perform at meets in 5th Grade Science will increase from 7% to 17% by having access to standards-aligned curriculum



## 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 component by June 2025.

- Objective 1:** All identified student groups (ALL students, Hispanic, ECD, EB, and SPED in the Closing the Gaps domain will be monitored weekly, CBA, and Benchmarks to ensure that at least 80% of the indicators in the Reading and Math Academic Achievement component of ESSA are making progress to meet interim target goals by June 2025. (Goals differ by sub-groups)

Elementary Schools															
	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Aca. Ach. Status: RLA	Baseline: 2016-17 Rates	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	37%	37%	35%	26%	38%	47%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	48%	48%	46%	38%	48%	56%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	59%	59%	57%	50%	58%	65%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	69%	69%	68%	63%	69%	74%
Aca. Ach. Status: Math	Baseline: 2016-17 Rates	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	42%	45%	40%	29%	45%	51%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	52%	54%	50%	41%	54%	59%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	62%	63%	60%	53%	63%	67%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	71%	73%	70%	65%	73%	76%

- Objective 2:** All identified student groups in the Closing the Gaps Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction during the 2024-2025 school year.
- Objective 3:** Special Education Students and English Language Learners in the Academic component performance targets will meet the performance targets in the areas of Reading and Math by June 2025.

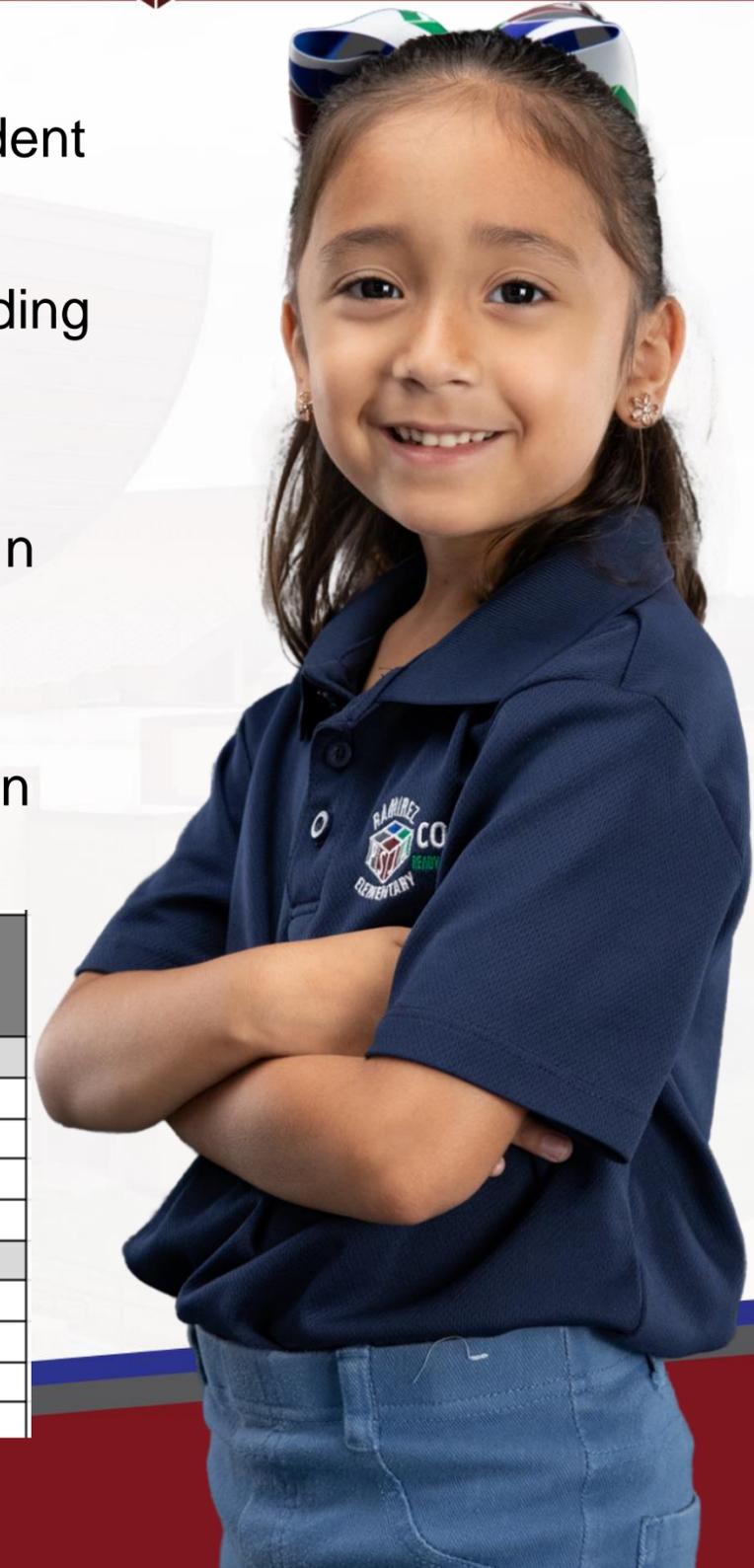


# 2025 Campus Goals

## Goal Area 2: Student Support

**Annual Goal 2:** At least 90% of indicators evaluated in Academic Growth Status will be met by all student groups by June 2025

- **Objective 1:** All students will demonstrate a 5% increase of academic progress in the areas of Reading and Math by June 2025
- **Objective 2:** All Special Education students will be monitored bi-weekly to demonstrate 2% growth in the areas of Reading and Math assessments by June 2025
- **Objective 3:** All English Language Learners will demonstrate a 5% increase of academic progress in Reading and Math



	Targets	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EL	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled
Growth Status: RLA	Baseline: Average of 2019 and 2022	72%	68%	71%	75%	71%	86%	72%	74%	69%	70%	69%	56%	73%	73%
	2022-23 through 2026-27	72%	68%	71%	75%	71%	86%	72%	74%	69%	70%	69%	56%	73%	73%
	2027-28 through 2031-32	80%	77%	79%	82%	79%	89%	80%	81%	78%	78%	78%	66%	80%	80%
	2032-33 through 2036-37	88%	86%	87%	89%	87%	92%	88%	88%	87%	86%	87%	76%	87%	87%
	2037-38	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	86%	95%	95%
Growth Status: Math	Baseline: Average of 2019 and 2022	72%	65%	71%	75%	71%	89%	74%	73%	70%	73%	69%	59%	73%	73%
	2022-23 through 2026-27	72%	65%	71%	75%	71%	89%	74%	73%	70%	73%	69%	59%	73%	73%
	2027-28 through 2031-32	80%	75%	79%	82%	79%	91%	81%	80%	78%	80%	78%	69%	80%	80%
	2032-33 through 2036-37	88%	85%	87%	89%	87%	93%	88%	87%	86%	87%	87%	79%	87%	87%
	2037-38	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	89%	95%	95%

## Goal Area 2: Student Support

**Annual Goal 3:** At least 56% of English Language Learners will advance by at least one proficiency level of TELPAS Composite rating by June 2025

- **Objective 1:** By June 2025, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5<sup>th</sup>
- **Objective 2:** By June 2025, our campus will monitor the progress of second language acquisition every marking period through embedded supports and ELPS strategies through weekly walkthroughs and lessons. Walkthrough data will reflect which ELPS component teachers are using.
- **Objective 3:** By June 2025, staff services English Language Learners will be proficient in dual language support systems such as ELPS, Summit K12, the TELPAS exam, and Footsteps to Brilliance.
- **Objective 4:** All Emergent Bilinguals will be monitored weekly, CBA, and Benchmarks to ensure that they are being successful in their reading exams.
- **Objective 5:** All Emergent Bilinguals will be monitored every six weeks to ensure that they are completing the number of minutes for Summit K-12 and monitored through their BOY, MOY, and EOY Summit K12 exams.



# 2024-2025 Campus Goals

## Goal Area 3: Family and Community Empowerment

**Annual Goal 1:** By June 2025, our campus positive culture and climate will increase based on teacher and staff perception of staff-student and staff-parent and community relationships

- **Objective 1:** By June 2025, student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons.
- **Objective 2:** By June 2025, 100% of teachers and staff will participate in Social Emotional Learning (Teacher Café presentations) professional development and implement strategies to improve staff-student relationships.
- **Objective 3:** By June 2025, 100% of staff will participate in Fundamental Five Book Study to promote Teamwork, health and well-being of all staff.



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# 2024-2025 Campus Goals

## Goal Area 3: Family and Community Empowerment

**Annual Goal 2:** By June 2025, the student's perceptions for their physical and psychological school safety will improve to 100%

- **Objective 1:** By June 2025, 100% of staff will implement safety and violence prevention protocols to increase school wide safety
- **Objective 2:** By June 2025, the Campus Threat Assessment Team will complete training on the Texas School Safety Center to promote and increase school wide safety.
- **Objective 3:** By June 2025, Sorensen Elementary will continue using safety measures, such as utilizing the school Raptor for any visitor coming into the campus and continue to do drills such as lock downs and intruder detection audit drills to increase school wide safety.



## Goal Area 3: Family and Community Empowerment

- **Annual Goal 3:** By June 2025, family involvement and their interaction with their child's school will increase by providing opportunities for parents to engage meaningfully on campus.
- **Objective 1:** By June 2025, 50% of parents will participate in informational, curriculum, literacy night, and parent CAFÉ sessions on campus.
- **Objective 2:** By June 2025, 100% of parents will be connected with community partners and resources.

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# 2024-2025 Campus Goals

## 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:** All teachers will use research-based instructional strategies in their daily lessons to increase student engagement and achievement
- **Objective 2:** All teachers will use researched-based materials; to include digital and hardcopy to enhance and target student needs
- **Objective 3:** Administrators will use walk-through data to monitor, provide constructive feedback and support teacher effectiveness

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## Goal Area 4: Leadership Growth

**Annual Goal 2:** Use evaluation systems to increase staff quality, recruitment and retention

- **Objective 1:** Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments
- **Objective 2:** Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback.
- **Objective 3:** Complete the Spirit of PSJA evaluations twice a year for all staff NOT evaluated by T-TESS/ T-PESS evaluation tool
- **Objective 4:** Use data collected in the evaluation system to offer professional growth opportunities for all staff for means of recruitment and retention



# Goal Area 1: Effective Teaching and Learning

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PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning
<b>Annual Goal:</b>	Percent of students who perform at meets grade level or above on STAAR Reading will increase by 5% points by June 2025.
<b>Objective:</b>	The percent of students performing at meets Reading 3-5 will increase from 64% to 69% by having access to standards-aligned curriculum.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading: All students Teachers will implement a quality instructional program to meet the needs of all students and enhance the state adopted program with effective resources.  My View/mi Vision, Summit K-12 Renaissance License for AR STAAR Connection (Kamiko) myOn License for Reading PK-5 <sup>th</sup> Clever for PK-5 <sup>th</sup> , Progress Learning & Teacher professional development in curriculum writing	Teachers Principal Assistant Principal Instructional Coach	District curriculum Istation Reading STAAR Release assessments (BM 1 & 2) Computers/computer lab Timelines Sing Spell Read and Write Professional development in vertical alignment of the reading curriculum- Grades 2 <sup>nd</sup> -5 <sup>th</sup> Forde Ferrier and Measuring UP	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District review sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Computer reports Lesson plans Classwork samples	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM 1 & 2 STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C

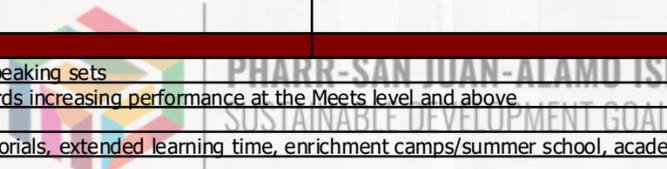
- Action Steps**
- 1) Follow timelines and implement state adopted program and other effective resources to ensure all students are meeting objectives
  - 2) Implement technology resources such as Istation, AR, myON, Summit K-12, and Progress Learning to reinforce skills
  - 3) Use assessment and technology data to drive intervention plans and build intervention time into the day at every grade level
  - 4) Provide instruction and interventions that are directly related to student' needs as demonstrated by data (e.g. Enrichment classes, tutorials, extended learning time, enrichment camps/summer school, academies)

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction to enhance comprehension and vocabulary:  TPRI/ Tejas Lee McMillan Reading Materials K-5 <sup>th</sup> Use read aloud strategies PK3-5 <sup>th</sup> Use peer reading Fluency checks Classroom novels Progress monitoring	Teachers Principal Assistant Principal	District curriculum Winning workbook for fluency STAAR Master workbooks for comprehension Forde Ferrier RTI workbooks Classroom novels Reading material Sing, Spell, Read, and Write (Sue Dickinson's Songs that teach) for phonics	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Fluency books/records DMAC data report Campus performance Reviews (CPR) Progress monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension Increase academic performance of all student groups in all BM, STAAR reading tests	Weekly assessments BM 1 & 2 STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C

- Action Steps**
- 1) Conduct fluency checks every six weeks and keep records on Google Drive
  - 2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods
  - 3) 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
Conduct Diagnostic assessments to drive instruction and analyze data to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	District curriculum DMAC Reports STAAR Release assessments (BM 1 & 2)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus performance Reviews (CPR) Progress Monitoring Reports Lesson plans	Increase academic performance of all student groups in all BM, STAAR reading tests	Weekly assessments BM 1 & 2 STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C

- Action Steps**
- 1) Use ongoing district built formative and summative assessments by grade levels (e.g. weekly, unit, BM 1 & 2, practice listening and speaking sets
  - 2) student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
  - 3) Use assessment data to drive intervention plans and build intervention time into the day at every grade level
  - 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g. enrichment classes, tutorials, extended learning time, enrichment camps/summer school, academies)



# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning						
<b>Annual Goal 1:</b>	Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2025						
<b>Objective 3:</b>	The percent of SPED who perform at meets reading 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and data driven instruction						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - At-Risk and SPED Implement a quality instructional program to meet the needs of at-Risk and SPED and enhance the state adopted program with effective resources My View, Istation Renaissance license for AR STAAR Connection/Kamiko myOn license for Reading for PK-5 Clever for PK-5	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum Istation Reading STAAR Release Assessments (BM I & II) Computers /computer lab Lexia	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback computer reports Lesson Plans classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Follow timelines and implement state adopted program and other effective resources to ensure at-Risk and SPED are meeting objectives and goals.							
2) Implement technology resources Istation, AR myOn to reinforce skills.							
3) Use assessment and technology 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 and IEP (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary McMillan Reading Materials K-5 <sup>th</sup> Use Read Aloud Strategies PK3-5 <sup>th</sup> Use peer reading Fluency checks classroom novel DEAR time & Language objectives	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum workbook fluency record fluency books reading material classroom novels Fluency Progress Monitoring File	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Fluency books/records DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension leading to Increased academic performance of at-Risk and SPED in all BM, and STAAR Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Conduct fluency checks regularly and keep records							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3) Use assessment data to drive intervention plans and build intervention time for small group instruction 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
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum DMAC reports STAAR Release Assessments (BM I & II) tutoring	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Tutoring/small group instruction DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Lesson Plans	Increased academic performance of EBs in all BM, STAAR TELPAS Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment and technology data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, Saturday Academies, summer school)							

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>		Effective Teaching and Learning					
<b>Annual Goal 1:</b>		Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2025					
<b>Objective 3:</b>		The percent of SPED who perform at meets reading 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and data driven instruction					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - At-Risk and SPED Implement a quality instructional program to meet the needs of at-Risk and SPED and enhance the state adopted program with effective resources My View, Istation Renaissance license for AR STAAR Connection/Kamiko myOn license for Reading for PK-5 Clever for PK-5	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum Istation Reading STAAR Release Assessments (BM I & II) Computers /computer lab Lexia	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback computer reports Lesson Plans classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Follow timelines and implement state adopted program and other effective resources to ensure at-Risk and SPED are meeting objectives and goals.							
2) Implement technology resources Istation, AR myOn to reinforce skills.							
3) Use assessment and technology 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 and IEP (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary McMillan Reading Materials K-5 <sup>th</sup> Use Read Aloud Strategies PK3-5 <sup>th</sup> Use peer reading Fluency checks classroom novel DEAR time & Language objectives	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum workbook fluency record fluency books reading material classroom novels Fluency Progress Monitoring File	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Fluency books/records DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension leading to increased academic performance of at-Risk and SPED in all BM, and STAAR Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Conduct fluency checks regularly and keep records							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3) Use assessment data to drive intervention plans and build intervention time for small group instruction 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
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum DMAC reports STAAR Release Assessments (BM I & II) tutoring	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Tutoring/small group instruction DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Lesson Plans	Increased academic performance of EBs in all BM, STAAR TELPAS Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment and technology data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, Saturday Academies, summer school)							

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning						
<b>Annual Goal 1:</b>	Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2025						
<b>Objective 3:</b>	The percent of SPED who perform at meets reading 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and data driven instruction						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - At-Risk and SPED Implement a quality instructional program to meet the needs of at-Risk and SPED and enhance the state adopted program with effective resources My View, Istation Renaissance license for AR STAAR Connection/Kamiko myOn license for Reading for PK-5 Clever for PK-5	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum Istation Reading STAAR Release Assessments (BM I & II) Computers /computer lab Lexia	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback computer reports Lesson Plans classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Follow timelines and implement state adopted program and other effective resources to ensure at-Risk and SPED are meeting objectives and goals.							
2) Implement technology resources Istation, AR myOn to reinforce skills.							
3) Use assessment and technology 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 and IEP(e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary McMillan Reading Materials K-5 <sup>th</sup> Use Read Aloud Strategies PK3-5 <sup>th</sup> Use peer reading Fluency checks classroom novel DEAR time & Language objectives	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum workbook fluency record fluency books reading material classroom novels Fluency Progress Monitoring File	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Fluency books/records DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback AR improvement Lesson Plans	Improved fluency and overall comprehension leading to Increased academic performance of at-Risk and SPED in all BM, and STAAR Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Conduct fluency checks regularly and keep records							
2) Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3) Use assessment data to drive intervention plans and build intervention time for small group instruction 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
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal Instructional coach Reading coach SPED teacher	District Curriculum DMAC reports STAAR Release Assessments (BM I & II) tutoring	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	Tutoring/small group instruction DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Lesson Plans	Increased academic performance of EBs in all BM, STAAR TELPAS Reading tests	Weekly Assessments BM I & II STAAR TELPAS	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment and technology data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, Saturday Academies, summer school)							

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning						
<b>Annual Goal 2:</b>	Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2025						
<b>Objective 2:</b>	The percent of Emergent Bilinguals who perform at meets Math 3-5 will increase from 38% to 43% by having access to standards-aligned curriculum and data driven instruction using ELPS						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide opportunities for teachers to attend professional development CIF strategies	Teachers Principal Assistant Principal Instructional Coach	Eureka iReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Monitoring & Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	Weekly Assessments BM I & II STAAR/EOY iReady Benchmark	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM I&II & iReady Benchmarks)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Introduce the Math concepts in the native language (sheltered math), use visual aids, and note- taking.	Teachers Principal Assistant Principal Instructional Coach	Eureka iReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Monitoring & Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	Weekly Assessments BM I & II STAAR/EOY iReady Benchmark	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1.Teachers will provide small group instruction to ensure the students grasp the concept							
2. Implement the use of ELL strategies to ensure comprehension of concept							
3. Implement and utilize the use of manipulatives							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as Sharon Wells, Kamiko, Think Up! STAAR Connection	Teachers Principal Assistant Principal Instructional Coach	Eureka iReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback Lesson Plans Monitoring & Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM , STAAR/EOC tested subjects	Weekly Assessments BM I & II STAAR/EOY iReady Benchmark	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Implement interactive journal /spiraling daily, reinforcement materials in lesson plans, and frequent checking for understanding.							
2)Integrate technology into the curriculum to reinforce and enhance skills.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.							

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning						
<b>Annual Goal 2:</b>	Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2025						
<b>Objective 3</b>	The percent of students SPED who perform at meets Math 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and individualized instruction.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Analyze data from STAAR and district tests to ensure at-Risk and SPED students are meeting objectives and goals.	Teachers Principal Assistant Principal Instructional Coach	-District Curriculum -IReady -STAAR Release Assessments (BM I & II) DMAC Reports	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CP R) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and IReady Benchmarks)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CP R) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide instruction to at-RISK and SPED students in a reduced pupil-teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal SPED teacher	Eureka IReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CP R) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -- Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR math test							
3. Teachers will attend math professional development.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of at-RISK and SPED students that includes CIF strategies and reinforcement	Teachers Principal Assistant Principal SPED Teacher	Eureka IReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CP R) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -- Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CP R) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning
<b>Annual Goal 2:</b>	Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2025

**Objective 3** The percent of students SPED who perform at meets Math 3-5 will increase from 13% to 18% by having access to standards-aligned curriculum and individualized instruction.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure at-Risk and SPED students are meeting objectives and goals.	Teachers Principal Assistant Principal Instructional Coach	-District Curriculum -IReady -STAAR Release Assessments (BM I & II) DMAC Reports	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CPR) - Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							

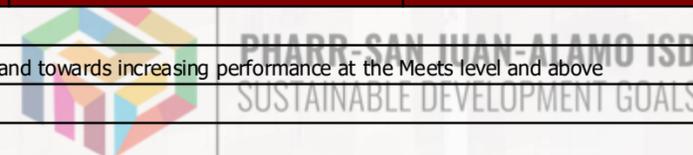
- 1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and IReady Benchmarks)
- 2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide instruction to at-RISK and SPED students in a reduced pupil-teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal SPED teacher	Eureka IReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CPR) - Progress Monitoring Reports -Walk-through feedback -Lesson Plans -- Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							

1. Teachers will use small group instruction to ensure to meet the needs of each student
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR math test
3. Teachers will attend math professional development.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of at-RISK and SPED students that includes CIF strategies and reinforcement	Teachers Principal Assistant Principal SPED Teacher	Eureka IReady STAAR Release Assessments BM I & II Brain Pop Think Up! KAMIKO- STAAR connection (math)	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) -DMAC data reports -Campus performance Reviews (CPR) - Progress Monitoring Reports -Walk-through feedback -Lesson Plans -- Application	Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							

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



# Alfred Sorensen Elementary



<b>Goal Area: 1</b>		Effective Teaching and Learning					
<b>Annual Goal 3</b>		Percent of students who perform at meets grade level or above on STAAR Science will increase by five percentage points by June 2025					
<b>Objective 1</b>		The percent of students performing at meets in STAAR science grade 5 will increase from 49% to 54% by having access to standards-aligned curriculum					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Analyze data from STAAR and district tests to ensure all groups are meeting objectives and goals.	Teachers Principal Assistant Principal Science lab teacher	District curriculum DMAC reports STAAR Release test BM 1 & 2 Teacher internalization professional development	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments BM 1 & 2 STAAR	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and Summit K-12 Benchmarks)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide opportunities for teachers to attend staff development to include: RGVSA CAST Science consultants professional development Science Lab Supplies WFTB CIF strategies & Forde-Ferrier	Teachers Principal Assistant Principal Science lab teacher	District curriculum Consultants	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments BM 1 & 2 STAAR	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR science test							
3. Teachers will attend math professional development.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as:  Summit K-12- Science KAMIKO- STAAR connection (science) STAAR Master Consumable materials to support district curriculum	Teachers Principal Assistant Principal Science lab teacher	District curriculum Reinforcement materials Timelines Research materials Science lab STAAR release tests Benchmark 1 & 2 Consumable materials to support district curriculum such as science SAVVAS lab kits	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented Lesson plans	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments BM 1 & 2 STAAR	Comprehensive needs assessment: A, B, C Reform strategies: A, B, C Teacher decision making regarding assessments: A, B, C Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C Integration of Fed., state, and local services, programs, and funds: A, B, C
<b>Action Steps</b>							
1) Implement an interactive journal, reinforcement materials in lesson plans and frequent spiraling							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Utilize consumable materials to implement daily labs that will provide hands on experiences to students and reinforce their learning							

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>		Effective Teaching and Learning					
<b>Annual Goal 3</b>		Percent of HB4545 students who did not achieve a passing score in math will increase by 5 percentage points in reading					
<b>Objective 2</b>		The percent of HB4545 students will increase from 41% to 46% by having access to standards-aligned curriculum.					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Analyze data from STAAR and district tests to ensure Emergent Bilinguals are meeting objectives and goals	Teachers Principal Assistant Principal Science lab teacher LPAC committee	District curriculum DMAC reports STAAR Release test BM 1 & 2	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) DMAC data reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of EBs in all BM and STAAR science test	Weekly assessments CLI BM 1 & 2 STAAR	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade level (weekly, unit, BM 1 & 2 and Summit K-12 Benchmarks)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, Saturday and afterschool TELPAS academies)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide instruction to EBs in a reduced pupil to teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal Science lab teacher	District curriculum Title 1 LPAC notes Tutoring schedules Intervention schedules CIF SIOP strategies	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented	Increased academic performance of EBs BM and STAAR science test	Weekly assessments CLI BM 1 & 2 STAAR	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress and to explain the STAAR science test							
3. Teachers will attend math professional development.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as:  Summit K-12- Science KAMIKO- STAAR connection (science) STAAR Master Consumable materials to support district curriculum	Teachers Principal Assistant Principal Science lab teacher	District curriculum Reinforcement materials Timelines Research materials Science lab STAAR release tests Benchmark 1 & 2 Consumable materials to support district curriculum	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of new strategies implemented Lesson plans	Increased academic performance of all student groups in all BM and STAAR science test	Weekly assessments CLI BM 1 & 2 STAAR	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1) Implement an interactive journal, reinforcement materials in lesson plans and frequent spiraling							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Utilize consumable materials to implement daily labs that will provide hands on experiences to students and reinforce their learning							

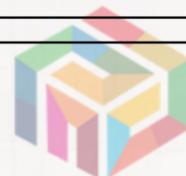


PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

# Alfred Sorensen Elementary



<b>Goal Area: 1</b>	Effective Teaching and Learning						
<b>Annual Goal 5</b>	We will increase fluency in grades 1st- 5th to 85%						
<b>Objective 1</b>	We will progress monitor the grade levels.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Analyze data from TPRI and Tejas LEE and district tests to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	TPRI and Tejas LEE online platform My View Fluency Book	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) TPRI and Tejas LEE reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI TPRI Tejas LEE	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. TPRI and Tejas LEE training for all staff.							
2. Provide all teachers with Fluency My View Book to assess students.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide instruction to all students in a reduced pupil to teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal	TPRI and Tejas LEE online platform My View Fluency Book Sing, Spell, Read & Write supplemental curriculum	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented	Increased academic performance of all student groups	Weekly assessments CLI TPRI Tejas LEE	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as:  Consumable materials to support district curriculum	Teachers Principal Assistant Principal	TPRI and Tejas LEE online platform My View Fluency Book Sing, Spell, Read & Write supplemental curriculum	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI TPRI Tejas LEE	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. Use assessment data to drive instruction.							



# Alfred Sorensen Elementary



<b>Goal Area: 1</b>		Effective Teaching and Learning					
<b>Annual Goal 5</b>		We will increase letter name and letter sound fluency in grades Pre-K through Kinder to 85%.					
<b>Objective 1</b>		We will progress monitor to ensure that we meet our goal.					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Analyze data from CLI Engage and district tests to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	CLI Engage online platform My View Fluency Book	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS) TPRI and Tejas LEE reports Campus performance reviews (CPR) Progress monitoring reports Walk through feedback Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. TPRI and Tejas LEE training for all staff.							
2. Provide all teachers with Fluency My View Book to assess students.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide instruction to all students in a reduced pupil to teacher ratio and use intervention strategies to meet their needs	Teachers Principal Assistant Principal	CLI Engage Online platform My View Fluency Book	Aug. 2024 Oct. 2024 Nov. 2024 Jan. 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented	Increased academic performance of all student groups	Weekly assessments CLI	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
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<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as:  Consumable materials to support district curriculum	Teachers Principal Assistant Principal	CLI Engage Online Platform Estrellita, Lunita, PREK Sonidos Textbooks Sing Spell Read and Write Program Heggerty Textbooks	Aug. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 June 2025	District Review Sessions (DRS): participants list Sign in sheets Progress monitoring reports Walk-throughs will show evidence of New strategies implemented Lesson plans	Increased academic performance of all student groups	Weekly assessments CLI	<ul style="list-style-type: none"> <li>Comprehensive needs assessment: A, B, C</li> <li>Reform strategies: A, B, C</li> <li>Teacher decision making regarding assessments: A, B, C</li> <li>Effective and timely: assistance to students experiencing difficulty (small group intervention): A, B, C</li> <li>Integration of Fed., state, and local services, programs, and funds: A, B, C</li> </ul>
<b>Action Steps</b>							
1. Use assessment data to drive instruction.							

# Goal Area 2: Student Support

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PHARR-SAN JUAN-ALAMO ISD  
SUSTAINABLE DEVELOPMENT GOALS

# Alfred Sorensen Elementary



<b>Goal Area: 2</b>		Student Support					
<b>Annual Goal 1</b>		At least 80% of students within Domain 3, Closing the Gaps (all students, Hispanics, High focus- ECO DIS, EB, SPED, Highly Mobile, SPED-former, and continuously enrolled) groups in Domain 3, will meet their interim goals by June 2025.					
<b>Objective 1</b>		All identified student groups in the Closing the Gaps domain will be monitored weekly, and benchmarks to ensure that they meet their interim goals in the Academic Achievement component.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor student progress weekly and drive interventions	Principal Assistant Principal CLF Teachers	District curriculum Istation Reading IReady TPRI/Tejas Lee TX-KEA Assessment CLI Engage STAAR Release BM 1 & 2 Assessments *Summit K-12	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC Notes *Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *Increase academic performance in all state assessments	*Weekly assessments *BM 1 & 2 *STAAR *TPRI/Tejas Lee *TX-KEA Assessment *CLI Engage *TELPAS	*Comprehensive needs assessment *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
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, BM 1 & 2, Practice listening and Speaking Skills)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase performance at the Meets levels and above							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment camps, tutorials, extended learning time, academies)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Principal *Assistant Principal *CLF *Teachers	District curriculum Istation Reading IReady TPRI/Tejas Lee TX-KEA Assessment CLI Engage STAAR Release BM 1 & 2 Assessments *Summit K-12 Forde Ferrier STAAR Master Math Scholastic Story Works	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	*Student Progress profiles *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *CLC	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *Benchmarks *STAAR/ EOY Exams *TELPAS *TPRI/TEJAS LEE *TX-KEA ASSESSMENT *CLI Engage	*Title I, II, III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds
<b>Action Steps</b>							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principals *Assistant Principal *CLF *Teachers	*District curriculum *Istation Reading *STAAR Release assessment (BM 1 & 2)	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson plans	*Closing the achievement gap among student groups *Increase academic performance of all student group sin all BM and state assessments *STAAR/EOY tests	*Formative assessments *Benchmarks *STAAR/ EOY *TELPAS *TPRI/TEJAS LEE *Program assessments	*Comprehensive needs assessment *reform strategies, A, B, C *teacher decision making 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
<b>Action Steps</b>							
1) Allocate resources, such as Istation and Summit K-12 to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery of interventions							
3) Ensure that campus schedules allow for instructional time for program implementation							

# Alfred Sorensen Elementary

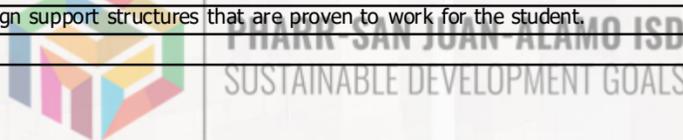


<b>Goal Area 2:</b>	Student Support						
<b>Annual Goal 1:</b>	At least 80% of students within Domain 3, Closing the Gaps (all students, Hispanics, High focus- ECO DIS, EB, SPED, Highly Mobile, SPED-former, and continuously enrolled) groups in Domain 3, will meet their interim goals by June 2025.						
<b>Objective 2:</b>	All identified student groups in the Academic Achievement component will their interim goal by being given a high-quality, research-based instruction throughout the 2024-2024 school year.						
<b>Strategy 1</b>	<b>Person Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title- I School- wide Component</b>
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among English Learners and the "all student" group	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Allow staff to attend all necessary professional development required by the district.							
2) Provide professional development options for teachers to implement research-based methods.							
3) Ensure all teachers received training in the areas being taught.							
<b>Strategy 2</b>	<b>Persons Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title- I School- wide Component</b>
Provide teachers with professional development in the area of reading, math and science to enhance the curriculum, vertically align their curriculum, and enhance student learning.	*Principals *Assist. Principals *CLF *Teachers	--Professional development for teachers through CLCs and Saturdays - Agenda -Sign in Sheet -Time Sheets	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Teacher survey results, program reports, End of Six Weeks Survey Results - Agenda -Sign in Sheet -Time Sheets	-Increase academic performance of English Learners on all BM , STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>	<b>Person Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title- I School- wide Component</b>
1)Provide training for teachers on district curriculum, testing strategies for STAAR and online platforms							
2)Teacher will take STAAR Released assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3)Conduct survey at the end of the year for teachers to inform further professional development opportunities of preference.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
<b>Strategy 3</b>	<b>Persons Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title- I School- wide Component</b>
-Collect and assess data to monitor student progress and drive interventions	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM , STAAR/EOY assessments	-Weekly Assessments -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, BM I&II, Practice Listening & Speaking Skills)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							

# Alfred Sorensen Elementary



<b>Goal Area 2:</b>	Student Support						
<b>Annual Goal 1:</b>	At least 80% of students within Domain 3, Closing the Gaps (all students, Hispanics, High focus- ECO DIS, EB, SPED, Highly Mobile, SPED-former, and continuously enrolled) groups in Domain 3, will meet their interim goals by June 2025.						
<b>Objective 3:</b>	Special Education students and English Learners in the Academic Achievement component will meet the interim targets in the areas of reading and mathematics by June 2025						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- I School- wide Component
*Provide all interventions and modifications for Special Education and English Learners to be successful.	*Principal *Assistant Principal *CLL *Teachers *Reading Coach	-District Curriculum -Istation Reading -IReady -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among Special Education students and the all student group	-Weekly Assessments -BM I & II -CBA -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
<b>Action Steps</b>							
1) Provide teachers with all the necessary documentation to provide pro per accommodations for all Special Education students.							
2) Provide all materials required for English Learners instruction.							
3) Collaboration between Special Education teacher and classroom teacher to achieve student success.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- I School- wide Component
-Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	*Principal *Assistant Principal *CLL *Teachers *Reading Coach	-District Curriculum -Istation Reading -Imagine Math -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM , STAAR/ALI assessments	-Weekly Assessments -CBA -BM I & II -STAAR/ALI -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-a,b,c
<b>Action Steps</b>							
1)Provide training for teachers on district curriculum, testing strategies for STAAR and online platforms							
2)Teacher will take STAAR Released assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3)Conduct survey at the end of the year for teachers to inform further professional development opportunities of preference.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
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Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- I School- wide Component
-Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*principal *Assistant Principal *CLL *Teachers *Reading Coach	-District Curriculum -Istation Reading -IReady -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DM AC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM , STAAR/ALI tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Special Education monitoring teacher and English 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 content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.							



# Alfred Sorensen Elementary



<b>Goal Area 2:</b>		Student Support					
<b>Annual Goal 2:</b>		At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025.					
<b>Objective 1:</b>		All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2025					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
-Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	*Principal *Assistant Principal *CLL *Teachers	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, BM I&II)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every ALI and Benchmark.							
4) Plan and provide instruction interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLC room) to monitor and have students set their own goals.	*Principal *Assistant principal *CLL *Teachers	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -ALI -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Use data collected from weekly assessments and state assessment to display.							
2) Allow students to take responsibility for their own growth by meeting with the leadership team to track their progress.							
3) Provide information to students in the area they need to improve for them to be aware of the area of need.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	*Principal *Assistant Principal *CLL *Teachers	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
<b>Action Steps</b>							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Encourage students that did not make progress to improve.							
3) Celebrate student success in a weekly/biweekly manner.							



# Alfred Sorensen Elementary



<b>Goal Area 2:</b>		Student Support					
<b>Annual Goal 2:</b>		At least 80% of indicators evaluated in the Academic Growth Status will be met by all students group by June of 2024.					
<b>Objective 2:</b>		All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math and reading by June 2025.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Special Education student progress will be monitored and appropriate academic interventions will be provided.	*Principal *Assistant Principal *CLL *Teachers *Reading Coach *Special Education teachers	DMAC Istation Reading iReady Lexia Core 5 Unique Benchmarks IEP Goal Progress	August 2024 - June 2025	Campus Administrator Walk-Throughs Special Education Class visits by special education directors/coordinator/teacher strategists LPAC notes Lesson plans	-Academic progress in Reading and Math	Weekly Assessments, CMA/BM, STAAR/EOY, TELPAS, Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
<b>Action Steps</b>							
1) Provide professional development in the areas of ELA and Math, best practices on Co-Teaching and state assessment accessibility features and designator supports for all teachers							
2) Provide specialized materials and supplies as per students' IEP .							
3) Provide specialized equipment and assistive technology as per students' IEP .							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Special education personnel will support the academic needs of students with disabilities.	*Principal *Assistant Principal *CLL *Reading Coach *Teachers *Special Education teachers	Special education data management system Eschool Plus/COGNOS DMAC	August 2024 - June 2025	Campus Administrator Walk-Throughs Special Education Class visits by special education directors/coordinator/teacher strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	Weekly Assessments, CBA/BM, STAAR/EOY, TELPAS, Unique monthly assessments,	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
<b>Action Steps</b>							
1) District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.							
2) Provide consultation to campus staff and parents to ensure student needs are met.							
3) Provide specialized materials and supplies as per students' IEP .							
4) Provide specialized equipment and assistive technology as per students' IEP .							



# Alfred Sorensen Elementary



<b>Goal Area 2:</b>	Student Support
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all students group by June of 2024.
<b>Objective 2:</b>	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math and reading by June 2023.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
-Collect and assess data to monitor student progress and drive interventions	*Principal *Assistant Principal *CLL *Teachers Special Education teachers	-District Curriculum -Istation Reading -IReady -Lexia Core 5 -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and to wards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title - School-wide Component
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	*Principal *Assistant Principal *CLL *Teachers, Special Education teachers	-District Curriculum -Istation Reading -IReady -Success Maker -Unique Curriculum -Succesed -STAAR Release Assessments (BM I & II)	August 2024 - June 2025	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, ALI, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and to wards increasing performance at the Meets level and above							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							

SUSTAINABLE DEVELOPMENT GOALS

# Alfred Sorensen Elementary



<b>Goal Area 2:</b>	Student Support						
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2025						
<b>Objective 3:</b>	All Emergent Bilinguals will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2025						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
The progress of EB students' academic growth in the areas of Reading and Mathematics will be monitored monthly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	*Principal *Assistant Principal *Teachers *CLL	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Provide all training required for teachers to instruct Emergent Bilinguals.							
2)Utilize all materials provided to ensure EB students success in the classroom.							
3)Monitor the application of all modifications and accommodations for EB students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	*Principal *Assistant Principal *Teachers *CLL	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Allow teachers to attend all professional development required to gain knowledge in the English Language Proficiency Standards.							
2)Monitor the application of ELPS in dual classrooms.							
3)Data collection of student assessments to monitor progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
-Differentiate instruction for Emergent Bilinguals based on their individual academic growth needs.	*Principal *Assistant Principal *Teachers *CLL	-District Curriculum -Istation Reading -IReady -STAAR Release Assessments (BM I & II)	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOY tested subjects	-Weekly Assessments -CBA -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1)Provide required professional development for teachers to apply differentiated instruction for Emergent Bilinguals.							
2)Assess data collection to individualized instruction based on student needs.							
3)Monitor student progress to modify instruction.							

# Alfred Sorensen Elementary



<b>Goal Area 2:</b>		Student Support					
<b>Annual Goal 3:</b>		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2025					
<b>Objective 1:</b>		By the end of June 2025, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5th.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Specialized personnel will facilitate professional development in the English Language Proficiency Standards and Dual Language Model	- Principal -Assistant Principal -CLL -Dual Language Committee -Dual Language teachers	- District curriculum -TELPAS Resources -English Language Proficiency Standards (ELPS) -Dual Language department	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Higher English proficiency	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Use Dual Language Model, with fidelity and all its components to increase students' gradual acquisition of the English language.							
2) Personnel will seek assistance and guidance for the implementation of the Dual Language Model and ELPS.							
3) ELPS will be utilized effectively during lessons to give student the opportunity to listen, speak, read and write in English.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Specialized personnel will provide coaching to novice teachers and teacher who need support in working with students at the beginning and intermediate levels of TELPAS on the Composite Ratings	- Principal -Assistant Principal -CLL -Dual Language Committee -Dual Language teachers	- District curriculum -TELPAS Resources -English Language Proficiency Standards (ELPS) -Dual Language department	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Student progress on TELPAS rating. -Implementation of techniques to improve TELPAS Composite Rating for each student.	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Dual Language Committee will oversee personnel and provide coaching were needed.							
2) Dual Language teachers will monitor students rating levels to assure growth with campus assistance.							
3) Administration will see that all teachers know and implement ELPS correctly.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Well developed lesson that implement ELPS and target progress in all components of TELPAS.	-Weekly Assessments -ALI -BM I & II -STAAR/EOY -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Administration will ensure that teachers have access to training that provides knowledge on how to strategically analyze data for student progress on composite level of TELPAS.							
2) Dual Language Committee will oversee personnel and provide support were needed.							
3) Dual Language Teachers will analyze student data to target progress on composite level of TELPAS.							

# Alfred Sorensen Elementary



<b>Goal Area 2:</b>		Student Support					
<b>Annual Goal 3:</b>		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2025					
<b>Objective 2:</b>		By June 2025, our campus will monitor the progress of second language acquisition through embedded supports and ELPS strategies.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading IReady STAAR Release Assessments Summit K12	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Students progress in writing portion of TELPAS *Implementation of writing techniques during instruction.	-Weekly Assessments -ALI -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Implementation of writing across contents in instruction.							
2) Provide students with support to achievement improvement in TELPAS writing section.							
3) Provide students with different opportunities to practice writing.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Implementation of TELPAS practice sets to improve all areas. *Implementation of ELPS strategies.	-Weekly Assessments -ALI -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Provide students with plenty of opportunities to practice their reading, listening, and speaking in English.							
2) Monitor student progress to modify strategies and improve results.							
3) Encourage students to utilize their English on a daily basis while reading, listening, and speaking with peers.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Analyze student data to implement best practices to improve TELPAS ratings.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading IReady STAAR Release Assessments	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Data collection of student performance on TELPAS Composite Score. *Implementation of best practices for students to achieve higher TELPAS ratings.	-Weekly Assessments -ALI -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Provide the required Professional Development training for best practices in the area.							
2) Provide the required materials for student success.							
3) Monitor student performance regularly to achieve improvement.							

# Alfred Sorensen Elementary



<b>Goal Area 2:</b>		Student Support					
<b>Annual Goal 3:</b>		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2025					
<b>Objective 3:</b>		By June 2025, staff services English Language Learners will be proficient in dual language support.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Professional development training will be provided to all staff supporting English Language Learners	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAR Release Assessments Summit K12 journals	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application Journaling	*Improvement in TELPAS Composite Rating by English learners. Practice in L,S,R, and W	-Weekly Assessments -CBA I -BM I & II -STAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Staff will be provided with plenty of opportunities to attend professional development training to acquire knowledge in supporting ELLs.							
2) Implementation of strategies and knowledge acquired during professional development training to support ELLs.							
3) Strategies to support ELLs to improve TELPAS ratings.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Create a support group within staff servicing English Language Learners.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAR Release Assessments Summit K12 Journals	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Improvement in TELPAS Composite Rating by English learners. *Implementation of techniques acquired by support group.	-Weekly Assessments -CBA I -BM I & II -STAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Staff will be supportive in regards of helping other staff members servicing English Language Learners.							
2) Support group will provide staff with techniques and strategies to service English Language Learners.							
3) Create check-ups to ensure all staff receives the appropriate and necessary support.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Implementation of Dual Language Curriculum and Dual Language Program as required by District.	-Principal -Assistant Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAR Release Assessments Summit K12 Journals	Sep. 2024 Oct. 2024 Nov. 2024 Jan 2025 March 2025 April 2025 May 2025 June 2025	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application Journaling	*Improvement in TELPAS Composite Rating by English learners. *Implementation of strategies required by the Bilingual Department. Practice in L,S,R, and W	-Weekly Assessments -CBA I -BM I & II -STAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-
<b>Action Steps</b>							
1) Provide the required professional development training for dual language teachers.							
2) Provide all materials required to implement Dual Language Curriculum as well as Dual Language Program.							
3) Monitor the implementation of dual language curriculum and program by all bilingual teachers.							

# Goal Area 3: Family & Community Empowerment

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# Alfred Sorensen Elementary



<b>Goal Area 3 :</b>		Family and Community Empowerment					
<b>Annual Goal 2:</b>		By June 2025, our campus positive culture and climate will increase from 75% to 85% based on teacher and staff perception of staff-student relationships.					
<b>Objective 2:</b>		By June 2025, 100% of the teachers and staff will participate in Social Emotional Learning professional development and implementing strategies to increase staff student relationships.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	* Counselor *Teachers *Office administration *Support Staff	* PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Sep. 2024- June 2025	*Agendas *Sign-In Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title 1: #4, #10
<b>Action Steps</b>							
1. Utilize the counselor workshops for teachers and staff that provides social learning topics.							
2. Train teachers and staff on the counseling and guidance lessons and resources.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Teachers will implement and integrate social emotional learning activities with their students.	*Counselor *Teachers *Campus principals	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Sep. 2024- June 2025	*Walk Through Reports *Completed Teacher surveys *Lesson plans  71	*Increase in student participation and performance	*Side by side data analysis	*Title 1: #4, #10
<b>Action Steps</b>							
1. Staff will attend social and emotional professional developments and present to staff.							
2. A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
3. Utilize social emotional activities such as reflective writing, positive affirmations and nurturing a climate of kindness in the classrooms.							



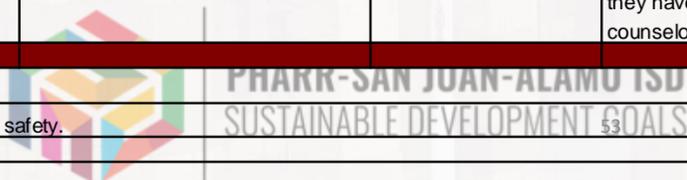
# Alfred Sorensen Elementary



Goal Area 3 : Family and Community Empowerment							
Annual Goal 1: By June 2025, our campus positive culture and climate will increase from 80% to 90% based on teacher and staff perception of staff-student relationships							
Objective 1: By June 2025, students and staff social and emotional learning knowledge and skills will be serviced by Counselor group or individual lessons.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to improve staff-student relationships	* Counselors *Teachers *Staff	Teacher Counselor Café Presentations SEL Counseling Lessons Trust-exercises De-Escalating Techniques to help students regulate emotions.	Sep. 2024- June 2025	Counselors and teachers scheduling whole group, small group and individual classes with students. Teachers and staff will participate in monthly teacher counselor café presentations to learn SEL best practices.	Student will be comfortable expressing feelings and emotions towards teachers and staff.	Daily-Check-ins with students	
<b>Action Steps</b>							
Counselors will attend social and emotional professional developments and present to staff.							
Staff will attend professional developments that pertain to trust exercises to help gain student trust.							
Counselors will provide a type of anonymous communication box where students can write their fears and worries in.							
Staff will communicate on a regular basis with counselor to provide support to students that are most in need.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Students will have access to a Tranquility room and/or calming corners in the classroom to help them regulate emotions, recharge, and be on task.	*Counselors *Teachers	Campus Tranquility Room Classroom Calm Corners Fidget Toys and De-Escalating tools.	Sep. 2024- June 2025	A place will be created and designed specifically for all staff to feel motivated and encouraged to recharge and be 100% ready for any task.	Teachers and staff are utilizing wellness resources provided by the campus. • Fidget Toys • Carpet • Bean Bag • Pillows • Deescalating tools.	Teachers and staff will have a weekly questionnaire/poll to monitor the well-being of teachers and staff. *Google Classroom Check In	
<b>Action Steps</b>							
Staff will attend social and emotional professional developments and present to staff.							
A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide- Component
Student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons	*counselor	Region One Professional Developments District Professional Developments.	Sep. 2024- June 2025	Counselor will conduct weekly classes to provide social and emotional services needed by students. Counselor will provide Small group and Individual counseling sessions.	Student will share positive feedback from previous classes with teacher, staff, and or peers.	Student will be rewarded when they have completed their reflections on previous sessions they have had with counselor.. Counselor will have a student exit ticket at the end of class.	
<b>Action Steps</b>							
Counselors will conduct research based activities that are conducive to student social and emotional well-being.							
Counselor will hold whole group, small group or individual sessions regularly.							

# Alfred Sorensen Elementary

<b>Goal Area 3:</b>		Family and Community Empowerment					
<b>Annual Goal 1:</b>		By June 2025, students' perception for their physical and psychological school safety will improve from 29% to 100%.					
<b>Objective 3:</b>		By June 2025, campus will implement safety and violence prevention protocols that will increase school safety by 100%.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide staff development for campus administrators, security and staff on safety procedures to increase school safety.	*Campus Administrators *School Security Guard *Staff	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*August 2024 *January 2024 *August 2024	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: # 10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
<b>Action Steps</b>							
1. Train all staff on lockdown procedures and active threat situations on a monthly basis.							
2. Conduct in campus daily security/safety audits.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Provide staff development for campus administrators, security and staff on violence prevention procedures to increase school safety.	*Campus Administrators *School Security Guards *Staff	*Training materials *Power Point Presentation *Safe2SpeakUpApp *Student Surveys *STOP IT App	*August 2024 *January 2024 *August 2024	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys  *Six Weeks Behavior Intervention Reports	*Title I: # 10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
<b>Action Steps</b>							
Staff will attend social and emotional professional developments and present to staff.							
A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons	*Counselor	*Region One Professional Developments	Sep. 2024- June 2025	Counselor will conduct weekly classes to provide social and emotional services needed by students.	Students will share positive feedback from previous classes with teacher, staff, and or peers.	Student will be rewarded when they have completed their reflections on previous sessions they have had with counselor.	*Title I: # 10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
<b>Action Steps</b>							
1. Train on all staff de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices.							
2. Conduct and collect student surveys to evaluate the students' physical and psychological school safety.							



# Alfred Sorensen Elementary



<b>Goal Area 3 :</b>		Family and Community Empowerment					
<b>Annual Goal 3:</b>		By June 2025, family involvement and their interaction with their child's school will increase from 25% to 50%.					
<b>Objective 2:</b>		By June 2025, 50% of parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Host campus information and training sessions on a variation of topics using flexible scheduling, virtual options on different days on times.	*Campus Parent Educator	<ul style="list-style-type: none"> <li>Community Pamphlets</li> <li>Technology                             <ul style="list-style-type: none"> <li>•Online Sign-ups</li> </ul> </li> <li>Online parent forum</li> <li>Social Media Post</li> </ul>	Sep. 2024- June 2025	<ul style="list-style-type: none"> <li>Online sign-in sheets</li> <li>Session Data Charts</li> <li>Agendas</li> <li>Calendar</li> <li>Virtual invites</li> <li>Virtual session platform</li> <li>Social Media Post</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>Online Evaluations</li> <li>Child/Parent Retention</li> </ul> *Parent Feedback based on Chat and One-on- One Virtual Meeting	Parent Surveys on how sessions can improve.	Title I -#6
<b>Action Steps</b>							
1. Implement PSJA Virtual and face to face Family learning academies on a weekly basis							
2. Provide one to one grade level sessions on multiple topics							
3. Schedule trainings and professional development sessions to support families							
4. Record and share information sessions to be shared for parents/guardians to view at a later time. (resource library)							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Facilitate parental sessions for parents through a collaboration between Parent Educator, Public Relations Representative, and Counselor.	*Campus Public Relations Representative *Campus Parent Educator *Campus Counselor	<ul style="list-style-type: none"> <li>District Social Media</li> <li>Campus Social Media</li> <li>*Weekly Calendar</li> <li>*Virtual Parent Surveys</li> <li>*Parent Questions on Chat and One-on-One Virtual Meetings</li> </ul>	Sep. 2024- June 2025	Sign-in Sheets 74 * Invites *Agendas *Minutes *Brochures *Power-Point *Calendar Planning Dates *Counselor's Calendar *Video Recordings of Meetings *Social Media Posts	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>Public Relations Data</li> <li>Child/Parent Retention</li> </ul> *Parent Feedback based on Chat and One-on- One Virtual Meetings *Accountability Report	*Participation *Performance *Campus Assessments Reports	Title I -#2, #4
<b>Action Steps</b>							
1. Conduct weekly meetings with parent educator, counselor, and staff on ways to engage more parents to information and training sessions							
2. Utilize tools such as school messenger and social media outlets to promote parent participation							
3. Analyze data on parent participation and feedback provided by parents through chat notes or virtual feedback meetings.							

<b>Goal Area 3:</b>		Family and Community Empowerment					
<b>Annual Goal 3:</b>		By June 2025, family involvement and their interaction with their child's school will increase from 50% to 70%.					
<b>Objective 2:</b>		By June 2025, 50% of our parents will be connected with campus' parent educator and resources.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Host a variation of campus sessions and courses which include community partners and volunteer instructors	* Counselors * Teachers * Parent Educator	<ul style="list-style-type: none"> <li>Community Pamphlets</li> <li>parent workshops</li> <li>Parent Counselor Café Presentations</li> <li>Community Presentors</li> </ul>	Sep. 2024- June 2025	<ul style="list-style-type: none"> <li>sign in sheets</li> <li>Program Data charts</li> <li>parents feedback</li> <li>monthly surveys</li> <li>Meeting Notes</li> </ul>	<ul style="list-style-type: none"> <li>Parent-created-projects</li> <li>Parental Involvement Campus Opportunities</li> </ul>	Parent Survey Parent Input Forms Parent Meeting Feedback	Title I -#6
<b>Action Steps</b>							
1. Have the parent educator partner with PSJA region one PD to create parents workshops.							
2. Have parents attend these workshops to strengthen their involvement with their child's school.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 – School Wide-Component
Meet with parent educator/parent volunteers periodically to address goals and expectations.	* Parent Educator * Parent Volunteers * Community Resources	<ul style="list-style-type: none"> <li>Parent Survey Results</li> <li>Results</li> <li>Parent Educator Resources</li> </ul>	Sep. 2024- June 2025	<ul style="list-style-type: none"> <li>meeting notes</li> <li>Meeting Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Program Participation</li> <li>Workshop Completion Certificates</li> </ul>	Teachers and staff will have a weekly questionnaire/poll to monitor the well-being of teachers and staff.	Title I -#6
<b>Action Steps</b>							
1. Parent educator will organize workshops for parents with the help of school's parent volunteers.							
2. Create a community of parents							

# Goal Area 4: Leadership Growth

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SUSTAINABLE DEVELOPMENT GOALS

<b>Goal Area:</b>		Leadership Growth					
<b>Annual Goal 1:</b>		All teachers will deliver high quality, engaging lessons, maximizing at least 95% of the instructional time.					
<b>Objective: 1</b>		All teachers will use research-based strategies in their daily lesson to increase student engagement.					
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will ensure students are engaged in CIF Strategies throughout the day in all academic areas.	Teachers Principal Assistant principal CLL	CIF Strategies Training and Binder	August 2024- May 2025	Walk-Throughs and both Formal and Informal Observations	Assessments will show improvement in student scores.	Observation will show Implementation of CIF. End of Week assessments, Student Benchmarks will and STAAR Exam be utilized	
<b>Action Steps</b>							
Include CIF Strategies in lesson plans.							
Evident 21st Century Skills in classroom lessons.							
Teachers will practice CIF Strategies during TCLC. Learning Walks							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will become more familiar with technology and software to enhance student engagement.	Teachers Principal Assistant principal CLL CIT District CIT	Software, technology, trainings	August 2024- May 2025	Students engaged during lessons throughout the day.	Students' formative and summative assessment results will demonstrate growth.	Observations TCLCs Teacher surveys	
<b>Action Steps</b>							
Google Classroom Certification							
Various Trainings							



# Alfred Sorensen Elementary



<b>Goal Area:</b>		Leadership Growth					
<b>Annual Goal: 1</b>		All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.					
<b>Objective: 2</b>		Use walk-through data to monitor and support teacher effectiveness.					
Strategy 1	Persons Responsible/Title 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1- School Wide Component
Teachers will participate in TLC to enhance best practices in the classroom	Teachers Principal Assistant principal CLL	Differentiated TLC Agendas	August 2024- May 2025	TCLC Observations will show best practices being implemented and practiced.	-Teachers' TTESS Evaluation Growth - Student Growth Measures	Walk-Through Observation, Formal and Informal Observations. Student Benchmark, STA AR data, Student Growth Measures	
<b>Action Steps</b>							
Planning consistent, differentiated TLCs.							
Open communication between teachers and Administration.							
Strategy 2	Persons Responsible/Title 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1- School Wide Component
Teachers will be offered Post-Walk Through feedback during a debrief session.	Teachers Principal Assistant principal CLL	Debrief	August 2024- May 2025	Documentation of Walk-Through and Post-Walk-Through Conference (Debrief).	-Teachers' TTESS Evaluation Growth - Student Growth Measures	Walk-Through Observation, Formal and Informal Observations. Student Benchmark, STA AR data, Student Growth Measures	
<b>Action Steps</b>							
Administrators will schedule debriefings should the need arise after a Walk-Through							



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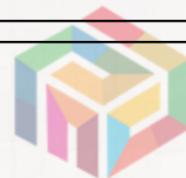
<b>Goal Area:</b>	Leadership Growth						
<b>Annual Goal: 1</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective: 3</b>	The sustainability rate will be increased to 95% by the end of June 2025.						
Strategy 1	People Responsible/ Title 1	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Sum mative Assessment	Title 1- School Wide Component
Enhance motivation and positive attitudes to retain qualified staff.	Principal Staff Incentive Committee- Assistant Principal Teachers, Secretary	Activity Calendar Plan	August 2024- June 2025	Positive and uplifting activities seen monthly.	Staff retention will increase.	Observation and Retention Rate Data	
<b>Action Steps</b>							
Provide recognition for staff's efforts on campus. Acknowledge technology achievements. Teacher Spirit Award.							
Implement and continue Staff Appreciation Week. Special Event Announcements. Teacher Mentors.							
Reward Staff Attendance. Recognition award for Teacher and Teaching Assistant of the Year. Hour lunch incentives.							
Staff birthday recognition and announcements. Parking lot incentive.							



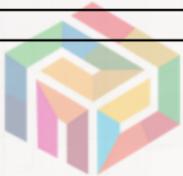
# Alfred Sorensen Elementary



Goal Area: IV		Leadership Growth					
Annual Goal: 2		Use evaluation systems to increase staff quality, recruitment and retention.					
Objective: 1		Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Develop and Implement Teacher Trainings (Professional Development) and Certifications.	Central Office Curriculum and Instruction Personnel; Principal Assistant Principal CLL	Various Training PPTs and Handouts for teachers.	August 2024- May 2025	Generated ERO numbers and ongoing Trainings throughout the year.	Teacher evaluations will demonstrate higher level standard attainment. Student formative and summative assessment data will demonstrate an increased rate of Meets and higher ratings.	Observation and EOY, Benchmark and STA AR data.	
<b>Action Steps</b>							
Administration will attend more PD trainings.							
Leadership team will attend more PD TOT sessions.							
Teachers will attend more Professional Development sessions and implement best practices in their classrooms.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Participate in Pre-Conference, Observation and Post-Conference with teachers to enhance Coaching Cycle by giving Teacher feedback and suggestions to improve.	Principal Assistant Principal CLL	TTESS Observation Binder, Consistent Observation Schedule	August 2024- May 2025	80 Documentation of completed Observation Cycles	Improved Evaluator skills and improved teacher evaluation ratings.	Observation and TTESS evaluation documentation. Student Benchmarks and STA AR data.	
<b>Action Steps</b>							
Issue staff surveys.							
Offer a suggestion electronic form on Microsoft Forms.							
Have an open-door policy with teachers.							



<b>Goal Area: IV</b>		<b>Leadership Growth</b>					
<b>Annual Goal: 2</b>		<b>Use evaluation systems to increase staff quality, recruitment and retention.</b>					
<b>Objective: 2</b>		<b>Support the professional growth of campus leaders by monitoring, evaluating and providing feedback.</b>					
<b>Strategy 1</b>	<b>Persons Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School-wide Component</b>
Offer teachers opportunities to sponsor student clubs to enhance professional growth and leadership skills.	Principal Assistant principal	List of Clubs. Items required to successfully carry out student club activities.	August 2024- May 2025	Student participation in clubs.	Teachers' willingness to actively participate in sponsorship of clubs.	Students' active participation in clubs. Teachers' boost in confidence. Student Growth.	
<b>Action Steps</b>							
Offer student clubs.							
Provide opportunities for teachers to sponsor clubs.							
<b>Strategy 2</b>	<b>Persons Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School-wide Component</b>
Encourage teachers to become active in community engagement.	Principal Assistant Principal	Community Organizations list.	August 2024- May 2025	Increased community engagement on campus.	Teachers' comfort level with outside, community engagement activities.	Observation and Improved TTESS observation data. Student Growth.	
<b>Action Steps</b>							
Provide opportunities for teachers to seek out Community organizations.							
<b>Strategy 3</b>	<b>Persons Responsible/ Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School-wide Component</b>
Encourage continuing education via District, Region I and continued University courses.	Principal Assistant Principal Leadership Team	ERO numbers	August 2024- May 2025	Teachers' enrollment in Continuing Education courses.	Improved leadership skills. Improved TTESS Evaluation data. Student Growth Measures.	Observation and Certificate of Completion. Student Growth. STAR Data.	
<b>Action Steps</b>							



# PROFESSIONAL DEVELOPMENT PLAN

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PHARR-SAN JUAN-ALAMO ISD  
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# 2024 August Professional Development Calendar



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**PHARR-SAN JUAN-ALAMO ISD**  
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# 2024-2025 Campus Professional Development Plan



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

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