

# Alfred Sorensen Elementary Campus Improvement Plan 2025-2026

Submitted for Board Approval on \_\_\_\_\_ 2025

Board Approved Date: \_\_\_\_\_ 2025

## **Vision**

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

## **Mission**

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

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

*Adopted June 22, 2020, by the PSJA School Board of Trustees*

## 2025-2026 ALFRED SORENSEN ELEMENTARY



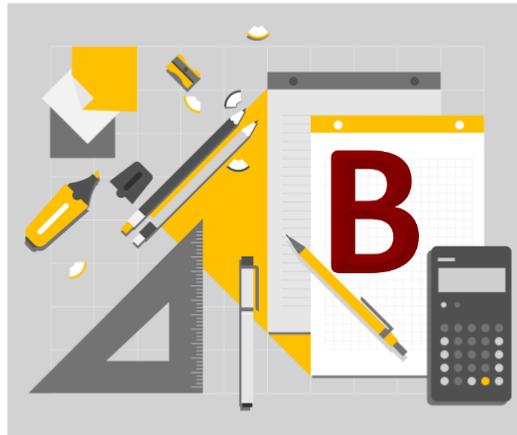
### **Vision**

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

### **Mission**

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

## Texas Accountability System



**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
Sorensen Elementary	80	83	88	88	88	61.6	92	27.6	89	B

Preliminary Data

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](#) (*Add your link for your campus*)

## Strategic Direction



**PSJA School Board**

Diana Serna, President  
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Griselda Quintanilla, Secretary  
Ramona Barron, Assistant Secretary  
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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

**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

## 2025-2026 Campus Leadership Committee



NAME	POSTION
GISELLE MARTINEZ	PRINCIPAL
EIRA HERNANDEZ	ASSISATNT PRINCIPAL
LILIANA GARCIA	COUNSELOR
CLL	
MARTHA BURGOINE	PARENT
LIANA GARCIA	SPED TEACHER
GLORIA BUSTAMANTE-GARZA	LEAD TEACHER
BLANCA QUIROZ	LEAD TEACHER

## Site-Based Decision Making Committee



- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.
- **Scheduled Meeting Dates: September 4, 2025, November 6, 2025, January 29, 2026, May 30, 2026**
- **Committee Roles and Responsibilities:**
  - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
  - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
  - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
  - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

## Site-Based Decision Making Committee



**SBDM will address the following areas:**

- **Planning**
- **Budgeting**
- **Curriculum**
- **Staffing Patterns**
- **Staff Development**
- **School Organization**

## Campus Executive Summary

### Demographics:

The student body at Alfred Sorensen Elementary is majority Hispanic with the following breakdown of student populations:



### Pharr-San Juan-Alamo ISD Campus Special Pops Breakdown Matrix

Enrollment Data As of Jun 2, 2025

Bld	Campus	Grd	All Students	Male	Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	M3	% M3	M4	% M4	M5	% M5	Mig	% Mig	ECD	% ECD	GT	% GT	CTE	% CTE	At Risk	% At Risk
112	Sorensen Elementary	P3	31	13	18	2	6.5%	11	35.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	28	90.3%	0	0.0%	0	0.0%	30	97%
		PK	48	19	29	1	2.1%	14	29.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	42	87.5%	0	0.0%	0	0.0%	48	100%
		KG	58	29	29	5	8.6%	21	36.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	48	82.8%	0	0.0%	0	0.0%	43	74%
		01	62	33	29	8	12.9%	20	32.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	1	1.6%	54	87.1%	3	4.8%	0	0.0%	59	95%
		02	66	33	33	8	12.1%	28	42.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	2	3.0%	60	90.9%	2	3.0%	0	0.0%	59	89%
		03	84	43	41	19	22.6%	32	38.1%	2	2.4%	1	1.2%	0	0.0%	0	0.0%	0	0	2	2.4%	74	88.1%	8	9.5%	0	0.0%	79	94%
		04	125	66	59	32	25.6%	43	34.4%	2	1.6%	1	0.8%	1	0.8%	0	0.0%	0	0	2	1.6%	105	84.0%	6	4.8%	0	0.0%	78	62%
		05	76	42	34	13	17.1%	29	38.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0	0	0.0%	64	84.2%	10	13.2%	0	0.0%	40	53%
<b>Sorensen Elementary</b>			<b>550</b>	<b>278</b>	<b>272</b>	<b>88</b>	<b>16.0%</b>	<b>198</b>	<b>36.0%</b>	<b>4</b>	<b>0.7%</b>	<b>2</b>	<b>0.4%</b>	<b>1</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>1.3%</b>	<b>475</b>	<b>86.4%</b>	<b>29</b>	<b>5.3%</b>	<b>0</b>	<b>0.0%</b>	<b>436</b>	<b>79%</b>
<b>District</b>			<b>550</b>	<b>278</b>	<b>272</b>	<b>88</b>	<b>16.0%</b>	<b>198</b>	<b>36.0%</b>	<b>4</b>	<b>0.7%</b>	<b>2</b>	<b>0.4%</b>	<b>1</b>	<b>0.2%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>1.3%</b>	<b>475</b>	<b>86.4%</b>	<b>29</b>	<b>5.3%</b>	<b>0</b>	<b>0.0%</b>	<b>436</b>	<b>79%</b>

With the district’s proximity to Mexico, 45.60% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

### Student Performance:

Using preliminary student performance data, Alfred Sorensen Elementary has been rated a "B" District by the state of Texas on the 2024 - 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of 53 and Alfred Sorensen Elementary earned a grade of 80 (B).

In Domain II, School Progress (83) and Relative Performance (88) with an Eco Dis at a 86.4%, Alfred Sorensen Elementary earned a scale score of 88. Domain III, Closing the Gaps Domain, PSJA scale score was a 92.

The overall 2024 Accountability Rating for Alfred Sorensen Elementary was a score of 89 (B). In grades 3-8 all tested STAAR subjects at Alfred Sorensen Elementary administered 667 tests which translates to over 100% participation for the 2023-2024 school year.

## Executive Summary Continued

### Student Performance:

For the 2025-2026 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, Mathematics, and Science will increase from 54% (57% Reading, 55% Math, & 38% Science) in June 2025 to 60% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase 5-10 percentage points by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by ten percentage points by June 2026.

### Effective Teaching and Learning

At Alfred Sorensen, high-quality instruction is delivered across all core content areas, with a strong focus on language arts, mathematics, and science.

In language arts, teachers implement the Balanced Literacy approach, emphasizing Reader’s and Writer’s Workshops and Guided Reading to build foundational literacy and critical thinking skills.

In mathematics, instruction is driven by TEKS-aligned, problem-solving-based strategies that encourage conceptual understanding and real-world application.

In science, students engage in hands-on, inquiry-based learning experiences that promote exploration, discovery, and the development of scientific reasoning.

Alfred Sorensen currently offers ten Dual Language classrooms, which serve English Language Learners (ELLs) at various grade levels: one each in P3, Pre-K, Kindergarten, and 1st grade; 2nd grade; one in 3rd grade; two in 4th grade; and one in 5th grade.

The mission of our campus is to cultivate a culture of readers and learners among both students and staff. To support this mission, we are expanding classroom libraries to inspire a love of reading and providing targeted professional development and instructional materials to enhance Reading and Writing Workshops.

### Summary of Goals

At Alfred Sorensen, our goals are centered around academic excellence, equity, and whole-child development. We are committed to the following targets for the academic year:

## Executive Summary Continued

- Increase Student Achievement:  
Improve mastery of grade-level TEKS through data-driven, TEKS-aligned instruction. Our goal is to increase the percentage of students performing at the *Meets* or *Masters* level on STAAR by 5–10% across all subject areas and student subgroups.
- Early Literacy and Numeracy (Grades K–2):  
Achieve a 5–10% increase in the number of students performing in Tier 1 on the I-Ready Reading and Math assessments.

# 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
<b>PSJA ISD</b>	75	81	85	85	85	59.5	86	25.8	85	B
Anaya Elementary	77	85	86	86	86	60.2	92	27.6	88	B
Arnold Elementary	79	92	88	92	92	64.4	92	27.6	92	A
Cantu Elementary	72	79	80	80	80	56	74	22.2	78	C
Carman Elementary	77	85	85	85	85	59.5	90	27.0	87	B
Chavez Elementary	85	93	91	93	93	65.1	92	27.6	93	A
Clover Elementary	74	90	82	90	90	63	85	25.5	89	B
Doedyns Elementary	72	68	79	79	79	55.3	69	20.7	76	C
Dr Long Elementary	73	81	82	82	82	57.4	76	22.8	80	B
Escobar Elementary	88	78	91	91	91	63.7	92	27.6	91	A
Farias Elementary	66	71	74	74	74	51.8	73	21.9	74	C
Ford Elementary	71	74	80	80	80	56	74	22.2	78	C
Garcia Elementary	82	90	90	90	90	63	92	27.6	91	A

Garza Elementary	76	89	85	89	89	62.3	90	27.0	89	B
Garza-Pena Elementary	75	79	84	84	84	58.8	92	27.6	86	B
Guerra Elementary	78	83	88	88	88	61.6	92	27.6	89	B
Kelly-Pharr Elementary	69	59	75	75	75	52.5	68	20.4	73	C
Livas Elementary	73	75	82	82	82	57.4	80	24.0	81	B
Longoria Elementary	75	90	84	90	90	63	92	27.6	91	A
McKeever Elementary	73	78	82	82	82	57.4	89	26.7	84	B
Palacios Elementary	87	89	91	91	91	63.7	92	27.6	91	A
Palmer Elementary	76	85	85	85	85	59.5	84	25.2	85	B
Ramirez Elementary	64	73	72	73	73	51.1	71	21.3	72	C
Reed-Mock Elementary	76	76	85	85	85	59.5	89	26.7	86	B
★ Sorensen Elementary	80	83	88	88	88	61.6	92	27.6	89	B
Trevino Elementary	64	60	72	72	72	50.4	63	18.9	69	D

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

	ANNUAL GROWTH					Earned Points	Raw Score	Scale Score	Letter Grade
	# of Tests	# of students							
		0	0.5	1	0.25				
<b>PSJA ISD</b>	<b>7689</b>	<b>2061</b>	<b>747</b>	<b>4881</b>	<b>999</b>	<b>5504.25</b>	<b>72</b>	<b>81</b>	<b>B</b>
<b>Sorensen Elementary</b>	<b>416</b>	<b>107</b>	<b>32</b>	<b>277</b>	<b>58</b>	<b>307.5</b>	<b>74</b>	<b>83</b>	<b>B</b>
Grade 4 Mathematics	120	29	13	78	15	88.25	74	83	B
Grade 4 Reading	120	28	12	80	24	92	77	87	B
Grade 5 Mathematics	88	28	3	57	8	60.5	69	78	C
Grade 5 Reading	88	22	4	62	11	66.75	76	86	B

## 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			
<b>PSJA ISD</b>	<b>13260</b>	<b>9806</b>	<b>74%</b>	<b>6239</b>	<b>47%</b>	<b>2746</b>	<b>21%</b>	<b>47</b>	<b>75</b>	<b>C</b>
<b>Sorensen Elementary</b>	<b>667</b>	<b>514</b>	<b>77%</b>	<b>357</b>	<b>54%</b>	<b>188</b>	<b>28%</b>	<b>53</b>	<b>80</b>	<b>B</b>
Grade 3 Mathematics	79	61	77%	46	58%	25	32%	56	84	B
Grade 3 Reading	79	63	80%	44	56%	28	35%	57	86	B
Grade 4 Mathematics	121	85	70%	62	51%	41	34%	52	79	C
Grade 4 Reading	121	96	79%	63	52%	29	24%	52	79	C
Grade 5 Mathematics	89	71	80%	50	56%	22	25%	54	81	B
Grade 5 Reading	89	71	80%	58	65%	34	38%	61	90	A
Grade 5 Science	89	67	75%	34	38%	9	10%	41	70	C

# 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					
<i>2023-27 Interim</i>	49	46	44	39	42	37	45	37	40	35	29	26	4	6	6	16	24	67	30%	20.0	
<i>2028-32 Next Interim</i>	58	55	53	49	52	48	54	48	50	46	41	38									
<i>2038 Long Term</i>	75	73	72	70	71	69	73	69	70	68	65	63									
<b>PSJA ISD</b>	<b>46</b>	<b>52</b>	<b>46</b>	<b>52</b>	<b>45</b>	<b>51</b>	44	48	45	51	31	28									
<b>Sorensen Elementary</b>	<b>55</b>	<b>57</b>	<b>55</b>	<b>57</b>	<b>51</b>	<b>54</b>	49	47	49	53	24	29	6	6	6	18	24	75	30%	22.5	

Student Success (Domain I Score All Contents)														
	ALL	HISPANIC	HIGH FOCUS	EB	ECD	SPED	Points Earned				Pts Possible	Raw Score	Weight	Component Points
							All Students	Hispanic	High Focus	TOTAL				
<i>2023-27 Interim</i>	47	41	40	37	38	23								
<i>2026-32 Next Interim</i>	57	52	49	48	48	33								
<i>2038 Long Term</i>	77	72	69	68	68	53								
<b>PSJA ISD</b>	<b>47</b>	<b>47</b>	<b>46</b>	<b>46</b>	<b>44</b>	<b>29</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>75</b>	<b>10%</b>	<b>7.5</b>
<b>Anaya Elementary</b>	49	49	49	49	46	41	3	3	3	9	12	75	10%	7.5
<b>Arnold Elementary</b>	52	53	50	50	48	36	3	3	3	9	12	75	10%	7.5
<b>Cantu Elementary</b>	43	43	41	40	39	22	0	3	3	6	12	50	10%	5.0
<b>Carman Elementary</b>	50	51	48	49	57	15	3	3	3	9	12	75	10%	7.5
<b>Chavez Elementary</b>	56	56	56	56	56	46	3	3	3	9	12	75	10%	7.5
<b>Clower Elementary</b>	45	45	43	42	32	24	2	3	3	8	12	67	10%	6.7
<b>Doedyns Elementary</b>	43	42	41	41	36	21	1	3	3	7	12	58	10%	5.8
<b>Dr Long Elementary</b>	45	45	44	44	42	22	0	3	3	6	12	50	10%	5.0
<b>Escobar Elementary</b>	58	58	55	55	55	30	3	3	3	9	12	75	10%	7.5
<b>Farias Elementary</b>	38	38	38	38	38	18	0	0	1	1	12	8	10%	0.8
<b>Ford Elementary</b>	42	42	41	41	38	25	0	3	3	6	12	50	10%	5.0
<b>Garcia Elementary</b>	54	54	53	53	53	31	3	3	3	9	12	75	10%	7.5
<b>Garza Elementary</b>	48	48	48	48	46	33	3	3	3	9	12	75	10%	7.5
<b>Garza-Pena Elementary</b>	47	48	46	46	44	33	3	3	3	9	12	75	10%	7.5
<b>Guerra Elementary</b>	51	50	50	50	50	34	3	3	3	9	12	75	10%	7.5
<b>Kelly-Pharr Elementary</b>	40	40	39	39	34	28	0	0	0	0	12	0	10%	0.0
<b>Livas Elementary</b>	45	45	44	42	41	20	1	3	3	7	12	58	10%	5.8
<b>Longoria Elementary</b>	47	47	46	46	40	39	3	3	3	9	12	75	10%	7.5
<b>McKeever Elementary</b>	45	45	44	44	39	25	1	3	3	7	12	58	10%	5.8
<b>Palacios Elementary</b>	58	58	58	58	55	42	3	3	3	9	12	75	10%	7.5
<b>Palmer Elementary</b>	49	48	46	45	43	45	3	3	3	9	12	75	10%	7.5
<b>Ramirez Elementary</b>	37	37	37	37	36	21	0	0	0	0	12	0	10%	0.0
<b>Reed-Mock Elementary</b>	48	48	48	48	50	30	3	3	3	9	12	75	10%	7.5
<b>Sorensen Elementary</b>	53	53	50	49	48	27	3	3	3	9	12	75	10%	7.5
<b>Trevino Elementary</b>	37	37	37	37	39	20	0	0	0	0	12	0	10%	0.0

## 2024-2025 STAAR/STAAR ALT STUDENT ACHIEVEMENT GRADE 4 READING (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			
<b>PSJA ISD</b>	<b>1955</b>	<b>1604</b>	<b>82%</b>	<b>1120</b>	<b>57%</b>	<b>513</b>	<b>26%</b>	<b>55</b>	<b>83</b>	<b>B</b>
<b>Sorensen Elementary</b>	<b>121</b>	<b>96</b>	<b>79%</b>	<b>63</b>	<b>52%</b>	<b>29</b>	<b>24%</b>	<b>52</b>	<b>79</b>	<b>C</b>
ENGLISH	115	93	81%	61	53%	28	24%	53	80	B
SPANISH	6	3	50%	2	33%	1	17%	33	58	F

# 2024-2025 STAAR/STAAR ALT DEMOGRAPHIC STUDENT ACHIEVEMENT GRADE 4 READING (SNAPSHOT) (PRELIMINARY)

	APPROACHES LEVEL																				
	ALL			HISPANIC			CONTINUOUSLY ENROLLED			HIGH FOCUS											
	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	ECD			EB			SPED			HIGHLY MOBILE		
Tested										Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested	Approaches	%	Tested
PSJA ISD	1955	1604	82%	1960	1600	82%	1498	1234	82%	1853	1496	81%	969	746	77%	393	243	62%	28	17	61%
<b>Sorensen Elementary</b>	<b>121</b>	<b>96</b>	<b>79%</b>	<b>121</b>	<b>96</b>	<b>79%</b>	<b>96</b>	<b>74</b>	<b>77%</b>	<b>101</b>	<b>76</b>	<b>75%</b>	<b>45</b>	<b>33</b>	<b>73%</b>	<b>31</b>	<b>20</b>	<b>65%</b>	<b>2</b>	<b>0</b>	<b>0%</b>
ENGLISH	115	93	81%	115	93	81%	91	71	78%	95	73	77%	39	30	77%	31	20	65%	2	0	0%
SPANISH	6	3	50%	6	3	50%	5	3	60%	6	3	50%	6	3	50%						

# Comprehensive Needs Assessment

## GOAL AREA 1: Student Achievement

### Areas Reviewed: Student Performance

#### Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

#### Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **57%**.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **54%**.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **47%**.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **29%**.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. **41%** of 3<sup>rd</sup> grade students scored 0 points on the **ECR (32 students)**.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at **55%**.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at **51%**.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at **46%**.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at **26%**.

**Goal Area 1: Student Achievement**

**Annual Goal 1:** The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 54% to 60% by June 2026.

**Objective 1:** The percentage of students performing at meets grade level or above on STAAR reading/math 3rd-5th will increase by having access to a standards-aligned guaranteed and viable curriculum.

**Strategy 1:** Implement targeted curriculum writing and in-person professional learning for Reading Language Arts (RLA), Spanish Language Arts (SLA), and Mathematics, based on data trends and student needs. Instruction will be informed by continuous data analysis to support differentiated instruction, focus on spiraled skills, and emphasize high-impact student expectations.

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

1. Facilitate Collaborative Learning Community (CLC) meetings focused on lesson planning and TEKS internalization.
2. Share individual student performance data and expected outcomes with parents during scheduled meetings by June 2026. Assessments include: STAAR, TPRI, Tejas LEE, TX-KEA, Benchmarks (BM1, BM2), and Curriculum-Based Assessments (CBAs).
3. Conduct data reviews every six weeks by the leadership team to identify root causes, monitor progress, and adjust action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum templates and pacing calendars</li> <li>• Instructional tools: i-Ready, Lead4ward, My Reading and Math Academy, Summit K12, Region One materials, Forde-Ferrier</li> <li>• State and local assessment data</li> <li>• Instructional supplies: paper, sentence strips, markers, folders, skill boxes, tri-fold boards, project materials</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum documents</li> <li>•Lesson plans</li> <li>•Collaborative Learning Leader [CLL] agendas</li> <li>•Walkthrough documents</li> <li>•Lesson Internalization</li> <li>DMAC data, Tutorial/Intervention</li> </ul>	<ul style="list-style-type: none"> <li>•Student Achievement gains on the STAAR</li> <li>•Teacher retention</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Reports</li> <li>STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Student Growth Measures [SGMs] Pre/Post Test</li> <li>•IReady Diagnostic</li> </ul>

**Strategy 2:** Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc.. to meet the needs of students at each performance level (Approaches, Meets, Masters) and address all five components of reading.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, Reading Coach, Teachers

**Action Steps:**

- 1) Data will be used to identify students in need of extended learning opportunities and purchase supplies such as paper, chart tablets, colored paper, sentence strips, markers, painting supplies for small group instr/interventions and enrichment camp. (need copier machine/materials for teachers)
- 2) Implement quality instructional reading programs that focus on the five essential components of a reading program to meet the needs of all students. (Accelerated Reader, purchase books of different genres, SSRW, Phonics practice, Savaas, Mosaico)
- 3) Provide compensation for intentional tutoring groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•Walk-through documents</li> <li>•Pacing Guides</li> <li>•Curriculum</li> <li>•Instructional Rounds Documentation</li> <li>•Coordinator/Direct or Feedback Forms</li> <li>•Lesson Plans</li> <li>•PSJA LIFE (Literacy Impact for Excellence)</li> <li>•I-Ready Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc.. to meet the needs of students at each performance level (Approaches, Meets,</li> </ul>	<ul style="list-style-type: none"> <li>•Walkthrough documents</li> <li>Lesson plans</li> <li>Tutoring/Int. Plans</li> <li>Fluency Progress</li> <li>Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR/TELPAS</li> <li>•ACT and SAT</li> <li>•Results Driven Accountability</li> <li>•IReady Diagnostic</li> </ul>

Masters) and address all five components of reading. Phonemic Awareness Phonics Fluency Comprehension & Vocabulary			
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**Strategy 3:** Ongoing support for the implementation of the RLA and Math curriculum through CLCs. Monitor student writing samples every six-weeks to make certain writing is occurring throughout the curriculum.

**Timeline:** August 2025 - June 2026

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.

**Persons Responsible:** Principal, Assistant Principal, Reading Coach, Teachers

**Action Steps:**

- 1) Use WFTB writing rubric to score and analyze student writing from PK-5th grade.
- 2) Purchase writing journals and quality literature (trade books) for teachers to model effective writing strategies and use mentors.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•Training Material/Agenda</li> <li>•District Curriculum</li> <li>•Pacing guide</li> <li>•Year- at- a- Glance,</li> <li>•Weekly Lessons</li> <li>•State and Local Data</li> <li>•Lexia Core 5</li> <li>•Power Up</li> <li>•I-Ready</li> </ul> Accelerated Reader software program and licenses	<ul style="list-style-type: none"> <li>•Training Agenda</li> <li>•Collaborative Learning Community Meetings</li> </ul>	<ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> <li>•Increase level of performance in STAAR</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR/TELPAS</li> <li>•Results Driven Accountability</li> <li>•TELPAS</li> <li>•I-Ready</li> </ul>

**Goal Area 2: Closing the Gap**

**Annual Goal 1:** Emergent Bilingual Students will demonstrate 60% or above on progress composite to composite on TELPAS domain by June 2026.

**Objective 1:** All student groups will be monitored weekly to ensure that at least 90% of each domain is met by June 2026 to meet the 10% of the Closing Gap.

**Strategy 1: Monitor implementation of ELP strategies to accelerate the progress of EB’s.**

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:** ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Teachers will schedule observations for administration feedback on ELPS implementation.
- 2) Teachers will provide TELPAS based assessment practice throughout the school year, embedded throughout the curriculum.
- 3) Teachers and administrators will monitor student growth on proficiency levels and set goals for each students’ proficiency level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• I-Ready Reading</li> <li>• ELPS</li> <li>• TELPAS Release Assessment</li> <li>• Biliteracy Benchmarks</li> <li>• Summit K12</li> </ul>	DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Teacher-student conference Follow the yearly Success Plan for Summit Walk-through feedback LPAC notes Lesson Plans (Accelerate) Language Acquisition Monitoring	Closing the achievement gap among student groups  Increase academic performance of all student groups in all BM, STAAR	Weekly Assessments CBA I BM I & II Telpas BM 1 assessments Summit K12 summative/interim STAAR TELPAS

**Strategy 2:** Monitor the progress of all EB’s through district formative assessments.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Teachers

**Action Steps:**

- 1) Leadership team will monitor EB students marking period grades each period.
- 2) Team will monitor EB’s via EB instructional and assessment checklist at BOY, MOY and EOY.
- 3) Monitor biliteracy journals for attainment towards TELPAS writing growth.

**Strategy 3:** Teachers in grades K-2 will use the Footsteps to Brilliance program to implement biliteracy.  
3rd-5th grade DL teachers will implement biliteracy curriculum with fidelity.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Teachers

**Action Steps:**

- 1) Leadership will conduct periodic walk-throughs for implementation of curriculum K-5<sup>th</sup>.
- 2) Leadership team will monitor biliteracy journals for fidelity of implementation.
- 3) Provide support for students having difficulty with domains.

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

**Annual Goal 3:** All students will receive balanced instruction on Social Emotional Learning and implementation of the 21<sup>st</sup> century skills.

**Objective 1:** All students will be monitored weekly to ensure that all students receive balanced instruction on SEL and implementation of 21<sup>st</sup> century skills.

**Strategy 1:** Teachers will implement partner pairs and classroom talk throughout the curriculum to address positive social skills.

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:** ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Embed planning days for each unit of inquiry throughout each six-weeks.
- 2) Complete unit of planner in Science and Social Studies curriculum.
- 3) Attend any PD trainings to gain further knowledge in curriculum and instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>• District Curriculum</li> <li>• Lead Teachers</li> <li>• Teachers</li> </ul>	Progress Monitoring Reports Teacher-student conference Walk-through feedback Lesson Plans student journals	Teacher/Student Feedback	Journals Assessment

**Strategy 2:** Campus-wide implementation of Project RESPECT Skills and SEL curriculum.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Counselor, Reading Coach, Teachers

**Action Steps:**

- 1). School counselor will conduct weekly classes with all grade levels.
- 2). Project RESPECT skill of the Week will be reviewed with students by the counselor, AP, Principal during weekly meetings.
- 3). SEL journal implementation by counselor.

**Strategy 3:** Campus-wide implementations of IB Learner profile attributes and attitudes celebrated monthly.

**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp. Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Assistant Principal, CLL, Counselor, Reading Coach, Teachers

**Action Steps:**

- 1). Teachers and staff will highlight RESPECT Skills of the Month throughout the curriculum.
- 2). Students will be recognized and awarded for demonstrating attribute of the month (Scholar of the Month).

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

**Annual Goal 3:** All students will receive balanced instruction on Social Emotional Learning and implementation of the 21<sup>st</sup> century skills.

**Objective 1:** All students will be monitored weekly to ensure that all students receive balanced instruction on SEL and implementation of 21<sup>st</sup> century skills.

**Strategy 1:** Teachers will implement SEL Approaches to Learning throughout the curriculum to address positive social skills.

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:** ELPS training will be provided for all staff members to serve the needs of our EB students.

1) Embed planning time into weekly CLCs to plan, prepare, implement and re-evaluate units of inquiry. Compensations for IB trainings.

2) Analyze Units of Inquiry assessment and policies for implementation for unit of inquiries (purchase manipulatives and materials for all units and exhibitions. Payment of IB yearly fees.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Implement the following: SEL lessons to all students on campus to promote international-mindedness via science and social	Progress Monitoring Reports Teacher-student conference Walk-through feedback Lesson Plans student journals  Progress Monitoring Reports Walk-through feedback Lesson Plans Portfolios	Feedback Journals	Student journals

**Strategy 2: Implement** the following stages of the NAEYC accreditation for PK students to promote international-mindedness via science and social studies units of inquiry:

- Stage 1: Enrollment & Self-Study
- Stage 2: Application for Accreditation
- Stage 3: Candidacy
- Stage 4: Meeting and Maintaining Status

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**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1). Embed planning time into weekly CLC's to plan, prepare, implement and re-evaluate NAEYC standards. Compensations for trainings.
- 2). Analyze assessment and policies for implementation for all unit age-appropriate activities (purchase manipulatives and

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

**Annual Goal 3:** By June 2026, 100% of staff will be trained on campus safety protocols and procedures.

**Objective 1:** All staff will be monitored to ensure 100% are trained on campus safety protocols and procedures.

**Strategy 1:** Campus will continue to implement an Emergency Response Team (ERT) to ensure all safety protocols and procedures are in place.

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, Nurse, Head Custodian, Emergency Response Team, Teachers, Campus Guardian

**Action Steps:**

- 1) Conduct monthly ERT drills and post-drill feedback meetings.
- 2) Train all staff on state and district-mandated trainings such as, but not limited to sexual harassment, Leana’s law, David’s law, diabetes, allergic reactions, seizures, stop the bleed, CPR, and CPI.
- 3) Staff will be trained on crisis situations with assigned roles and responsibilities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map All Doors must be numbered District Safety Plan Campus Safety Plan	Safety Org, Chart of ERT Monthly ERT Meetings Safety Meetings Safety Trainings	Emergency Response Team Drills	Health Service campus drills District Safety Audits

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map All Doors must be numbered District Safety Plan Campus Safety Plan	Safety Org, Chart of ERT Monthly ERT Meetings Safety Meetings Safety Trainings Monthly Safety documentation	Firedrills Lockdowns Bus evacuation for Headstart students Inclement weather drills for students	Health Service campus drills District Safety Audits

**Strategy 2 :** Campus will conduct monthly fire drills and lockdowns twice a year.

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, Nurse, Head Custodian, Emergency Response Team, Teachers, Campus Guardian

**Action Steps:**

- 1) District and campus security guard will conduct weekly safety audits to ensure safety protocols are in place consistently.
- 2) Head custodian will attend district safety meetings.
- 4) Headstart will conduct safety drills and staffing’s on student health concerns.

**Goal Area 4: Increase Staff Quality, Recruitment and Retention**

**Annual Goal 4: Increase Staff Quality, Recruitment and Retention**

**Objective 1: All staff will be monitored to ensure 50% receive a rating of ACCOMPLISHED OR ABOVE on T-TESS Dimension 1.4**

**Strategy 1: Conduct CLC’s on critical thinking in alignment with the T-TESS rubric.**

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1) Conduct weekly CLC’s on Dimension 1.4.
- 2) Conduct artifact analysis on Dimension 1.4.
- 3) Monitor walk-throughs, intervisitations, and PD goals for teachers below Accomplished Dimension 1.4.
- 4). Curriculum alignment to drive instruction and create learning centers to address differentiation in the classroom.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
T-Tess Rubrics T-Tess Appraiser training guide TEKS planning guide	Walk-through feedback	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.

**Strategy 2:** Teachers will participate in curriculum writing to enhance academic performance in all content areas.

**Timeline:** June 2025- June 2026

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

**Persons Responsible:** Principal, Assistant Principal, CLL, Reading Coach, Teachers

**Action Steps:**

- 1) Teachers will align curriculum with state standards.
- 2) Attend professional development meetings to gain clarity on curriculum expectations and timelines.
- 3) Teachers will stay current with research-based instructional strategies.
- 4). Teachers will develop learning objectives, essential questions and performance tasks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
T-Tess Rubrics T-Tess Appraiser training guide TEKS planning guide	TEKS District Curriculum	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.