Allen & William Arnold Elementary

Campus Improvement Plan

2025-2026

Vision

Every Allen & Willian Arnold Elementary student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

Our mission at Allen & William Arnold Elementary is to facilitate the acquisition and the use of knowledge to nurture a sense of individual worth and the potential for success in a changing, challenging world. To fulfill this mission, the school, with the support of the school board, central office staff, parents, and the community make the commitment to provide for all learners, a quality core academic program enhanced by enrichment.

2025-26 School Board Members and Superintendent's Cabinet

2025-26 School Board of Education

Diana Y. Serna, President

Ricardo "Rick" Rodriguez, Vice President

Ramona Barron, Secretary

Griselda Quintanilla, Asst. Secretary

Yolanda Castillo, Member

Cynthia A. Gutierrez, Member

Carlos G. Villegas, Jr., Member

Alejandro Elias Ph.D., 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
Rafael Gonzalez, Assistant Superintendent for Operations

Executive Officers

Dr. Linda Uribe-Trevino, 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
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Dr. Yolanda Gomez, Executive Officer for Student Success
Alfredo Carillo, Executive Officer for Human Resources
Hector Rodriguez, Executive Director for Technology
Mario Bracamontes, Administrator for Sustainability

Campus Site-Based Decision Committee Members

Committee Role	Name	Position
Administrator	Ernesto Dueñas	Principal
Administrator	Marciana Hernández	Assistant Principal
Teacher	Elizabeth Santibañez	Pre-Kindergarten
Teacher	Karyna Rivera	Kindergarten
Teacher	Miriam Carrera	1st grade
Teacher	Rosalinda Muñoz	2nd grade
Teacher	Ilsa Flores	3rd grade
Teacher	Erica Castillo	4th grade
Teacher	Belinda Irlas	5th grade
Special Ed Teacher	Aaron Cano	All Grades
Pupil Service Personnel	Esmeralda Hernandez	Counselor
Non-Classroom Professional	Pending	Collaborative Learning Leader
Community/Business Representative	Jack Arnold & Family	Community/ Business Member
Head Custodian	Antonio Cruz	Head Custodian
Parent	Sonia Bazan	Parent Volunteer

Campus Executive Summary

School Overview:

Demographic Summary: As of _____, Allen & William Arnold Elementary has an enrollment of ___ students. Approximately _____% of our student population comes from low socio-economic backgrounds, with _____0.1% identified as migrant. About _____14% of students receive special education services, and an additional ____5% qualify for accommodations under Section 504. Our Gifted and Talented (GT) population comprises approximately ____3.1% of the student body. Bilingual students make up roughly _____28.8% of the population, with the majority speaking Spanish as their home language. The campus has consistently maintained an attendance rate between _____95% and _____96%.

While most students reside within the immediate surrounding neighborhoods, some commute from nearby districts/towns.

Curriculum/Instruction and Assessment: Allen & William Arnold Elementary offers a rigorous curriculum delivered by a team of highly qualified staff. The majority of our teachers are bilingual certified, allowing us to provide both a One-Way Dual Language Enrichment Program as well as all-English instructional track to meet the diverse needs of our students. Students requiring additional academic support have access to after-school tutorials, in-school interventions, and targeted small group instruction to help close achievement gaps and reinforce learning.

Comprehensive Needs Assessment Summary: Allen & William Arnold Elementary received an overall accountability rating of ____**87 out of 100**, based on performance across three key domains.

- **Domain 1:** In 2025, preliminary data shows Arnold Elementary earned a 79%, resulting in a "C" rating. The 2026 goal is to raise the raw score enough to achieve a "B" by strengthening instruction, assessment practices, and student supports to increase number of Meets and Masters.

- **Domain 2A/2B:** Arnold Elementary earned a 92% ("A") in Domain 2A and an 88% ("B") in Domain 2B in 2025. The goal for 2026 is to maintain strong growth while increasing Relative Performance by boosting achievement among Economically Disadvantaged (ECD) students.
- **Domain 3:** In 2025, Arnold Elementary earned a 92 ("A") in Domain 3, with high marks in English Language Proficiency and solid scores in other indicators. The 2026 goal is to sustain EL progress and increase scores in Academic Achievement, Growth, and Student Success by supporting all subpopulations, especially students in overlapping groups like EB/SPED.

Summary of Measurable Objectives:
- Increase the number of students scoring at the Meets or Masters level on STAAR by 5% in all subject areas to help the following 2025 STAAR Preliminary Data:
  - Academic Achievement (Meets Level & above) was at 48% (Math) for all students and interim is 49% or higher.
- Increase student growth in all subject areas by 5% and maintain in areas already over 90%.
- Increase the academic achievement of all subgroups by 5% in all subject areas including the following 2025 STAAR Preliminary Data:
  - Academic Achievement (Meets Level & above) was at 21% (math) for **special education students** and interim is 29% or higher.
  - Academic Achievement (Meets Level & above) was at 18% (reading) for **special education students** and interim is 26% or higher.
  - Academic Achievement with a focus on EB **students** (Meets Level & above) was at 41% (Math) and interim is 45% or higher.
- Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations.

At Arnold Elementary, we will continue implementing our **Response to Intervention (RTI)** program in Reading and Math throughout the 2023–2024 school year, with a strong emphasis on Tier I classroom interventions. Students requiring additional support will benefit from a multi-tiered system of after-school tutorials, in-school tutorials, and targeted small group instruction.

Our campus leadership team will work closely with teachers to ensure instruction is aligned with the **Texas Essential Knowledge and Skills (TEKS)** and grounded in high-engagement, rigorous practices that promote academic growth for all students.

We will also provide meaningful opportunities for parent involvement and strongly encourage participation in school events and engagement activities. The collective commitment of administrators, teachers, parents, students, and the broader community will remain essential in achieving our school's mission.

School Initiatives:

- Increase the number of students scoring at the Meets or Masters level on STAAR by 5% in all subject areas.
- Increase student growth in all subject areas by 5% or maintain in areas already over 90%.
- Increase the academic achievement of all subgroups by 5% in all subject areas.
- Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations.

New Teacher Summary:

- New teachers (0-2 yrs)

  None

- Teachers new to the grade level (0-2 yrs)

  Solis, Jessica (1st DL)

  Hernandez, Elena (4th)

  Alanis, Jiovanni (3rd DL)

  DiGrazia, Sylvia (2nd)

  Martinez, Cynthia (5th DL)

  Mathers, Jason (1st)

  Soto, Crystal (2nd)

- Trainings for New Teachers

New Teacher Institute

Curriculum Roll-Outs

Dual Language Three-Day Institute

T-TESS

i-Ready

Additional District Professional Development

Performance index report:

ARNOLD ELEMENTARY
CAMPUS REPORT CARD
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	79				
Domain II - School Progress Part A	92	92	92	70%	64.4
Domain II - Relative Performance Part B	88				
Domain III - Closing the Gaps	92			30%	27.6

OVERALL SCORE	92	A

Performance Targets:

Target Area	Plan of Action
Domain 1: In 2025, preliminary data shows Arnold Elementary earned a 79%, resulting in a "C" rating. The 2026 goal is to raise the raw score enough to achieve a "B" by strengthening instruction, assessment practices, and student supports to increase number of Meets and Masters. **Rationale: Because Domain 1 reflects overall student performance, even small academic gains can lead to a higher accountability rating. Strategic, data-driven instruction and timely interventions will help close the gap and improve overall student success.** **Domain 2A/2B: Arnold Elementary earned a 92% ("A") in Domain 2A and an 88% ("B") in Domain 2B in 2025. The goal for 2026 is to maintain strong growth while increasing Relative Performance by boosting achievement among Economically Disadvantaged (ECD) students.** **Rationale: Maintaining growth ensures continued student**	**Domain 1 – Student Achievement** **2025 Score:** 79% ("C") **2026 Goal:** Increase raw score to earn a "B" rating by raising Meets and Masters performance levels. **Plan of Action:** **Focus Areas:** Strengthen Tier 1 instruction, implement targeted intervention, improve assessment alignment. • **Implement high-impact instructional strategies** campus-wide focused on rigor, engagement, and TEKS alignment. • **Increase frequency and quality of data-driven small group instruction** in Reading, Math, and Science. • **Conduct vertical alignment meetings** to address gaps across grade levels and improve scaffolding. • **Provide professional development** on unpacking TEKS, analyzing STAAR stems, and increasing rigor. • **Implement interim assessments every 6–9 weeks** to simulate STAAR and track Meets/Masters progress. • **Track and monitor Meets/Masters student groups** to ensure targeted push-in/pull-out support. **Responsible Parties:** Principal, Instructional Coaches, Classroom Teachers, RTI Team **Monitoring Tools:** DMAC/OneDrive data trackers, common assessments, STAAR interim data, walkthroughs

progress, while improving ECD performance will raise our Relative Performance index. This focus promotes academic equity and positions the campus to earn an "A" rating in both areas.

Domain 3: In 2025, Arnold Elementary earned a 92 ("A") in Domain 3, with high marks in English Language Proficiency and solid scores in other indicators. The 2026 goal is to sustain EL progress and increase scores in Academic Achievement, Growth, and Student Success by supporting all subpopulations, especially students in overlapping groups like EB/SPED.

Rationale: Domain 3 highlights how well we serve all student groups, and increasing Meets-level performance will close achievement gaps. Strengthening support for our most vulnerable populations ensures equitable outcomes and sustained excellence.

Domain 2A & 2B – Academic Growth & Relative Performance

2025 Scores: 92% (2A – "A") and 88% (2B – "B")
2026 Goal: Maintain growth in 2A and increase 2B to earn an "A" by boosting ECD student achievement.

Plan of Action:

Focus Areas: Sustain individual student growth, strengthen support for Economically Disadvantaged students

- **Continue growth tracking for all students**, focusing on individual progress measures in Reading and Math.

- **Identify ECD students in need of acceleration** and provide structured intervention and enrichment.

- **Offer after-school tutorials** specifically for ECD students below Meets level.

- **Incorporate blended learning and culturally responsive teaching** strategies to increase student engagement.

- **Utilize formative assessments to adjust instruction quickly** and personalize support for high-impact skills.

Responsible Parties: Campus Leadership Team, Teachers, Parent Liaison
Monitoring Tools: Data walls by subgroup, progress monitoring logs, tutorial attendance, benchmark data

Domain 3 – Closing the Gaps

2025 Score: 92% ("A")
2026 Goal: Sustain EL progress and raise achievement in Meets/Growth

	indicators across all subpopulations, with emphasis on EB/SPED students.
	Plan of Action:
	Focus Areas: Academic support for overlapping subgroups (EB, SPED, ECD), increased accountability by student group
	• **Disaggregate data by student group**, with a focus on overlapping subgroups (e.g., EB + SPED).
	• **Implement co-teaching and inclusive instructional models** to support SPED and EB learners in general ed settings.
	• **Use TELPAS and Summit K-12 progress data** to guide instruction for EB students.
	• **Ensure targeted IEP goals align with academic progress monitoring.**
	• **Provide campus-wide professional development** on supporting diverse learners through differentiation and scaffolding.
	• **Include subpopulation-focused goals in PLC planning** and monitor subgroup progress at CLCs.
	Responsible Parties: SPED Teacher, EB Specialist, Counselor, Admin Team **Monitoring Tools:** TELPAS data, SPED/EB subgroup tracking sheets, IEP progress reports, CLC data reviews
Areas to Improve our MASTERS performance and address Giftedness	In order to increase the number of students achieving Masters Level performance on the STAAR assessment, Arnold Elementary will promote student participation in Curriculum Academies, UIL academic events, and other enrichment activities designed to nurture student strengths and develop higher-order thinking skills. These opportunities will provide targeted academic challenges and real-world application of knowledge,

	helping to extend learning beyond the classroom and support advanced student achievement.

Obtaining Distinctions	1. **Analyze Student Data to Adjust Instructional Practices**
	
	    o Conduct regular data digs after each assessment (CBAs, benchmarks, unit tests).
	
	    o Use DMAC data tracking tools to identify trends by TEK, student group, and performance level.
	
	    o Plan targeted re-teach and small group instruction based on specific student gaps.
	
	 2. **Progress Monitor Student Performance**
	
	    o Implement review checkpoints in CLCs/PLCs.
	
	    o Track student growth from BOY to MOY to EOY.
	
	    o Use formative assessment tools (e.g., exit tickets, quick writes, rubrics) to guide instruction.
	
	 3. **Provide Student Incentives for Growth and Mastery**
	
	    o Recognize individual growth with certificates, celebrations, bulletin boards, or rewards.
	
	    o Create "Masters Club" for students achieving Masters level on CBAs or benchmarks.
	
	    o Use student goal-setting and tracking sheets to celebrate milestone achievements.
	
	 4. **Tier 1 Instructional Excellence**

	- Ensure consistent use of high-yield strategies (e.g., Journal Notes, sentence stems, student discourse, manipulatives). - Align daily instruction to STAAR rigor using STAAR released items and item analysis. - Conduct peer walkthroughs and model lessons to ensure engagement and rigor. 5. **Targeted Tutorials and Curriculum Academies** - Offer after-school and Saturday tutorials focused on higher-order questions and critical thinking. - Use Curriculum Academies to provide enrichment in math problem solving, reading comprehension, and writing analysis. 6. **Challenge Advanced Students** - Assign extension activities using project-based learning, Socratic seminars, or performance tasks. - Incorporate cross-curricular academic vocabulary and STAAR-style questioning. - Ensure GT and advanced learners are pushed toward Masters level through differentiated tasks. 7. **Focus on Subpopulations (EB, SPED, EcoDis)** - Monitor subgroup data to ensure growth across all student groups. - Use ELPS strategies and accommodations consistently in Tier 1 instruction.

	o Coordinate with interventionists and SPED staff to scaffold instruction while maintaining rigor.

8. **Strengthen Writing Across Content Areas**

- o   Implement structured writing practices campus-wide along with Longitudinal Tracking Writing Folders per student.

- o   Conduct writing conferences and peer feedback routines.

- o   Align grammar, editing, and revising instruction with STAAR expectations.

9. **Increase Parent & Community Involvement**

- o   Host STAAR parent nights to explain the performance levels and how to support at home.

- o   Share student progress through progress reports, conferences, and phone calls.

- o   Involve families in student celebrations and goal-setting milestones.

10. **Maintain a Culture of High Expectations**

- Display STAAR goals in classrooms and hallways.

- Share and review campus and grade-level goals regularly with staff and students.

- Celebrate staff instructional successes and student academic gains campus-wide.

2024-25 STAAR Performance (Preliminary)

ARNOLD ELEMENTARY
DOMAIN I – STUDENT ACHIEVEMENT
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	82	27	33%	55	67%	37	45%	19	23%	45	73
Grade 4 Mathematics	95	19	20%	76	80%	59	62%	27	28%	57	86
Grade 5 Mathematics	93	27	29%	66	71%	38	41%	23	25%	46	74
Grade 3 Reading (English)	71	14	20%	57	80%	40	56%	21	30%	55	83
Grade 4 Reading (English)	88	9	10%	79	90%	56	64%	32	36%	63	91
Grade 5 Reading (English)	91	19	21%	72	79%	52	57%	25	27%	54	82
Grade 3 Reading (Spanish)	11	3	27%	8	73%	4	36%	4	36%	48	76
Grade 4 Reading (Spanish)	7	2	29%	5	71%	2	29%	0	0%	33	58
Grade 5 Reading (Spanish)	2	0	0%	2	100%	1	50%	0	0%	50	77
Grade 5 Science	93	19	20%	74	80%	40	43%	19	20%	48	76
TOTAL TESTS	633	139	22%	494	78%	329	52%	170	27%		

Domain I - Student Achievement Scaled Score $(78 + 52 + 27) \div 3 = 52$	79

ARNOLD ELEMENTARY
DOMAIN II PART A - SCHOOL PROGRESS
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Annual Growth

2024 STAAR			Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters
	Did Not Meet LOW	MATH	7	10	6	3	0	0
		RLA	4	9	5	2	6	0
	Did Not Meet HIGH	MATH	2	11	8	3	5	1
		RLA	3	4	10	7	2	4
	Approaches LOW	MATH	1	5	2	8	6	1
		RLA	2	1	2	4	10	4
	Approaches HIGH	MATH	0	3	3	5	9	4
		RLA	0	0	1	8	12	3
	Meets	MATH	0	0	2	4	20	26
		RLA	0	1	2	5	17	27
	Meets	MATH	0	0	0	1	7	17
		RLA	0	0	0	0	7	18

Accelerated Growth

2024			2025 STAAR			
			Did Not Meet	Approaches	Meets	Masters
	Did Not Meet	MATH	30	20	5	1
		RLA	20	24	8	4

Annual Growth Points Earned	(61 x 0) + (32 x 0.5) + (267 x 1) = 283
Accelerated Growth Points Earned	(62 x 0.25) = 15.5
# of Total Tests Included in Calculation	360
Domain II - School Progress Raw Score	(283 + 15.5) ÷ 360 = 83

Domain II - School Progress Scaled Score	**92**

ARNOLD ELEMENTARY
DOMAIN II PART B – RELATIVE PERFORMANCE
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	82	27	33%	55	67%	37	45%	19	23%	45	**82**
Grade 4 Mathematics	95	19	20%	76	80%	59	62%	27	28%	57	**91**
Grade 5 Mathematics	93	27	29%	66	71%	38	41%	23	25%	46	**83**
Grade 3 Reading (English)	71	14	20%	57	80%	40	56%	21	30%	55	**90**
Grade 4 Reading (English)	88	9	10%	79	90%	56	64%	32	36%	63	**92**
Grade 5 Reading (English)	91	19	21%	72	79%	52	57%	25	27%	54	**90**
Grade 3 Reading (Spanish)	11	3	27%	8	73%	4	36%	4	36%	48	**85**
Grade 4 Reading (Spanish)	7	2	29%	5	71%	2	29%	0	0%	33	**62**
Grade 5 Reading (Spanish)	2	0	0%	2	100%	1	50%	0	0%	50	**86**
Grade 5 Science	93	19	20%	74	80%	40	43%	19	20%	48	**85**
TOTAL TESTS	633	139	22%	494	78%	329	52%	170	27%		
Domain I - Student Achievement Scaled Score (78 + 52 + 27) ÷ 3 = 52											**88**

ARNOLD ELEMENTARY
DOMAIN III – CLOSING THE GAPS
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

			All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	**RLA**	2025-27 Interim	46	39	37		18	24	75	30%	**22.5**
		2028-32 Next Interim	55	49	48						
		2038 Long Term	73	70	69						
		2024	53	53	51						
		2025	57	58	55						
		POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	49	44	42						
		2028-32 Next Interim	58	53	52						
		2038 Long Term	75	72	71						
		2024	50	50	48						
		2025	50	50	47						
		POINTS EARNED	3	3	3						
Academic Growth	**RLA**	2025-27 Interim	64	62	61		18	24	75	50%	**37.5**
		2028-32 Next Interim	74	72	71						
		2038 Long Term	94	92	91						
		2024	67	67	65						
		2025	87	87	86						
		POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	69	68	66						
		2028-32 Next Interim	78	77	76						
		2038 Long Term	95	95	95						
		2024	59	59	59						
		2025	79	79	79						
		POINTS EARNED	3	3	3						
English Language Proficiency		2025-27 Interim				49	4	4	100	10%	**10**
		2028-32 Next Interim				51					
		2038 Long Term				55					
		2024				51					
		2025				66					
		POINTS EARNED				4					
Student Achievement Domain Score		2025-27 Interim	47	41	40		9	12	75	10%	**7.5**
		2028-32 Next Interim	57	51	50						
		2038 Long Term	77	71	70						
		2024	48	48	47						
		2025	52	53	50						
		POINTS EARNED	3	3	3						

Domain III - Closing the Gaps Raw Score	(22.5 + 37.5 + 10 + 7.5) = 78
Domain III - Closing the Gaps Scaled Score	**92**

Action Steps and Progress Monitoring Systems:

• A certified teacher tutor was hired to support struggling readers in **1st and 2nd grade**, providing targeted intervention and early literacy support. Teachers collaborate regularly with the leadership team and the tutor to monitor student progress and adjust instruction based on data.

• Teachers actively track student performance on weekly assessments, uploading scores to a shared OneDrive for real-time data analysis. Additionally, students are involved in their own learning by using student tracking charts to monitor progress and set individualized academic goals.

• To strengthen early language development, Footsteps to Brilliance usage is being monitored for Pre-K through 1st grade to ensure consistent exposure to the English language. For TELPAS readiness, Summit K-12 usage is being tracked to familiarize students with the assessment format and expectations.

Academic Need(s):

Professional development is needed in several key areas, including how to retrieve and analyze data reports from newly adopted online programs, the implementation of effective instructional strategies for both Emergent Bilingual (EB) and Special Education (SPED) populations, as well as best practices in blended learning and differentiated instruction.

Tutoring schedule:

- After school tutoring is on Monday, Tuesday and Thursday from 4:00 PM – 5:30 PM for grades 2nd – 5th. The subjects addressed are Reading & Math.
- A professional certified tutor assists 4th and 5th grade in Mathematics on Mondays through Thursdays from 8:30 AM - 1:30 PM.
- A professional certified tutor assists 1st and 2nd grade in Reading on Mondays through Thursdays from 8:30 AM – 1:30 PM.
- A professional certified tutor assists 3rd grade in Reading and Math on Mondays through Thursdays from 8:30 AM – 1:30 PM.
- 1st grade teachers provide tutoring for struggling students during their conference time on Tuesdays and Thursdays for Reading and Math.

Comprehensive Needs Assessment, Data Analysis, Determination of Problems and Root Causes

Attendance

The attendance rate at Allen & William Arnold Elementary for the 2024–2025 school year was _____95%, slightly ____below the district average of _____95.9%. To promote regular attendance, the campus will continue to provide incentives every six weeks for students with strong attendance records. In addition, the teachers, PEIMS clerk, parent liaison, and administrative team will work collaboratively to contact families of students with chronic absenteeism, offering support and reinforcing the importance of daily school attendance.

Discipline/Bullying Prevention

At Arnold Elementary, we implement MTSS-B (Multi-Tiered System of Supports for Behavior) as our school-wide social skills program. Staff members teach and model these skills according to a campus-wide schedule, focusing on key expectations such as being Respectful, Responsible, and Safe. These social skills are reinforced through daily interactions between students and staff, contributing to a consistent and supportive school environment. This Positive Behavior Intervention System (PBIS) has played a vital role in fostering a positive school culture and climate.

As part of our ongoing commitment to social-emotional learning, Arnold Elementary has established a Growth Mindset Team composed of support staff, including physical education coaches, the music teacher, the librarian, and the school counselor. This team delivers weekly guidance lessons that incorporate mindfulness activities designed to help students manage feelings of stress and anxiety in healthy ways. Additional topics addressed include respect, empathy, responsible decision-making, interpersonal skills, and effective communication. These lessons are intended to reduce bullying, improve behavior, and support the development of strong social skills.

Academic Achievement Summary

2025 Preliminary Accountability Rating: A overall scaled score of 92
TEA Status: Met Standard

Distinction Designations:
NA

ARNOLD ELEMENTARY
CAMPUS REPORT CARD
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	79				
Domain II - School Progress Part A	92	92	92	70%	64.4
Domain II - Relative Performance Part B	88				
Domain III - Closing the Gaps	92			30%	27.6

OVERALL SCORE	92	A

2024-25 Areas of Focus and Preliminary Results:

3rd grade
GOAL: 3rd grade goal is to get to 30-60-90 in STAAR reading/math and to increase masters by 5%.

Attendance:95.62%

TELPAS:

GRADE	SNAP	GROWTH PTS	% GROWTH
3	23	16	70%

STAAR Reading • Total Number of Students: _94_____ — PSJA COLLEGE³ READY.CONNECTED.COMPLETE

	Students tested		Approaches	Meets	Masters	Overall
State						
District	1724		1251/73%	768/45%	338/20%	46 / 74 / C
Campus	94		74/79%	47/50%	26/28%	Avg. (Raw) 52% / Scale Score 79 / Letter Grade C
Anzaldua	23		18/78%	12/52%	2/9%	46%
Flores	25		22/88%	14/56%	10/40%	61%
Garcia	7/13s=20		7/10s=17/85%	5/5s=10/50%	3/5s=8/40%	58%
SuareZ	25		16/64%	11/44%	6/24%	44%

3rd grade

•Total Number of Students: _94____

COLLEGE³
READY.CONNECTED.COMPLETE.™

	Students Tested		Approaches	Meets	Masters	Overall
State						
District	1720		1152/67%	695/40%	236/14%	40 | 69 | D
Campus	94		61/65%	**41/44%**	**19/20%**	Avg.(Raw) | Scale Score | Letter Grade / 43% | 72 | C
Anzaldua	23		15/65%	10/43%	3/13%	41%
Flores	25		21/84%	14/56%	7/28%	56%
Garcia	16/4s=20		13/1s=14/70%	9/1s=10/50%	6/30%	50%
Suarez	25		11/44%	7/28%	3/12%	28%

3rd grade

24

4th Grade
GOAL: 4th grade goal is to get to 30-60-90 in STAAR reading/math and to increase masters by 5%.

Attendance: 95.14%

TELPAS:

GRADE	SNAP	GROWTH PTS	% GROWTH
4	24	12	50%

STAAR Reading • Total Number of Students: __98___ — PSJA COLLEGE³ READY.CONNECTED.COMPLETE.™

	STUDENTS TESTED		Approaches	Meets	Masters	Overall		
State								
District	1932		1565/81%	1351/70%	492/25%	59	89	B
Campus	98		82/94%	55/56%	29/30%	56%	85	B
Gamez	9/7s = 16		6/5s=11/69%	3/3s=6/38%	1/1s=2/13%	40%		
Hernandez	20/1s=21		15/1s=16/76%	6/29%	4/19%	28%		
Mathers	18		17/94%	11/61%	7/39%	65%		
Obregon	20		19/95%	17/85%	10/50%	77%		
Castillo	21		18/86%	15/71%	6/29%	62%		

4ᵗʰ grade

STAAR Math •Total Number of Students: _98____

	STUDENTS TESTED		Approaches	Meets	Masters	Overall
State						
District	1930		1407/73%	1241/64%	497/26%	54 82 B
Campus	98		74/76%	**56/57%**	**29/30%**	54% 82 B
Gamez	11/5s=16		7/3s=10/63%	4/1s=5/31%	2/1s=3/19%	38%
Hernandez	22		15/68%	9/41%	3/14%	41%
Mathers	18		13/72%	10/56%	4/22%	50%
Obregon	21		19/90%	16/76%	8/38%	68%
Castillo	21		17/81%	16/76%	11/52%	70%

4th Grade

5th Grade

GOAL: 5th grade goal is to get to 30-60-90 in STAAR reading/math and to increase masters by 5%.

Attendance: 96.17%

TELPAS:

GRADE	SNAP	GROWTH PTS	% GROWTH
5	38	26	70%

STAAR Reading •Total Number of Students: __92___

	STUDENTS TESTED		Approaches	Meets	Masters	Overall		
State								
District	1890		1456/77%	1247/66%	500/26%	56	85	B
Campus	92		73/79%	52/57%	22/24%	53%	80	B
DiGrazia	20		18/90%	15/75%	7/35%	67%		
Hernandez	31/3s=34		23/2s=25/74%	16/1s=17/50%	6/18%	47%		
Irlas	17		13/76%	8/47%	3/18%	47%		
Larios	21		17/81%	12/57%	6/29%	56%		

5th grade Reading

STAAR Math •Total Number of Students: __92___

PSJA COLLEGE³
READY.CONNECTED.COMPLETE ™

	STUDENTS TESTED		Approaches	Meets	Masters	Overall		
State								
District	1886		1359/72%	1120/59%	358/19%	50	77	C
Campus	92		64/70%	**35/38%**	**20/22%**	43%	72	C
DiGrazia	20		17/85%	10/50%	6/30%	55%		
Hernandez	33/1s=34		23/68%	11/32%	7/21%	30%		
Irlas	17		10/59%	5/29%	2/12%	33%		
Larios	21		14/67%	9/43%	5/24%	44%		

5ᵗʰ grade Math

28

STAAR Science • Total Number of Students: __92___

	STUDENTS TESTED		High Approaches	Meets	Masters	Overall		
State								
District	1889		1318/70%	595/31%	210/11%	37	64	D
Campus	92		71/77%	**37/40%**	**16/17%**	45%	73	C
DiGrazia	20		20/100%	11/55%	8/40%	65%		
Hernandez	31/3s=34		24/1s=25/74%	12/35%	4/12%	40%		
Irlas	17		14/82%	8/47%	3/18%	49%		
Larios	21		12/57%	6/29%	1 / 4%	30%		

5th grade Science

Student Academic Achievement Strengths and Weaknesses in Each Domain

Domain I – Student Achievement (Scaled Score: 79)
Strengths
- **Grade 4 Reading (English):** Highest performance with 64% at Meets and 36% at Masters.
- **Grade 4 Math:** Strong achievement with 62% at Meets and 28% at Masters.
- **Consistent performance across English Reading in Grades 3–5**, with Meets percentages above 55%.
- **Grade 5 Reading (English):** 57% Meets, 27% Masters—strong for upper grade level.

Weaknesses
- **Grade 3 and 5 Math:** High percentages of students in *Did Not Meet* (33% and 29% respectively).
- **Grade 5 Science:** Only 43% Meets and 20% Masters—lower performance in a tested content area.
- **Low Masters performance across most grade levels** (only 27% of total tests reached Masters).
- **Spanish Reading (Grades 3–5):** Low performance in Meets and 0% Masters for Grades 4–5.

Domain II – Part A: Academic Growth (Scaled Score: 92)
Strengths
- **High overall growth score (92%)**, demonstrating that students are making expected or better-than-expected progress.
- **RLA shows strong growth across all levels**, including high Meets-to-Masters transitions.
- **Math growth in higher performance bands is evident**, especially for students who were previously at Approaches or Meets.

Weaknesses
- **Significant number of students in Did Not Meet bands (Math and RLA)** showed no progress year over year.
- **Accelerated Growth** earned only **15.5 points out of 90**, indicating that few students made more than a year's progress.
- **Growth gaps exist for students who began at the lowest levels**, particularly in Math.

Domain II – Part B: Relative Performance (Scaled Score: 88)
Strengths
- **Strong Meets and Masters performance in Grade 4 Reading (English):** 64% Meets, 36% Masters.
- **Campus outperformed other campuses with similar % of economically disadvantaged students.**
- **Strong scores in Reading across all tested English grades.**

Weaknesses
- **Grade 3 Math (33% Did Not Meet)** and **Grade 5 Math (29% Did Not Meet)** are dragging relative performance.

- **Spanish Reading subgroups** have low Masters rates, and some have 0%.
- **Only 52% of total students are at Meets**—still room to grow to reach top-tier campuses.

Domain III – Closing the Gaps (Scaled Score: 92)

Strengths
- **Academic Growth (Weighted 50%):** 18/24 points earned—especially strong in RLA.
- **English Language Proficiency (TELPAS):** Perfect 4/4 score earned.
- **Sustained gains in RLA growth across all student groups**, including Hispanic, EB, and High Focus.

Weaknesses
- **Missed 6 targets in Academic Achievement** (only 18/24 points earned), especially in RLA for EB, Hispanic, and High Focus groups.
- **Student Achievement Domain in Closing the Gaps:** Earned 9/12 points, signaling 3 missed indicators for vulnerable populations.
- **RLA Academic Achievement for EB and High Focus students** remains below interim targets.

Goals for Each Domain

Domain 1:

1. Improve Grade 3 and Grade 5 Mathematics Performance
Why:
- Grade 3 Math: 33% of students did not meet, and only 45% reached Meets.
- Grade 5 Math: 29% did not meet, and only 41% reached Meets.
- Both grades scored below campus and state expectations in Meets and Masters levels.

Goal:
Raise the percentage of students reaching Meets and Masters in Grades 3 and 5 Math by improving foundational numeracy, problem-solving skills, and test-taking strategies.
Strategy Ideas:
- Targeted small group instruction focused on TEKS with high leverage.
- Frequent spiral review and use of STAAR-aligned question stems.
- Utilize math software and manipulatives to support conceptual understanding.
- Host Math Camps and Saturday Academies focused on Meets-to-Masters progression.

2. Increase Masters-Level Performance Across All Tested Areas

Why:

- Only 27% of total students reached Masters level across all assessments.
- Several subjects, including Grade 5 Science (20%) and Grade 5 Reading (27%), show room for growth.
- Boosting Masters scores significantly raises Domain I outcomes.

Goal:

Increase the overall percentage of students reaching Masters level by 10% through differentiated instruction and academic enrichment.

Strategy Ideas:

- Challenge high-achieving students with higher-order STAAR tasks.
- Offer UIL Academics, Curriculum Academies, and extension projects.
- Use data to identify near-Masters students and target them for push-in supports.
- Include higher-order DOK questions in daily exit tickets and formative checks.

3. Provide Focused Support for Spanish Reading Students in Grades 3–5

Why:

- Although the number of Spanish testers is small, Grade 4 Reading (Spanish) had 29% Did Not Meet and 0% at Masters.
- These students are often dual-identified as EB and SPED, needing intentional support.

Goal:

Raise performance in Spanish Reading by targeting vocabulary development, comprehension strategies, and transitioning support to English instruction.

Strategy Ideas:

- Provide bilingual reading intervention during the instructional day.
- Embed ELPS strategies consistently in Spanish reading blocks.
- Offer peer and teacher modeling in small group formats.

Domain 2 Part A:

1. Increase Growth Among Students Who Did Not Meet in 2024

Why:

- A large number of students who scored *"Did Not Meet"* in 2024 (especially in Math and RLA) did not show growth in 2025.
- Math: 7 (Low) + 10 (High) = 17 students showed no growth.
- RLA: 4 (Low) + 9 (High) = 13 students showed no growth.

Goal:

Implement intensive intervention and small group support for students who were *Did Not Meet* in 2024, ensuring they demonstrate at least one level of progress in 2026.

Strategy Ideas:

- Prioritize Tier 2/3 intervention groups.
- Monitor student progress in short cycles (3-week checks).
- Provide targeted tutoring and academic mentoring.

2. Improve Transitions from Approaches to Meets/Masters Levels

Why:

- Many students remained at the *Approaches* level without progressing to *Meets* or *Masters*.
- For example:
  - 6 students in Math (Approaches Low) remained in the same band or only moved up slightly.
  - 12 students in RLA (Approaches High) stayed at Meets, with few reaching Masters.

Goal:

Move students from *Approaches High* to *Meets* and from *Meets* to *Masters*, especially in tested grades.

Strategy Ideas:

- Curriculum academies with STAAR-aligned question stems.
- Enrichment opportunities (UIL, writing competitions, academic clubs).
- Higher-order thinking tasks built into daily instruction.

3. Increase Accelerated Growth Points

Why:

- Accelerated Growth Points Earned = 15.5 out of 90 possible points.
- This indicates that very few students made more than one year's growth, especially those who were previously behind.
- Particularly low in Math, where 30 students did not show accelerated progress.

Goal:

Boost the number of students demonstrating accelerated growth, especially among those who were previously in the *Did Not Meet* or *Approaches* bands.

Strategy Ideas:

- Differentiate instruction using pre-assessments to target gaps early.
- Use adaptive learning platforms (e.g., iStation, Summit K12).
- Leverage data walls and goal setting in classrooms.

Domain 2 Part B:

1. Reduce "Did Not Meet" Rates in Grade 3 and Grade 5 Mathematics
Why:
- Grade 3 Math: 33% of students did not meet expectations (highest on campus).
- Grade 5 Math: 29% of students did not meet.
- These two grades significantly impact the Relative Performance index, especially for Economically Disadvantaged (ECD) students.

Goal:
Decrease the percentage of students scoring Did Not Meet in Grades 3 and 5 Math by at least 10 percentage points through intervention and math support structures.

2. Strengthen Performance of Economically Disadvantaged (ECD) Students at Meets and Masters
Why:
- Relative Performance focuses on how well students perform compared to other campuses with similar ECD demographics.
- Currently, only 52% of students overall are at Meets, and 27% at Masters—these percentages can be improved for ECD students to raise the scaled score further.

Goal:
Increase the percentage of ECD students reaching Meets and Masters levels in Reading, Math, and Science.
Strategy Ideas:
- Identify and track ECD students who are on the cusp of Meets/Masters.
- Use student goal-setting charts and data conferencing.
- Provide extended learning opportunities focused on rigor and STAAR item types.
- Train teachers on evidence-based strategies that support ECD learners (vocabulary development, schema building, scaffolding).

3. Support Spanish Reading Subpopulations with Targeted Interventions
Why:
- Grade 4 Reading (Spanish): Only 29% of students met the standard; 0% reached Masters.
- This subgroup has low numbers but contributes to performance equity. These students often overlap with EB and SPED populations, making them a high-priority group for support.

Goal:
Increase proficiency in Spanish Reading for Grades 3–5 by ensuring students receive bilingual reading intervention and transition support.
Strategy Ideas:

- Use Spanish leveled readers and comprehension materials during guided reading.
- Provide targeted SPED and EB services in coordination with core instruction.
- Track progress using formative assessments and support transition to English where appropriate.
- Use instructional coaches to model Spanish literacy strategies for teachers.

Domain 3:

1. Improve Academic Achievement in RLA and Math for Key Student Groups

Why:
- Academic Achievement (Meets or above on STAAR) earned 18 out of 24 points, signaling 6 missed targets, particularly among:
  - High Focus, Hispanic, and Emergent Bilingual (EB) groups in RLA.
  - All Students and EB groups in Math.

Goal:
Increase the percentage of students in High Focus, Hispanic, and EB groups reaching Meets Grade Level in RLA and Math to meet or exceed 2025–27 interim targets.

Strategy Ideas:
- Focus intervention efforts on bubble students in targeted subgroups.
- Provide ELPS-aligned strategies in RLA and Math instruction.
- Use culturally responsive materials and language supports during small group instruction.
- Continue data monitoring by student group in CLC meetings.

2. Maintain Strong Growth in RLA and Math for All Subgroups

Why:
- Arnold Elementary performed exceptionally well in Academic Growth, earning 18 out of 24 possible points, contributing 50% of Domain III's weight.
- While scores are strong now, maintaining high growth across All Students, Hispanic, and EB groups will be essential to preserve the 37.5 weighted points.

Goal:
Sustain academic growth in RLA and Math for all student groups, especially EB and High Focus students, through progress monitoring and strategic intervention.

Strategy Ideas:
- Regular data dives every 3 weeks to identify dips in growth.
- Implement growth-target tracking folders for EB students.
- Support consistent Tier I instruction with integrated scaffolds and goal setting.

3. Increase Student Achievement Scores Among High Focus Groups

Why:

- Student Achievement component (across all subjects) earned 9 out of 12 points, missing 3 targets.
- High Focus students (which often include overlapping EB/SPED/EcoDis) had lower performance in both RLA and Math.

Goal:

Improve STAAR performance among High Focus students by at least 10 percentage points, particularly in RLA and Math, to meet 2025–2027 targets.

Strategy Ideas:

- Identify and monitor High Focus students using disaggregated data.
- Assign mentors or intervention tutors for consistent support.
- Provide explicit instruction in comprehension, vocabulary, and math problem solving.
- Embed SEL and mindset strategies to support confidence and persistence.

Goal Area: 1	Student Achievement
Annual Goal: 1	Student performance on STAAR Reading 3-5 will improve by June 2026.
Objective: 1	The percentage of students performing at Meets Grade Level or above on STAAR Reading 3-5 will increase from 54% to 60% by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2025 - May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as I-Ready, Lexia to facilitate reading development.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							

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

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2025-May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							

Prescriptive targeting of TEKS in need of growth as per data

Goal Area: 1	Student Achievement
Annual Goal: 1	Student performance on STAAR Reading 3-5 will improve by June 2026.
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Reading 3-5 will increase from by 7% by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	Sept. 2025 - May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	Sept. 2023 - May 2024	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of instruction to reach Masters Level in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 1	Student Achievement
Annual Goal: 2	Student performance on STAAR MATH 3-5 will improve by June 2026.
Objective: 1	The percentage of students performing at Meets Grade Level or above on STAAR Math 3-5 will increase by 7% by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Math	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2025- May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

curriculum through teamed-up walkthroughs.	

Action Steps
Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Meets level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)
Allocate Resources such as Imagine Math to facilitate math development.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Math to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

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

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component

Small group instruction will be provided in Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Identify students in need of small group instruction in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							

Goal Area: 1	Student Achievement
Annual Goal: 2	Student performance on STAAR Math 3-5 will improve by June 2026.
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Math 3-5 will increase by 5% by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2025 - May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							

Disaggregate campus data to determine student progress at the Masters level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

Identify students in need of instruction to reach Masters Level in Math.
Create tutoring schedule.
Notify parents and make necessary arrangements.

Prescriptive targeting of TEKS in need of growth as per data

Goal Area: 2	Closing the Gaps.
Annual Goal: 1	All student groups will improve in the Academic Achievement component by June 2026.
Objective: 1	All student groups will meet 100% of the performance targets in the Academic Achievement component by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Achievement (Meets level and above).							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, myON,, etc. to facilitate reading development for student groups.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one to one ration of devices for students in grade 3-5							

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

Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Identify students in need of small group instruction in Reading and Math.
Create tutoring schedule.
Notify parents and make necessary arrangements.

Prescriptive targeting of TEKS

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be provided in Reading and Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Reading and Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							

Prescriptive targeting of TEKS

Goal Area: 2	Closing the Gaps.
Annual Goal: 1	All student groups will improve in the Academic Achievement component by June 2026.

Objective: 2	The Continuously Enrolled student group will meet the performance target in the Academic Achievement component in Reading by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for the Continuously Enrolled student group and drive interventions.	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Achievement for the Continuously Enrolled student group.(Meets level and above).							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as, I-Ready to facilitate reading and math development for the Continuously Enrolled student group.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one to one ration of devices for students in grade 3-5							
Goal Area: 2	Closing the Gaps.
Annual Goal: 2	All student groups will improve in the Academic Growth component by June 2026.
Objective: 1	All student groups will meet 100% of the performance targets in the Academic Growth component by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly Academic Growth in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Growth.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as I-Ready and Lexia to facilitate reading development for student groups.							
Celebrate student Academic Growth in Reading and Math to all campus stakeholders.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	Sept. 2025 - May 2026	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one to one ration of devices for students in grade 3-5							

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

Create and display growth walls in the areas of Reading and Math in a centralized location to monitor student growth.	Principal Asst. Principal CLL Counselor Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	Sept. 2025 - May 2026	Lesson Plans Walkthroughs Progress Monitoring	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Place previous STAAR data on designated growth walls to acknowledge starting point and set goals.							
Update growth walls each CBA and Benchmark Test to acknowledge growth.							

Goal Area: 2	Closing the Gaps.
Annual Goal: 2	All student groups will improve in the Academic Growth component by June 2026.
Objective: 2	The English Learner student group will meet the performance target in the Academic Growth component in Reading by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The progress of EL students Academic Growth in the areas of Reading and Math will be monitored bi-weekly by all stakeholders.	Principal Asst. Principal CLL Counselor Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	Sept. 2025 - May 2026	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Use district built formative and summative assessments and identify EL groups to address specific academic needs based on growth performance.							
EL student group data will be disaggregated to determine Academic Growth.							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data.							
Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component

Differentiate Instruction for English Learners based on individual Academic Growth needs.	Principal Asst. Principal CLL Teachers	Imagine Math I-Ready, Suymmit K and Lexia	Sept. 2025 - May 2026	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Analyze student assessments to identify areas of needs for EL students.							
Provide targeted instruction based on EL group needs.							
Schedule interventions during school hours to target EL student groups that are unable to attend extended day tutoring.							
Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures.							
Inclusion of ELPS across all curriculum.							

Goal Area: 2   Closing the Gaps.

Annual Goal: 3   English Learners will progress in their TELPAS composite rating by June 2026.

Objective: 1   At least 50% of English Learners will progress one level in their TELPAS Composite Rating by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	Sept. 2025 - May 2026	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component

Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2025 - May 2026	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	Summit K and TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
Provide training for teachers in all Domains of the TELPAS test with activities							
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.							
Increase student opportunities for listening & speaking (anchor target)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed ELPS across all curriculum.	Principal Asst. Principal CLL Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	Sept. 2025 - May 2026	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	Summit K and TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

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

Goal Area: 2	Closing the Gaps.
Annual Goal: 3	English Learners will improve their TELPAS composite rating by June 2026.
Objective: 2	At least 75% of ELs at Beginning or Intermediate Composite Level for the last 2 years will improve at least one level by June 2026.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Collect and assess data to monitor weekly student progress of all Els at the Beginning or Intermediate Composite Levels for the last two years.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Summit K and Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							
Use district formative and summative assessments (weekly, unit, TELPAS Practice and Benchmarks).							
Disaggregate campus data to determine student progress in TELPAS Practice and Benchmarks.							
Use disaggregated data to drive intervention plans that are directly related to students' needs.							
Allocate resources to facilitate language development.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	Sept. 2025 - May 2026	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							

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

Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2025 - May 2026	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

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

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

Increase student opportunities for listening & speaking (anchor target)

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Embed ELPS across all curriculum	Principal Asst. Principal CLL Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	Sept. 2025 - May 2026	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							

Integrate ELPS in lesson plan activities

Provide ELPS resources to all teachers servicing EL students

Provide ELPS training for all teachers working with ELs.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Principal Asst. Principal Counselors Teachers	Research Based Best Practices District PreK-5 Counseling & Guidance Curriculum Feedback Surveys	Sept. 2025 - May 2026	Attendance Reports Walkthroughs /Observation Reports Student SEL Profiles Student Guidance Lessons Completed Surveys	Culture & Climate Survey Increase in student Participation Increased in Student Achievement	Panorama Surveys & Needs Assessments SEL Skills Universal Screener Participation Performance	Title I: #2, #9, #10
Action Steps							
Implement PreK-5 comprehensive counseling and guidance curriculum.							
Analyze data collected from Panorama SEL skills surveys and Needs Assessment.							

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities.	Principals Asst. Principals Counselors Teachers	District Training and Materials Research Based Best Practices Feedback Surveys	Sept. 2025 - May 2026	Walkthroughs /Observation Reports Lesson Plans Completed Surveys	SEL Skills Screener Increase in student Participation Increased in Student Achievement	Panorama Climate Survey SEL Skills Universal Screener Participation Performance	Title I: #2, #9, #10
Action Steps							
Implement and address the following skills in their lessons: self-awareness, self-management, relationship skills and responsible decision-making.							
Promote the five competencies in extracurricular activities.							
Analyze data collected from Panorama SEL skills survey and needs assessment.							

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	Principal Asst. Principal Counselor	PowerPoint Presentations Timelines Tools and Resources to monitor its effectiveness	Sept. 2025 - May 2026	Agendas Sign in Sheets	Increase in student participation and performance	Side by Side data Analysis	Title I: #4, #10

Action Steps							
Utilize the Counselor Café Workshops for teachers and staff which provide social emotional learning topics.							
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-I School-wide Component
Teachers will implement and integrate social emotional learning activities with their students.	Principal Asst. Principal Counselor	Lessons on SEL interventions Curriculum Timeline Tools and resources to monitor its effectiveness	Sept. 2025 - May 2026	Walkthrough Reports Completed Teacher Surveys Lesson Plans	Increase in student participation and performance	Side by Side data Analysis	Title I: #4, #10

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

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School - wide Component
Attend staff development for campus administrators and security guards on safety procedures to increase school safety.	Principal Asst. Principal Security Guard	PowerPoint Presentation Security cameras Security/Safety audits	Sept. 2025 - May 2026	Agendas Sign in Sheets Security/Safety Audit Reports School Lockdown Documentation	Improved security/safety audits	Security/ Safety Audit Reports	Title I: #10
Action Steps							
Practice on lockdown procedures and active threat situations.							
Conduct daily security/safety audits							

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Attend staff development for campus administrators and security guards on violence prevention procedures to increase school safety.	Principal Asst. Principal Security Guard	Training Materials PowerPoint Presentation Safe2Speak Up App Student Surveys	Sept. 2025 - May 2026	Agendas Sign in Sheets PEIMS Discipline Data Student Survey Data	Student Perception of School Safety improves Decrease in behavior intervention	Student Surveys Six Weeks Behavior Intervention Reports	Title I: #10
Action Steps							
Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp App, and restorative practices.							
Conduct and collect student surveys to evaluate the students' physical state and psychological mindset on school safety.							

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summati	Title-I School-Wide Component

						ve Assessment	
Host district information and training sessions on a variation of topics on different days and different times.	Parental Educators Community Engagement Recruiters	Research Based Best Practices District Policy Handbook TEA Material	Sept. 2025 - May 2026	Meetings Agendas Minutes Sign In Sheets PowerPoint presentations	Parent Surveys Attendance at Meetings	Assessment Results Participation Performance	Title I: #2, #4

Action Steps	
provide notices about meetings and information about events
Provide one to one campus sessions on multiple topics
Schedule literacy and entrepreneurship sessions to support families

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Facilitate parental sessions for parents through a collaboration between our campus PR representative, counselor and parental educator.	Principal Asst. Principal Counselor Parental Educators Community Engagement Recruiters	Campus social media Parent surveys	Sept. 2025 - May 2026	Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning dates	Parent Surveys Attendance at Meetings	Assessment Results Participation Performance	Title I: #2, #4

Action Steps
Conduct Weekly meetings with parent educator and counselor on ways to engage more parents to information and training sessions.
Utilize different ways of communication including social media to promote parent participation.
Analyze data on parent participation and feedback provided by parents.

Improve Safety, Public Support, Culture and Climate							
By June 2026, family involvement and their interaction with our school will utilize class dojo and social media.							
By June 2026, parents will be connected with community partners and resources utilizing the parental engagement department.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Host a variation of sessions and courses which include community partners and volunteer instructors	Principal Asst. Principal Parent Educator Counselor	Parent Survey Need Assessment	Sept. 2025 - May 2026	Sign In Sheets Parent Created Artifacts Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performance Increase participation	Title I: #6
Action Steps							
Partner with community organizations							
Recruit volunteer instructors							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Meet with community partners periodically to address goals and expectations	Principal Asst. Principal Parent Educator Counselor	Parent Survey Need Assessment	Sept. 2025 - May 2026	Sign In Sheets Meting Notes Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performance Increase participation	Title I: #6
Action Steps							
Analyze community program key points addressing goals and expectations.							
Create community service projects based on parent needs and feedback							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 1	All Teachers will deliver high quality, engaging lessons to maximize class instruction by June 2024.
Objective: 1	Use walk-through data to monitor and support teacher effectiveness.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Conduct weekly walk-throughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2025 - May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test Professional growth	Walk-through data	Title I, II, III,IV State Bilingual Funds State Comp.

Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs.							
Review data and address areas of need.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide all staff with weekly instructional feedback.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2025 - May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test Professional growth	Walk-through data	Title I, II, III,IV State Bilingual Funds State Comp.

Action Steps							
Schedule peer observations.							
Monitor and follow up with areas of need.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 1	All Teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2026.
Objective: 2	Provide professional learning opportunities for staff based on observed data using the Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component

Campus administrators will collect and monitor data supporting maximizing of instructional time.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	Sept. 2025 - May 2026	Walk-through schedule, Walk-through data	Increased quality of instructional time	Walk-through data reviews	Title I, II, III,IV State Bilingual Funds State Comp.

Action Steps							
Campus leadership will review walk-through data and identify areas of need.							
Campus leadership will identify staff instructional needs and develop an action plan.							
Monitor and revise action plan.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus administrators will identify areas of need.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	Sept. 2025 - May 2026	Walk-through schedule, Walk-through data	Increased quality of instructional time	Walk-through data reviews	Title I, II, III,IV State Bilingual Funds State Comp.

Action Steps							
Campus administrators and teachers will develop and monitor professional developmental goals to address areas of need.							
Provide professional development opportunities for staff.							
Review and monitor achievement of professional development goals.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	Support the development of teachers.
Objective: 1	100% of teachers with 3 or less years of experience will be mentored throughout the year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.

Action Steps							
Plan schedule and hold meetings.							

Decide on areas of need.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Peer observations conducted by new teacher	Teachers, CLL		Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Decide on which teachers to observe.							
Create schedule of observations.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 2	Support the development of teachers.
Objective: 2	100% of teachers in need of assistance will be mentored throughout the year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Plan schedule and hold meetings.							
Decide on areas of need.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Peer observations conducted by new teacher	Teachers, CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III,IV State Bilingual Funds

							State Comp.

Action Steps							
Decide on which teachers to observe.							
Create schedule of observations.							

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal: 3	Use the evaluation systems to increase staff quality, recruitment and retention by June 2026.
Objective: 1	Use data collected in the evaluations system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use data to identify campus areas of need and create professional development opportunities for staff.	Principal, Asst. Principal, CLL	Principal, Asst. Principal, CLL	quarterly	Need assessment data, Survey data	Increase teacher effectiveness, increased student achievement		Title I, II, III,IV State Bilingual Funds State Comp.
Action Steps							
Identify areas of need and provide professional development.							
Professional development is provided at the beginning of the year and continue as needed.							

Title I, Part A School Wide

School Process & Programs

Schoolwide Program Plan

Arnold Elementary has established a comprehensive schoolwide program designed to serve all students, strengthen the systems that support learning, and align available resources—including Title I funding—to maximize impact and achieve campus goals.

The development and implementation of this plan follow six structured steps:

1. Establish and train the site-based planning team
2. Clarify the campus vision and mission
3. Create the school's academic profile
4. Gather relevant data and identify multiple sources
5. Analyze data to determine strengths and areas for growth
6. Report findings to the site-based planning team and gather constructive feedback

Throughout this process, administrators and teachers work collaboratively to identify student strengths, assess needs, and evaluate the effectiveness of current interventions. Based on the data, they make informed recommendations for improvement and adjust programs accordingly.

The site-based decision-making process functions as a strategic framework to guide program development, implementation, and evaluation. This systematic approach not only provides structure and a shared language for continuous improvement, but also ensures that decisions are data-driven, inclusive, and aligned to campus goals. Ultimately, this planning process supports ongoing reflection and refinement of the schoolwide program to improve student outcomes.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Allen & William Arnold Elementary has conducted a **Comprehensive Needs Assessment (CNA)** that serves as the foundation of the campus planning process and the driving force behind the development of the **Campus Improvement Plan (CIP)**. While data is gathered and reviewed continuously throughout the school year, a focused and collaborative effort is made at the end of each year to evaluate progress and identify needs.

This year, campus administrators worked in collaboration with teachers and staff to collect and analyze a variety of data sources. Through this process, **campus strengths and areas of concern were identified**, and **root causes** were thoroughly examined. The findings were presented to the **site-based planning team**, who were given dedicated time to reflect on the data, clarify questions, and provide feedback on the problem statements and identified needs.

Once the team determined that all relevant data had been reviewed and thoroughly discussed, this phase of the CNA process was finalized and formally documented in the **Campus Improvement Plan**. This collaborative and reflective process ensures that the CIP remains a living document, informed by data and focused on continuous improvement.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies are designed to provide equitable opportunities for all students to achieve at the Meets Grade Level or Masters Grade Level performance standards on state assessments. These strategies are grounded in evidence-based practices and reflect a comprehensive approach to improving academic achievement for every student.
The following key strategies guide our campus efforts:

1. Review instructional program documentation to ensure that all programs and strategies are research-based and proven to be effective.
2. Evaluate how each strategy enhances the core academic program, ensuring alignment with the TEKS and instructional best practices.
3. Identify and implement evidence-based interventions that increase both the quality and quantity of instructional time.
4. Review the master schedule to identify and integrate opportunities for extended learning time, including tutorials and intervention blocks.
5. Explore optional strategies and supplemental supports that reinforce instruction in the core content areas.
6. Implement programs that address enrichment and acceleration, ensuring all students, including advanced learners, are challenged and supported.
7. Disaggregate student performance data by subgroup to evaluate the effectiveness of programs and interventions in meeting the needs of all learners.

These strategies form the backbone of our schoolwide approach, ensuring that instruction is rigorous, inclusive, and responsive to student needs.

3: Instruction by Highly Qualified Professional Teachers

Instruction delivered by highly effective, state-certified professional educators is a cornerstone of the schoolwide plan at Allen & William Arnold Elementary. To ensure the highest quality instruction for all students, the campus supports teacher growth and effectiveness through a variety of intentional and ongoing professional development practices:

1. Provide time and coverage for targeted, high-quality professional development aligned to instructional goals and student needs.

2. Establish a mentorship system for teachers who are new to the campus or the district to support successful onboarding and instructional consistency.
3. Offer opportunities for teachers to observe master educators, allowing for peer learning and the modeling of effective practices.
4. Deliver professional development on existing instructional programs prior to the new school year for both new and returning staff.
5. Monitor instructional effectiveness through frequent walk-throughs, followed by actionable, constructive feedback to guide teacher growth.
6. Provide training that integrates the use of formative and summative student data to inform instruction and differentiate support.
7. Implement strategies that promote open communication and collaboration between teachers and campus leadership.
8. Ensure ongoing professional development for all staff, including teachers, administrators, paraprofessionals, support personnel, and parents, as appropriate.

These strategies reflect the campus's commitment to continuous improvement, collaborative learning, and the retention of high-quality educators, all of which are essential to student success.

4: Ongoing Professional Development

At Allen & William Arnold Elementary, ongoing professional development is a critical component in ensuring that all educators are equipped to meet the diverse academic needs of students and help them achieve state academic performance standards. The campus follows intentional procedures to ensure professional learning is relevant, impactful, and aligned to campus goals:

1. Select appropriate professional development opportunities that address the needs of principals, teachers, paraprofessionals, parents, and other stakeholders as needed.
2. Provide training on existing campus programs and initiatives to ensure consistent and effective implementation across all grade levels.
3. Offer professional development designed to meet the unique needs of diverse student populations, with the goal of improving overall student performance.
4. Allow teachers to attend content-specific training throughout the year, tailored to their assigned subject area and instructional responsibilities.
5. Support collaborative planning among teachers by content area, including opportunities to disaggregate student data, compare instructional objectives, and align assessment practices for improved instructional impact.

These professional development practices are part of a comprehensive system to promote continuous learning, data-driven instruction, and collaborative growth, ultimately contributing to increased student achievement across all content areas.

5: Recruitment of Highly Qualified Educators

Allen & William Arnold Elementary follows district-established procedures for recruiting and attracting highly effective, state-certified teachers, with a particular emphasis on hiring educators who hold Bilingual or ESL certification. These efforts support the campus's commitment to meeting the diverse linguistic and academic needs of its student population.

6: Strategies to Increase Parental Involvement.

At Allen & William Arnold Elementary, we recognize the critical role of authentic parental engagement in promoting student success. Parental involvement is not only encouraged but intentionally integrated into the decision-making process at the campus level.

- The Parent Involvement Director leads the Campus Parent Advisory Team, which plays an active role in shaping family engagement initiatives.
- Each year, care is taken to ensure that the advisory team reflects the diversity of the student population, so that all voices are heard, and ideas are validated.

As campus activities and programs are developed, plans are presented to the parent advisory team for review and feedback to ensure they are relevant, meaningful, and inclusive. The team also evaluates activities and projects that directly impact family life, helping guide campus decisions that aim to increase and strengthen parental involvement.

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

Although this component primarily focuses on the transition from early childhood into elementary school, Allen & William Arnold Elementary also recognizes the broader importance of equipping students with coping skills and support systems to ensure smooth transitions at all stages of their academic journey.

District staff collaborates closely with campus personnel to provide a range of transition-focused activities, including:

- Parent orientation sessions
- Campus tours
- Meet the Teacher Night
- Pre-registration opportunities with school counselors

These efforts are designed to familiarize both students and families with school expectations, build comfort in the school environment, and promote a positive and confident start to each new school year.

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

In addition to STAAR results, teachers at Allen & William Arnold Elementary collect and analyze a variety of current assessment data to monitor and support student achievement. This data is gathered from both formal and informal sources, including classroom observations, campus-based assessments, and end-of-unit exams.

The campus provides ongoing professional development to help teachers deepen their understanding of how to effectively use multiple assessment measures to inform instruction. By analyzing this data, teachers are able to adjust instruction to better meet the needs of all learners.

Each grade level participates in the formative review process of the Campus Improvement Plan. This collaborative approach allows teachers to continuously evaluate the effectiveness of academic programs by closely monitoring student progress and making data-

driven decisions that support continuous improvement.

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

- Each grade level team identifies individual students who require additional learning time and support to meet grade-level standards.
- Teachers provide timely, targeted interventions that are specifically tailored to each student's academic needs.
- These supports vary by grade level and are available to all students in need, ensuring equitable access to instructional assistance across the campus.

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

Arnold Elementary operates as a schoolwide Title I campus, which provides the flexibility to integrate services and programs in a way that strengthens and upgrades the entire educational program. This schoolwide approach ensures that all students—regardless of background—have equitable access to the instruction and support needed to achieve at the Meets and Masters levels on state assessments.

Through the Comprehensive Needs Assessment (CNA) and campus improvement planning and budgeting process, the school strategically coordinates federal, state, and local funds to maximize the effectiveness and reach of available resources. This alignment allows the campus to implement evidence-based programs and services that support high academic achievement for all learners, particularly those identified as most at-risk.