Campus Improvement Plan
2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

Vision

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

Mission

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

School Moto

Students Today, Graduates Tomorrow, Leaders Forever

Texas Accountability System

B

The issuance of 2024 A–F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency](#)
2024 - [2024 Escobar Elementary Accountability Report](#)
2023 - [2023 - Escobar Elementary Accountability Report](#)

Strategic Direction

PSJA School Board
Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet
Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

GIC PRIORITIES

EFFECTIVE TEACHING & LEARNING   STUDENT SUPPORTS   LEADERSHIP GROWTH   FAMILY & COMMUNITY EMPOWERMENT

Senior Staff
Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Executive Summary

Demographics:

Aida C. Escobar Elementary School serves students from three different cities, who share similar backgrounds and ways of life. The student body at PSJA ISD is predominantly Hispanic, with the following breakdown of student populations:

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
113	Aida C. Escobar Elementary	P3	30	6	20.0%	24	80.0%	1	3.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		H4	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
		PK	86	44	51.2%	42	48.8%	5	5.8%	52	60.5%	0	0.0%	0	0.0%	0	0.0%	74	86.0%	0	0.0%	0	0.0%
		KG	120	59	49.2%	61	50.8%	14	11.7%	65	54.2%	0	0.0%	0	0.0%	1	0.8%	111	92.5%	0	0.0%	0	0.0%
		01	92	51	55.4%	41	44.6%	8	8.7%	54	58.7%	0	0.0%	0	0.0%	1	1.1%	80	87.0%	0	0.0%	0	0.0%
		02	84	36	42.9%	48	57.1%	11	13.1%	41	48.8%	0	0.0%	0	0.0%	1	1.2%	79	94.0%	8	9.5%	0	0.0%
		03	101	67	66.3%	34	33.7%	17	16.8%	55	54.5%	0	0.0%	0	0.0%	0	0.0%	97	96.0%	6	5.9%	0	0.0%
		04	87	48	55.2%	39	44.8%	16	18.4%	41	47.1%	0	0.0%	0	0.0%	1	1.1%	75	86.2%	11	12.6%	0	0.0%
		05	99	52	52.5%	47	47.5%	15	15.2%	52	52.5%	0	0.0%	0	0.0%	1	1.0%	89	89.9%	14	14.1%	0	0.0%
	Aida C. Escobar Elementary		700	364	52.0%	336	48.0%	87	12.4%	361	51.6%	0	0.0%	0	0.0%	5	0.7%	606	86.6%	39	5.6%	0	0.0%
District			700	364	52.0%	336	48.0%	87	12.4%	361	51.6%	0	0.0%	0	0.0%	5	0.7%	606	86.6%	39	5.6%	0	0.0%

With the campus's proximity to Mexico, 51.60% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Aida C. Escobar Elem. has been rated a **"A" Campus** by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 59, earned a grade of 89.

In Domain II, School Progress scaled score of (91), Academic Growth scaled score of (81) and Relative Performance scaled score of (91) with an Eco Dis at a 91.8%, Escobar earned a scale score of 91. Domain III, Closing the Gaps Domain, Escobar scale score was an 91.

The overall 2025 Accountability Rating for Aida C. Escobar Elementary was a score of 91.

Executive Summary Continued

Student Performance:

For the 2024-2025 school year, the Student Performance goals are the following:
- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 48% (50% Reading, 45% Math) in June 2024 to 50% by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points by June 2025.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025
- The percentage of graduates who earn an industry certification will increase by June 2025.
- The percentage of graduates that meet or exceed the criterion for College, Career, and Military Readiness Performance Status will increase from 87% in June 2024 to 97% by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2025.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.

The district is:
1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity to earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Campus Educational Improvement Committee Member

Name	Title
Catarina Espinoza	Principal
Johanna Ramirez	Assistant Principal
Stephanie Gonzalez	Counselor
Ellie Estrada	Counselor
Luz Salinas	CLL
Demi Veliz	Special Ed Teacher
Lucero Blanco	Teacher
Esmeralda Ramirez	Teacher
Sonia	Business Representative
M. Quintanilla	Committee Member
Brittany Ramirez	Parent

	Num Tested	Approaching		Meets		Masters		Domain 1
		# Met	% Met	# Met	% Met	# Met	% Met	
3rd RLA	53	43	81%	34	64%	18	34%	60
3rd RLA SP	87	26	87%	16	53%	12	40%	60
3rd Math EN/SP	78	60	77%	42	54%	20	26%	52
4th RLA	53	44	83%	40	75%	23	43%	67
4th RLA SP	44	35	80%	28	64%	17	39%	61
4th Math EN/SP	96	83	86%	66	69%	41	43%	66
5th RLA	56	46	82%	35	63%	23	41%	62
5th RLA SP	37	30	81%	22	59%	15	41	60
5th Math EN/SP	90	73	81%	48	53%	26	29%	54
5th Science EN/SP	90	62	69%	33	37%	19	21%	42

2024-2025 STAAR/STAAR ALT
SCHOOL PROGRESS - STUDENT GROWTH
ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

| | ANNUAL GROWTH | | | | | | Raw Score | Scale Score | Letter Grade |
| | # of Tests | # of students | | | | Earned Points | | | |
		0	0.5	1	0.25				
PSJA ISD	**7689**	**2061**	**747**	**4881**	**999**	**5504.25**	**72**	**81**	**B**
Grade 4 Mathematics	1939	404	222	1313	240	1484	77	87	B
Grade 4 Reading	1940	386	142	1412	368	1575	81	91	A
Grade 5 Mathematics	1901	705	205	991	169	1135.75	60	66	D
Grade 5 Reading	1909	566	178	1165	222	1309.5	69	78	C
Escobar Elementary	**357**	**103**	**22**	**232**	**14**	**246.5**	**69**	**78**	**C**
Grade 4 Mathematics	93	10	7	76	7	81.25	87	94	A
Grade 4 Reading	93	18	6	69	6	73.5	79	89	B
Grade 5 Mathematics	86	42	3	41	0	42.5	49	56	F
Grade 5 Reading	85	33	6	46	1	49.25	58	63	D

2024-2025 STAAR/STAAR ALT
STUDENT ACHIEVEMENT
ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	**13184**	**9806**	**74%**	**6239**	**47%**	**2746**	**21%**	**47**	**85**	**B**
Grade 3 Mathematics	1763	1195	68%	746	42%	255	14%	41	**79**	C
Grade 3 Reading	1767	1296	73%	814	46%	352	20%	46	**84**	B
Grade 4 Mathematics	1966	1447	74%	1034	53%	494	25%	51	**88**	B
Grade 4 Reading	1967	1604	82%	1120	57%	513	26%	55	**90**	A
Grade 5 Mathematics	1930	1402	73%	851	44%	382	20%	46	**84**	B
Grade 5 Reading	1934	1500	78%	1033	53%	519	27%	53	**90**	A
Grade 5 Science	1933	1362	70%	641	33%	231	12%	38	**74**	C
Escobar Elementary	**613**	**498**	**81%**	**361**	**59%**	**215**	**35%**	**58**	**91**	**A**
Grade 3 Mathematics	79	61	77%	44	56%	22	28%	54	**90**	A
Grade 3 Reading	79	67	85%	49	62%	32	41%	63	**92**	A
Grade 4 Mathematics	95	84	88%	67	71%	40	42%	67	**93**	A
Grade 4 Reading	95	79	83%	69	73%	41	43%	66	**93**	A
Grade 5 Mathematics	89	73	82%	48	54%	26	29%	55	**90**	A
Grade 5 Reading	88	73	83%	52	59%	36	41%	61	**92**	A
Grade 5 Science	88	61	69%	32	36%	18	20%	42	**79**	C

COLLEGE³
READY.CONNECTED.COMPLETE.

2024-2025 STAAR/STAAR ALT
CLOSING THE GAPS
ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)

	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	49	46	44	39	42	37	45	37	40	35	29	26								
2028-32 Next Interim	58	55	53	49	52	48	54	48	50	46	41	38								
2038 Long Term	75	73	72	70	71	69	73	69	70	68	65	63								
PSJA ISD	46	52	46	52	45	51	44	48	45	51	31	28	4	6	6	16	24	67	30%	20.0
Escobar Elementary	60	65	61	65	57	62	58	58	56	61	30	27	6	6	6	18	24	75	30%	22.5

Academic Growth Status (Mathematics & Reading)

	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	69	64	68	62	66	61	69	62	65	60	58	50								
2028-32 Next Interim	78	74	77	72	76	71	78	72	75	70	68	60								
2038 Long Term	95	94	95	92	95	91	95	92	95	90	88	80								
PSJA ISD	68	75	68	75	68	74	69	72	68	74	59	56	3	6	6	15	24	63	50%	31.3
Escobar Elementary	69	69	69	69	68	67	77	63	68	67	56	43	6	6	6	18	24	75	50%	37.5

2024-2025 STAAR/STAAR ALT
CLOSING THE GAPS
ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

Student Success (Domain I Score All Contents)														
	ALL	HISPANIC	HIGH FOCUS	EB	ECD	SPED	All Students	Hispanic	High Focus	TOTAL	Pts Possible	Raw Score	Weight	Component Points
							Points Earned							
2023-27 Interim	47	41	40	37	38	23								
2028-32 Next Interim	57	52	49	48	48	33								
2038 Long Term	77	72	69	68	68	53								
PSJA ISD	47	47	46	46	44	29	3	3	3	9	12	75	10%	7.5
Escobar Elementary	58	58	55	55	55	30	3	3	3	9	12	75	10%	7.5

	Academic Achievement	Academic Growth	Student Success	TELPAS BM2	Raw Score	Scale Score	Letter Grade
Escobar Elementary	22.5	37.5	7.5	10	78	92	A

2024-2025 STAAR/STAAR ALT
OVERALL RATING
ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	81	85	85	85	59.5	86	25.8	85	B
Escobar Elementary	88	78	91	91	91	63.7	92	27.6	91	A

Comprehensive Needs Assessment

Special Education, ECO and Emergent Bilingual:

The following sources from across our campus were used to review the Special Education, ECOD, and Emergent Bilingual data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Results Driven Accountability (RDA) indicators to determine strengths and needs of our Special Education, ECOD and Emergent Bilingual students.

Needs:

As evidenced in the 2024-2025 STAAR assessments, the results show an achievement Meets level gap as follows:

- In Reading, the achievement
  - gap between Sp. Ed. and All students is 40%.
  - gap between ECOD. and All students is 2%.

- In Mathematics, the achievement
  - gap between Sp. Ed. and All students is 28%.
  - gap between ECOD. and All students is 1%.
  - gap between Emergent Bilingual and All students is 1%.

- In Science, the achievement
  - gap between Sp. Ed. and All students is 22%.
  - gap between Emergent Bilingual and All students 2021-2022 is 6%.

- ## Strengths:
  - In Reading the Masters achievement growth between Emergent Bilingual and All students is 4%

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants

recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Goal Area 1:   Student Achievement

Annual Goal 1: **The percentage of students who perform at Meets grade level or above on STAAR Reading will increase by 4 percentage points by June 2026**

Objective 1: The percentage of students meeting or exceeding grade level on STAAR reading Grades 3-5 will increase from 56% to 60% by providing access to a standards-aligned, guaranteed, and viable curriculum.

Strategy 1: Testing calendar will be created to provide campus-wide alignment of assessments and progress monitoring
Timeline: June 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
Action Steps:
1) Aligned ALIs and district Benchmarks will be administered campus-wide to monitor student progress in the curriculum.
2)Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention
3)Utilize DMAC TAG/stem questions to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready	•Walkthrough documents • Completed testing calendars and timelines • Agendas and sign in sheets • Completed assessment progress	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic • Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year

Strategy 2: Grade Level Performance Review sessions will be held to each grade level within 48 hours following the district level CBA or Benchmark.

Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators
Action Steps:
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).
2) Following each CBA or Benchmark, the campus admin team will analyze grade level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3)Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the master's Level on the STAAR assessment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings	•Walkthrough documents Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	•Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and master's levels on STAAR/EOC Increase in student progress made	•Formative assessments• •Results Driven Accountability •IReady Diagnostic CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE

Strategy 3: Campus Review Sessions will be held to review CBA and Benchmark data with grade level leaders, identify areas of concern in order to plan next steps.
Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs
Action Steps:
1)Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum to enhance the virtual learning lessons.
3)CLL will allow for reading lesson planning during CLCs to create an interconnection of subjects.
4)PK-5th grade teachers will receive extra time to work collaboratively and align TEKS to student groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•District and Campus Benchmark Data Reports Plan for Interventions Tutoring Calendar Trade books Teacher Created Material Teachers Pay Teachers	•Training Agenda •Collaborative Learning Community Meetings Agendas and sign-in sheets Data Analysis documents Campus Review documents Tutoring Calendar	•BM1 and BM2 scores show increases in student achievement and student performance growth •CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	•Formative assessments •Benchmarks [BMs] Progress Monitoring •STAAR/TELPAS •ACT and SAT •Texas Success Initiative (TSI 2.0) •Results Driven Accountability •TELPAS •I-Ready

Goal Area 2: Closing the Achievement Gap

Annual Goal 1: **All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 202.**

> **Objective 1: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2024.**

> **Strategy 1: Collect and assess data to monitor student progress weekly and drive interventions**
> **Timeline:** September 2025- Aug. 2026
> **Title I School Components: T**itle I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
> **Persons Responsible:** Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
> **Action Steps:**
> **1) Use ongoing district and campus-created formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)**
> **2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and increase performance at the Meets level and above**
> **3) Use assessment data to drive intervention plans and build intervention time into the day**
> **4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready *District Curriculum *Istation Reading *Imagine Math *Success Maker *STAAR Release Assessments (BM I & II) *Interim Assessments *AR *Voyager	•*DMAC data reports * Cambium Reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	•BM1 and BM2 scores show increases in student achievement and student performance growth *Closing the achievement gap among student groups *Increase the academic performance of all student groups in all BM *STAAR Math (3rd-5th) *STAAR Reading (3rd-5th) *STAAR Science (5th)	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability • I-Ready Diagnostic • Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *TX KEA *Circle

Strategy 2: Use formative assessment results to establish priorities for weekly progress monitoring
Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators
Action Steps:
1) Re-establish priorities based on data and identified student needs
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress
3) Provide equitable resources on a timely manner to ensure student success

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings	•Walkthrough documents Student Progress Profiles, DMAC Reports, Campus Data Reports, Grade Level Data Reports, Teacher Data Reports, Student Data	•Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and master's levels on STAAR/EOC Increase in student progress made	•Formative assessments• •Results Driven Accountability •IReady Diagnostic CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE

Strategy 3: Provide technology resources to facilitate reading development and differentiate student learning

Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators
Action Steps:
1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Voyager and myON) to facilitate reading development for student groups.

2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions.

30 Ensure that campus/classroom schedules allow for instructional time for the program implementation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group Lead4ward trainings *District Curriculum *Istation Reading *STAAR Release Assessments (BM I & II) *MyON *iPads	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, *STAAR	•Formative assessments• •Results Driven Accountability •IReady Diagnostic CBAs Benchmarks Progress Monitoring STAAR TELPAS TPRI/TEJAS LEE

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

***Annual Goal 1*:** By June 2026, the campus's positive culture and climate will increase for teachers and staff perception of staff-student relationships.

Objective 1: By June 2024, students' social and emotional learning knowledge and skills will increase.

Strategy 1: All students will be provided guidance lessons that build on the social emotional development of the student
Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
Action Steps:
1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period
2) Deliver virtual Social Emotional Learning Student Academies
3) Analyze data collected from Panorama SEL skills surveys and needs assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*Region One and State Conference Training and Materials *Research Based Best Practices *PreK-5th Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance * Walk Through portal

Strategy 2: Teachers will embed the five social-emotional learning competencies during their content areas and extra-curricular activities

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers

Action Steps:

1) Implement and address the following skills in their lessons such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2) Promote the five competencies in extra-curricular activities such as cheerleading, dance, Folklorico, choir, UIL academic events, Enrichment Camps, guitar, etc.
3) Analyze data collected from Panorama SEL skills surveys and needs assessments

	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener

Strategy 3: All teachers and staff will be provided professional development on social-emotional learning to increase staff-student relationships

Timeline: September 2025- Aug. 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
Action Steps:

1) **Train teachers and staff on the counseling and guidance lessons and resources**
2) **Implement a schoolwide SEL PD series aligned with CASEL's core competencies.**
3) **Launch monthly "Relationship-Building Practices" walkthroughs and peer shares.**
4) **Train teachers on restorative practices and de-escalation techniques**

	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	Side by side data analysis

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.

    Objective 1: Use walk-through data to monitor and support teacher effectiveness.

    Strategy 1: Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.

    Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
    Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
    Action Steps:
1) Create campus walk-through schedule
2) Complete 10 walk-throughs per week.
3) Review walk-through data and address areas of need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Instructional walk-through focus tool Pacing Guides	Instructional walk-through focus tool Pacing Guides	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data

Strategy 2: All teachers will be provided with weekly instructional feedback by campus administrators.

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
Action Steps:
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.
2) Provide learning opportunities, i.e.… peer observations to observed effective strategies based on areas of need.
3) Monitor and follow up with next steps

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Instructional walk-through focus tool Pacing Guides TEKS Release STEM Questions	Instructional walk-through focus tool CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching Student academic achievement data from assessments	Weekly walk-through data

Strategy 3: Campus administrators will identify areas of need by teacher

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers
Action Steps:
1) Campus administrators and teachers will develop and monitor professional development goals to address areas of need observed via walkthroughs.
2) Provide professional development opportunities for staff
3) Review and monitor achievement of professional development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Dashboard, Instructional walk-through focus tool, T-TESS observations, SGM data, Professional Learning Communities.	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Weekly walk-through data reviews