Arnoldo Cantu Sr. Elementary

Campus Improvement Plan

2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

Vision

We envision a student-led environment where everyone is empowered to become lifelong learners and global innovators.

Mission

At Arnoldo Cantu Sr. Elementary, our mission is to inspire and create 21st century learners that will actively impact humanity.

What We Believe In

Guiding Principles
- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

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READY.CONNECTED.COMPLETE.

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Campus SITE-BASED DECISION COMMITTEE MEMBERS

Natividad Hernandez	**Principal**	Juana Lopez	**PK**	Lisa Cantu	**5th Grade**
Maribel Tamez	**Assistant Principal**	Maria Garza	**K**	Abigail Mattox	**Paraprofessional**
Eva Cardenas	**Counselor**	Luis Segura	**1st Grade**	Arnulfo Gonzalez	**Head Custodian**
Nelly Orozco	**Counselor**	Denise Landeros	**2nd Grade**	Jessica Cantu	**Parent**
Bianca Mireles	**CLL**	Lori Garcia	**3rd Grade**	Elizabeth Mora - Pena	**Business Partner:** Tiffany Social Events
Alicia Salinas	**Secretary**	Alma Hernandez	**4th Grade**		
Adriana Alvarez	**Parent Educator**				

Campus Executive Summary

SCHOOL OVERVIEW:

At Arnoldo Cantu Sr. Elementary we currently have students enrolled in grades PK3-5th. Arnoldo Cantu Elementary was rated a "B" campus in 2023. Funds that are being used to ensure the success of all students are Title I, SCE, and ESSER funds. Some of these funds are used to provide accelerated instruction and to purchase Reading, Math, and Science materials to ensure that teachers and students have the necessary manipulatives that are needed to ensure growth. Funds are also being used to provide professional development for teachers in Reading, Math, Science, and SEL. As of June 24, 2024, there are 49 in PK3, 69 in PK4, 78 in Kinder, 76 in First Grade, 91 in Second Grade, 80 in Third Grade, 97 in Fourth Grade, and 72 in Fifth Grade. The school population at Arnoldo Cantu Elementary consists of 99.9% Hispanic. Our students represent a low socio-economic status of approximately 91.8% with 7 migrant students. Approximately 5.2% of our student s population receive special education services. The Gifted and Talented population consists of approximately 5.4% of the population. The Emergent Bilingual population is approximately 40.6% where most of their home language is Spanish. Our students are enrolled full time.

SCHOOL INITIATIVES:

- **Initiative 1:** Student Achievement
- **Initiative 2:** Closing the Gaps
- **Initiative 3:** Improve Safety, Public Support, Culture and Climate
- **Initiative 4:** Increase Staff Quality, Recruitment and Retention

NEW TEACHER SUMMARY:

- **New teachers (0-2) to grade level by grade level:**

Pk3 – Katheryn Mushrush
1st Grade: Claudia Espino
1st Grade – Belen Alaniz
3rd Grade – Alondra Dorado
4th Grade – Amanda Marroquin
5th Grade – Denise Zarazua

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 43% (46% Reading, 40% 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 four percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase nine percentage points 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 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%.
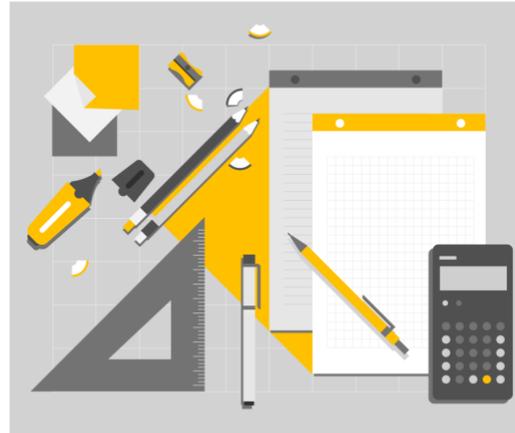
Strategic Direction / Board of Education Goals

Comprehensive Needs Assessment

Texas Accountability System: 2024-2025 Rating: C / 79

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 Campus Link:(https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2025&lev=C&id=108909120&prgopt=reports%2Facct%2Fsummary.sas)

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

	ALL	MALE	FEMALE	SPED	LEP	MIGRANT	ECD	GT	At Risk
NUMBER	588	299	289	83	214	9	546	42	503
PERCENT	100%	50.9%	49.1%	14.1%	36.4%	1.5%	92.9%	7.1%	86%

With the district's proximity to Mexico, 36.4% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Arnoldo Cantu Sr. Elementary has been rated a **"B"** Campus by the state of Texas on the 2024 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 44, a grade of 72.

In Domain II, School Progress (76), and Relative Performance (81) with an Eco Dis at a 91.8%, Cantu elementary earned a scale score of 81. Domain III, Closing the Gaps Domain, Cantu Elementary scale score was an 81.

The overall 2024 Accountability Rating for Arnoldo Cantu Sr. Elementary was a score of 81. In grades 3-5th all tested STAAR subjects Arnoldo Cantu administered 584 tests for the 2023-2024 school year.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I: Student Achievement A. Cantu Score: 72 (C)	• All subject All students were higher than state and district percentages -Approaches C-71%, D-71%, S-__% -Meets C-41%, D-42%, S-__% -Masters C-19%, D-17%, S-__% • Reading All students were higher than the state and district percentages Approaches C-82%, D-67%, S-74% -Meets C-54%, D-39%, S-46% -Masters C-28%, D-14%, S-19%	• Science All students performance showed that we are performing slightly below the state and district percentages in performance standards -Approaches C-78%, D-77%, S-80% -Meets C-36%, D-43%, S-51% -Masters C-15%, D-16%, S-23% • Academic growth for all grades in math. Target is 71% Cantu is at 69%	• 5th Grade Science • Academic growth for Math all grades

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
2	Domain 2: School Progress Part A: Academic Growth Part A-A. Cantu Score: 76 Part B: Relative Performance Target Score: 54 (A) Part B-A. Cantu Score: 81	• Campus Exceeded the State and District Scores for Academic Growth (Reading & Math) -C-71, S-69, D-70 • Campus Exceeded the State and District Scores for Academic Growth (Reading) -C-73, S-69, D-69	• Campus earned the same score as the State and the District for Academic Growth (Math) -C-70, S-70, D-70	• Address the needs of the students who did not meet the expected academic growth for 2017-2019 in Reading and Mathematics
3		• Component 1-Academic Achievement	• Component 2-Academic Growth	• Special population groups

Texas Education Agency

2025 Accountability Rating Overall Summary
ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		79	C	
Student Achievement		72	C	0%
STAAR Performance	44	72		
College, Career and Military Readiness				
Graduation Rate				
School Progress		81	B	70%
Academic Growth	67	75	C	
Relative Performance (Eco Dis: 91.5%)		81	B	✓
Closing the Gaps	45	74	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Academic Achievement in Reading/Language Arts ✓ | Academic Achievement in Mathematics ✓ | Academic Achievement in Science ✓ | Top 25% : Comparative Academic Growth ✗ | Postsecondary Readiness ✓ | Top 25% : Comparative Closing the Gaps ✗

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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Domain 1 – Student Achievement

2024-2025 STAAR (PRELIMINARY)
STUDENT ACHIEVEMENT
ELEMENTARY SCHOOL

	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	13322	9852	74%	6330	48%	2779	21%	48	75	C
Grade 3 Mathematics	1777	1207	68%	750	42%	257	14%	41	70	C
Grade 3 Reading	1781	1307	73%	824	46%	355	20%	46	74	C
Grade 4 Mathematics	1978	1455	74%	1289	65%	518	26%	55	83	B
Grade 4 Reading	1980	1613	81%	1399	71%	515	26%	59	90	A
Grade 5 Mathematics	1933	1404	73%	1165	60%	383	20%	51	78	C
Grade 5 Reading	1937	1501	77%	1292	67%	520	27%	57	86	B
Grade 5 Science	1936	1365	71%	642	33%	231	12%	39	67	D
Cantu Elementary	584	404	69%	241	41%	122	21%	44	72	C
Grade 3 Mathematics	83	53	64%	26	31%	10	12%	36	61	D
Grade 3 Reading	83	59	71%	34	41%	13	16%	43	71	C
Grade 4 Mathematics	72	55	76%	37	51%	22	31%	53	80	B
Grade 4 Reading	73	59	81%	34	47%	19	26%	51	78	C
Grade 5 Mathematics	91	55	60%	35	38%	23	25%	41	70	C
Grade 5 Reading	91	66	73%	51	56%	26	29%	53	80	B
Grade 5 Science	91	57	63%	24	26%	9	10%	33	58	F

Domain 2 A– Growth

2024-2025 STAAR (PRELIMINARY)
SCHOOL PROGRESS – STUDENT GROWTH
ELEMENTARY SCHOOL

	ANNUAL GROWTH						Raw Score	Scale Score	Letter Grade
	# of Tests	# of students				Earned Points			
		0	0.5	1	ACCEL				
PSJA ISD	7699	1918	786	4995	780	5583	73	82	B
Grade 4 Mathematics	1944	339	243	1362	241	1543.75	79	89	B
Grade 4 Reading	1945	374	156	1415	258	1557.5	80	90	A
Grade 5 Mathematics	1903	713	205	985	169	1129.75	59	65	D
Grade 5 Reading	1907	492	182	1233	112	1352	71	80	B
Cantu Elementary	325	91	41	193	27	220.25	68	76	C
Grade 4 Mathematics	72	7	12	53	9	61.25	85	93	A
Grade 4 Reading	73	19	8	46	9	52.25	72	81	B
Grade 5 Mathematics	90	35	14	41	4	49	54	58	F
Grade 5 Reading	90	30	7	53	5	57.75	64	71	C

Domain 2B – Relative Performance

2024-2025 STAAR (PRELIMINARY)
STUDENT ACHIEVEMENT
ELEMENTARY SCHOOL

	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	**13233**	**9852**	**74%**	**6330**	**48%**	**2779**	**21%**	**48**	**85**	**B**
Grade 3 Mathematics	1777	1207	68%	750	42%	257	14%	41	78	C
Grade 3 Reading	1781	1307	73%	824	46%	355	20%	46	83	B
Grade 4 Mathematics	1978	1455	74%	1040	53%	518	26%	51	88	B
Grade 4 Reading	1980	1613	81%	1128	57%	515	26%	55	90	A
Grade 5 Mathematics	1933	1404	73%	853	44%	383	20%	46	83	B
Grade 5 Reading	1937	1501	77%	1093	56%	520	27%	53	90	A
Grade 5 Science	1936	1365	71%	642	33%	231	12%	39	74	C
Cantu Elementary	**584**	**404**	**69%**	**241**	**41%**	**122**	**21%**	**44**	**81**	**B**
Grade 3 Mathematics	83	53	64%	26	31%	10	12%	36	69	D
Grade 3 Reading	83	59	71%	34	41%	13	16%	43	80	B
Grade 4 Mathematics	72	55	76%	37	51%	22	31%	53	89	B
Grade 4 Reading	73	59	81%	34	47%	19	26%	51	87	B
Grade 5 Mathematics	91	55	60%	35	38%	23	25%	41	77	C
Grade 5 Reading	91	66	73%	51	56%	26	29%	53	89	B
Grade 5 Science	91	57	63%	24	26%	9	10%	33	68	D

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Domain III – Closing the Gaps

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	53	46	53	45	52	44	49	45	52	31	29	4	6	6	16	24	67	30%	20.0
Cantu Elementary	40	48	40	48	37	45	38	42	36	44	18	21	3	3	3	9	24	38	30%	11.3

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	69	76	70	76	69	75	70	75	69	75	62	64	6	6	6	18	24	75	50%	37.5
Arnold Elementary	83	83	84	83	83	83	87	76	83	82	83	89	6	6	6	18	24	75	50%	37.5
Cantu Elementary	68	67	68	67	66	65	66	64	66	65	54	54	4	6	6	16	24	67	50%	33.3

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				
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	74	47	46	46	45	30	3	3	3	9	12	75	10%	7.5
Cantu Elementary	69	44	41	41	39	22	3	3	3	9	12	75	10%	7.5

	Academic Achievement	Academic Growth	Student Success	TELPAS BM2	Raw Score	Scale Score	Letter Grade
PSJA ISD	20.0	37.5	7.5	10	75	90	A
Cantu Elementary	11.3	33.3	7.5	10	62	81	B

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR	2025	2024	2023

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ALT 2 Grade/Subject	APP %	Meet %	Master %	APP %	Meet %	Master %	APP %	Meet %	Master %
Grade 3 Math	64%	31%	12%	67%	28%	8%	59%	35%	12%
District	68%	42%	14%	66%	34%	10%	70%	40%	14%
Grade 3 Reading	71%	41%	16%	73%	41%	23%	63%	42%	23%
District	73%	46%	20%	73%	47%	19%	73%	46%	19%
Grade 4 Math	76%	51%	31%	70%	48%	21%	80%	59%	31%
District	74%	53%	25%	72%	49%	20%	73%	49%	22%
Grade 4 Reading	81%	47%	26%	74%	47%	23%	90%	54%	30%
District	82%	57%	26%	79%	47%	21%	77%	45%	19%
Grade 5 Math	60%	38%	25%	79%	46%	15%	84%	55%	23%
District	73%	44%	20%	78%	46%	14%	79%	49%	17%
Grade 5 Reading	73%	51%	29%	79%	54%	24%	83%	62%	37%
District	78%	53%	27%	77%	49%	25%	80%	55%	28%
Grade 5 Science	63%	26%	10%	61%	24%	14%	65%	30%	12%
District	70%	33%	12%	59%	25%	9%	65%	34%	15%

2022 – 2024 STAAR/STAAR ALT 2 District Results
SPED & Emergent Bilinguals at Approaches, Meets and Masters Level of Performance – Three Year Trend

STAAR & STAAR	2025			2024			2023		

ALT 2 Grade/Subject	APP %	Meet %	Master %	APP %	Meet %	Master %	APP %	Meet %	Master %
Grade 3 Math	64%	31%	12%	67%	28%	8%	59%	35%	12%
SPED	25%	19%	0%	30%	10%	0%	33%	33%	17%
EB	65%	35%	8%	61%	19%	3%	51%	26%	15%
Grade 3 Reading	71%	41%	16%	73%	41%	23%	63%	42%	23%
SPED	50%	19%	0%	30%	20%	10%	33%	33%	17%
EB	62%	35%	11%	64%	33%	17%	54%	33%	18%
Grade 4 Math	76%	51%	31%	70%	48%	21%	80%	59%	31%
SPED	45%	18%	9%	43%	43%	0%	33%	11%	0%
EB	65%	43%	24%	65%	42%	19%	77%	57%	26%
Grade 4 Reading	81%	47%	26%	74%	47%	23%	90%	54%	30%
SPED	75%	8%	8%	36%	36%	14%	78%	0%	0%
EB	76%	37%	18%	70%	42%	12%	89%	46%	20%
Grade 5 Math	60%	38%	25%	79%	46%	15%	84%	55%	23%
SPED	36%	14%	7%	69%	15%	0%	56%	22%	0%
EB	55%	30%	23%	76%	33%	9%	78%	50%	23%
Grade 5 Reading	73%	51%	29%	79%	54%	24%	83%	62%	37%
SPED	36%	29%	7%	46%	23%	0%	67%	33%	0%
EB	65%	48%	18%	76%	45%	18%	83%	63%	33%
Grade 5 Science	63%	26%	10%	61%	24%	14%	65%	30%	12%
SPED	29%	21%	0%	15%	15%	15%	33%	22%	11%
EB	58%	15%	13%	48%	21%	9%	58%	33%	10%

GOALS

- ✦ Goal 1 - Effective Teaching and Learning
- ✦ Goal 2 - Student Support
- ✦ Goal 3 - Family & Community Empowerment
- ✦ Goal 4 - Leadership Growth

Goal Area 1:Effective Teaching and Learning

***Annual Goal 1*:** The percentage of students that perform at the approaches level in all subjects will increase by 10% points by June 2026. (69% to 79%)

Objective 1: All identified student groups will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2026.

Strategy 1: Teachers will administer and review data from formative and summative assessments such as: weekly/biweekly assessments, CBAs, campus & district benchmarks..

> **Timeline:** August 2025- June 2026
> **Title I School Components:** Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment
> **Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach
> **Action Steps:**
> 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)
> 2) Student groups' data will be disaggregated at the campus level to determine student progress and towards increasing performance at the Meets level and above
> 3) Use assessment data to drive intervention plans and build intervention time into the day at every level

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward, •STAAR Release Assessments •Progress monitoring	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports •Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Strategy 2: Campus data rooms will be available for data analysis and monitoring student progress.

Timeline: August 2025- June 2026
Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp
Comprehensive Needs Assessment
Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Have data binders available for each grade level for all students.
2) Place data on walls and set individual student goals to see student progress
3) Create individual student folders that include testing data and individual student goals.

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	• Student data folders •data walls in room 23 •DMAC reports	•Teachers will identify student needs and reteach/spiral skills that were identified as a need so that students will show mastery on next assessment.	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Goal Area 1:Effective Teaching and Learning

Annual Goal 1: The percentage of students that perform at the approaches level in all subjects will increase by 10% points by June 2026. (69% to 79%)
Objective 2: All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2025-2026 school year.

Strategy 1: Teachers will implement scientifically researched based curriculum across all content areas (Reading, Math, Science, Writing, Social Studies).

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:

1) Administration will monitor the implementation of research based curriculum by performing walkthroughs and providing feedback.

2) Provide Savvas and Bluebonnet materials for teachers to use during reading & Math instruction.

3) Monitor I Ready Reading and math usage reports and ensure that students and teachers are using these programs daily.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward, •STAAR Release Assessments •Progress monitoring	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports •Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Strategy 2: Teachers will be trained on the State standards, domains, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each subject.

> **Timeline: August 2025- June 2026**
>
> **Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment**
>
> **Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach**
>
> **Action Steps:**
>
> 1) Hold training for teachers to understand and district the TEKS
>
> 2) Align curriculum and daily/weekly tasks for each subject to TEKS to ensure the implementation of high quality, research based instruction.
>
> 3) Create calendars and timelines for spiraling unmastered TEKS into the curriculum to ensure mastery of previously taught skills.

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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	• Student data folders •data walls in room 23 •DMAC reports	•Teachers will identify student needs and reteach/spiral skills that were identified as a need so that students will show mastery on next assessment.	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Goal Area 2 : Student Support

Annual Goal 1: Students in the Special Education subgroup will increase 10% in Math to surpass the math target by June 2025.
Objective 1: All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2026.

Strategy 1: All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2026.

> **Timeline:** August 2025- June 2026
> **Title I School Components:** Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment
> **Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach
> **Action Steps:**
> 1) Ensure that interventions are scheduled in the daily schedules through the use of a daily intervention blocks. Schedules reflect/include scheduled time and names of students.

2)Implement and provide proper intervention skills that include each students weakness that are needed for growth and schedule them routinely for each intervention session. Skills must be included on schedule.

3)Run weekly progress monitoring assessments/computer progress data to measure growth in every student, and meet with teachers to review data and make adjustments to instruction during interventions along with reviewing resources.

4)Meet with teachers weekly during TCLC to review, organize, and follow instructional action plans and procedures that are impacting student growth throughout the use of data and make necessary changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward, •STAAR Release Assessments •Progress monitoring	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization Sessions/ARDs/Accommodations/Lesson Plans/Tutorial Logs/Counseling	•Student Achievement gains on the STAAR •Teacher retention •Results Driven Accountability •Reports •Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Strategy 2: Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: Dictionaries/Nonlinguistic Representation/Frayer model/Interactive Word Walls/Thinking Maps/Graphic Organizers/Voyager Program/Istation Reading/Imagine Math/TPRI & Tejas Lee strategies.

Timeline: August 2025- June 2026
Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment
Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1)Ensure that all teachers are trained and understand the importance and use supplemental aids during instruction and testing.

2) Implement that all classroom teachers use dictionaries, have posted word walls that are interactive, and use of graphic organizers during the writing process to help aid understanding.

3)Ensure that the Voyager/Pasaporte Intervention program is utilized with fidelity during small intervention groups so that students are progressed biweekly to show growth and academic needs are being met.

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 Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	• Narrowing of the student achievement gap among all student populations. -Evident when students show growth in benchmarks and progress monitoring assessments	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Goal Area 2: Student Support

**Annual Goal 1**: Students in the Special Education subgroup will increase 10% in Math to surpass the math target by June 2026.

Objective 2: Decrease the student achievement gap among all special education subgroups.

Strategy 1: -Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.

> **Timeline:** August 2025- June 2026
> **Title I School Components:** Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment
> **Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach
> **Action Steps:**
> 1)Ensure that special education teachers are aware of lessons in the classroom so that they can design and adjust those lessons and meet the needs of their students.
> 2)Review action plans based on data from assessments with grade levels after assessments or progress monitoring in order to make adjustments.
> 3) Provide tutoring after school with interventions that are purposeful and planned with the students needs in order to show growth.

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Resources	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward, •STAAR Release Assessments •Progress monitoring	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents • Weekly walk-throughs, ARDs, Accommodations, Lesson Planning with grade levels weekly to ensure implementation.	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports •Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Strategy 2: Monitor implementation of ELPS strategies to accelerate the progress of ELs and provide extended learning opportunities for students in the classroom through utilizing the ELPS language stems.

    Timeline: August 2025- June 2026

    Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

    Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

    Action Steps:

    1)Train teachers to utilize ELPS in their classsrooms so students can extend and improve their language abilities.

    2)Ensure that teachers incorporate and post the ELP strategies in daily lessons so that students can see and hear the modeling of ELPS them.

    3)Schedule EL students weekly practice of second language through the use of summit k12 to enhance language/reading/writing skills.

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	• Student data folders •data walls in room 23 •DMAC reports Posted ELPS language stems in every classroom and provided in all lesson plans.	•Teachers will identify student needs and reteach/spiral skills that were identified as a need so that students will show mastery on next assessment. -Posted ELPS language stems in every classroom and provided in all lesson plans.	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •CBA •Results Driven Accountability •IReady Diagnostic

Goal Area 3 : Family & Community Empowerment

Annual Goal 1: Attendance will improve to 95% by June 2026.

Objective 1: Monitor school attendance initiative to ensure student academic success.

Strategy 1: Ensure parents are collaborative partners with teachers in the education of their children

Timeline: August 2025- June 2026
Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment
Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach
Action Steps:
1) Teachers will keep lines of communication open with parents of their students regarding attendance and grades

2) Teachers will collaborate with administration with attendance concerns.

3) Parent educator will assist in making contact with parents when students are absent.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data • ESchool /District liason/Parental Involvement Department	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents • Teacher Call Logs -ESchool Reports/Data	•Student Achievement gains on the STAAR • Improve overall student attendance and increase student achievement.	•Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Strategy 2: Provide consistent student support and guidance through campus personnel to ensure student academic success.

Timeline: August 2025- June 2026
Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment
Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Teachers will make contact with student if issues appear to be evident.
2) Counselor will follow-up with student to support student with their needs.
3) School staff will make contact with parent if needed.

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)	• District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	• Increased attendance and decrease in truancy rates	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic Community Resources Collaborative

•I-Ready	-Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application		Partnerships

Goal Area 3 : Family & Community Empowerment

Annual Goal 1: Attendance will improve to 95% by June 2026.

Objective 2 Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategy 1: - The campus will implement a comprehensive school health program to ensure students are healthy while attending school.

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Teachers will be trained on new protocols for student health concerns due to COVID-19 symptoms.
2) Nurse will train teachers on how to appropriately refer students to the nurse's office.
3) Provide referrals for services needed and coordinate with social service agencies within the community when needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward, •STAAR Release Assessments •Progress monitoring -School-Based Clinics -Local Health Providers -Local Hospitals	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents • Weekly walk-throughs, ARDs, Accommodations, Lesson Planning with grade levels weekly to ensure implementation.	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports •Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments Decrease of absenteeism within the student body	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Strategy 2: -Continue to implement a comprehensive guidance and counseling program addressing group and individual needs and provide support services including determent of bullying/emotional abuse and suicide risk.

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Guidance lessons will be provided and will include bullying/cyberbullying
2) Counselor will continuously monitor and check-in with students

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Counseling and Guidance Curriculum -District SEL Wrap-Around Specialist (Student Services) -Behavioral Centers -District LPC's	• Decrease in Social & Emotional issues and bullying incidents	• Decrease of absenteeism within the student body	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •CBA •Results Driven Accountability •IReady Diagnostic

Goal Area 4:Leadership Growth

Annual Goal 1: Develop and retain 100% of highly qualified staff.

Objective 1: We will ensure that the climate is positive and the culture is one of collaboration and cooperation for educational excellence.

Strategy 1: On-going professional development for District/Campus Curriculum such as Savvas, Forde Ferrier, Bluebonnet Math, Magnetic/Mosaico and others.

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Coordinate with district department directors for professional development dates.
2) Use campus assessment data to determine campus needs and provide professional development according to those needs.
3)Provide professional development on 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
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward,	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post

•STAAR Release Assessments •Progress monitoring		•Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments	Test •I Ready Diagnostic

Strategy 2: Implement an effective instructional coaching system with on-going professional development.

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Have monthly professional development meetings that focus on topics that promote effective instructional strategies.
2) Incorporate instructional rounds with new teachers by grade levels and across the grade levels.
3) Provide grade level mentors to ensure new teachers or new teachers to grade level are using effective and implemented strategies are being followed.

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	• -Sign in sheets -Coaching Logs -Coaching Schedules -Walk-through feedback	• Closing the achievement gap among student groups -TTESS Teacher evaluation proficiency Level increase by at least one level	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

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Goal Area 4:Leadership Growth

**Annual Goal 1****:** Develop and retain 100% of highly qualified staff.

Objective 2: We will continue with campus wide monthly professional development to teach and enhance classroom instructional skills.

Strategy 1: Conduct monthly Campus CLCs and weekly Teacher CLCs to enhance teacher knowledge in all areas of their instruction.

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1) Create a calendar for weekly and monthly meetings.
2) Conduct instructional rounds to provide teachers with feedback.
3) Meet with grade level chairs every two weeks to plan effective meetings that will add to teachers toolbox.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data •Lead 4Ward, •STAAR Release Assessments •Progress monitoring SIOP Training -TTESS Training	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization -Sign in Sheets -Progress Monitoring Reports -Walk-through feedback	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports •Student Progress Monitoring •Teacher Progress Monitoring •DMAC Reports •Weekly Assessments	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

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Strategy 2: Create a campus mentor program for new teachers and other teachers needing support.

Timeline: August 2025- June 2026

Title I School Components: Integration of Fed., State, & Local Services, Programs and Funds- Title 1, State Bilingual Funds, State Comp Comprehensive Needs Assessment

Persons Responsible: Principal, Asst. Principal, CLL, Teachers, Reading Coach

Action Steps:
1.) Provide immediate feedback after instructional rounds using rubrics.
2) Develop an effective coaching system that emphasizes TTESS dimensions.
3) Allow new teachers to view lessons from highly effective teachers.

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	• Student data folders •data walls in room 23 •DMAC reports	•Teachers will identify student needs and reteach/spiral skills that were identified as a need so that students will show mastery on next assessment.	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •I Ready Diagnostic