Campus Improvement Plan

Carmen Anaya Elementary
2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

Vision

At Carmen Anaya Elementary, we nurture young minds to thrive in a safe learning environment, fostering a culture of inclusivity where diversity is celebrated. Through innovative teaching and tailored support, we cultivate critical thinking and creativity, empowering students to become compassionate leaders and responsible global citizens.

Mission

At Carmen Anaya Elementary, we are committed to fostering a safe and vibrant learning community by providing a solid foundation to achieve excellence. Through collaborative efforts between stakeholders, we encourage and promote a culture of acceptance where every child is empowered to reach their fullest potential through our Dual Language program, sustainability goals, and innovative project-based learning. We allocate resources strategically to provide diverse growth opportunities, ensuring that each student flourishes academically, socially, and emotionally.

Motto

"Dedicated to Excellence"

What we believe in...

- Dedication to excellence
- 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

Texas Accountability System

Retrieve on Nov. 11, 2024 from: 2024 Accountability System | Texas Education Agency
(https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2025&lev=C&id=108909128&prgopt=reports/acct/school_improvement.sas
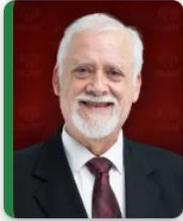
Strategic Direction

PSJA School Board

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(Place 2)

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(Place 4)

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Dr. Alejandro Elias, Superintendent of Schools

Superintendent's Cabinet
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Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
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Senior Staff
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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
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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

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Campus Site-Based Decision Committee Members

Ana Smith, Principal

Laura Torres, Assistant Principal

Crystal Garcia, Counselor

Hilda Gonzalez, CLL

Graciela Esparza, Reading Coach

Rebekah Valdez, Teacher

Jessica Perez, Teacher

Nayla Palacios, Teacher

Carolina DeAnda, Teacher

Margarita Ortiz, Teacher

Eduardo Anaya, Business Representative

Elda Garcia, Committee Member

Fernando Sanchez, Parent

Campus Executive Summary

Campus Demographics:

Carmen Anaya serves students from Pharr, Texas who come from similar backgrounds and way of life.

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

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	414	218	196	61	248	7	402	21	379
Percent		53%	47%	14.7%	59.9%	1.7%	97.1%	5.1%	92%

With the district's proximity to Mexico, 59.9% f the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Carmen Anaya has been rated a **"B"** 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 49, Anaya Elementary earned a grade of 77.

In Domain II, School Progress (88), Academic Growth (88) and Relative Performance (86) with an Eco Dis at a 97.2%, Anaya Elementary earned a scale score of 88. Domain III, Closing the Gaps Domain, Anaya Elementary scale score was an 92.

The overall 2025 Accountability Rating Anaya Elementary was a score of **88**. In grades 3-5 all tested STAAR subjects' assessments, Anaya Elementary administered 404 tests which translates to 100% participation for the 2024-2025 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 and Mathematics will increase from 49% in June 2025 to 55% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by 5 percentage points

by June 2026.

- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase 5% percentage points 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 ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2026.
- 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 2026.

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.

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, Carmen Anaya is a Dual Language campus and provides 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, Carmen Anaya teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world.

Anaya Elementary Improvement Committee Members

Focus Area 2: Student Support	
Ana Smith	Principal
Laura Torres	Assistant Principal
Beatriz Lackey	Special Ed. Resource Teacher
Graciela Esparza	4th grade Lead Teacher
Jessica Perez	1st grade Lead Teacher
Rebekah Valdez	Early Childhood Lead Teacher
Focus Area 1: Effective Teaching and Learning	
Ana Smith	Principal
Laura Torres	Assistant Principal
Graciela Esparza	Reading Interventionist
Nayla Palacios	3rd grade Lead Teacher
Margarita Ortiz	5th grade Lead Teacher
Laura Gonzalez	2nd grade Lead Teacher

Focus Area 3: Family & Community Empowerment	
Ana Smith	Principal
Laura Torres	Assistant Principal
Crystal Garcia	Counselor
Elena Hernandez	Nurse
Vivian Cantu	Librarian
Samuel Ramos	Physical Education Coach
Focus Area 4: Leadership Growth	
Ana Smith	Principal
Laura Torres	Assistant Principal
Crystal Garcia	Counselor
Hilda Gonzalez	Collaborative Learning Leader
Graciela Esparza	Reading Interventionist
Jessica Perez	Teacher

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		89	**B**	
Student Achievement		77	**C**	0%
STAAR Performance	49	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		88	**B**	70%
Academic Growth	78	88	**B**	✓
Relative Performance (Eco Dis: 97.2%)		86	**B**	
Closing the Gaps	78	92	**A**	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 ✓

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Texas Education Agency
2025 Identification of Schools for Improvement
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	-	3	-	-	-	-	-	3	3	4	-	3
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2023	-	3	-	-	-	-	-	3	3	4	-	3
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2023	-	3	-	-	-	-	-	3	3	4	-	3
2024	-	3	-	-	-	-	-	3	3	4	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2023	-	3	-	-	-	-	-	3	3	4	-	3
2024	-	0	-	-	-	-	-	3	0	4	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	-	3	-	-	-	-	-	3	3	4	-	3
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									4			
2024									4			
2025									4			

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Texas Education Agency
2025 STAAR Performance
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	172	172	60	-	404	
Approaches GL or Above	139	139	39	-	317	78%
Meets GL or Above	92	90	15	-	197	49%
Masters GL	49	32	3	-	84	21%
Total Percentage Points						148%
Component Score						**49**

Texas Education Agency
2025 STAAR Performance
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Data Table: Accountability Groups

Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	78%	-	78%	-	-	-	-	-	78%
At Meets GL Standard or Above	49%	-	49%	-	-	-	-	-	48%
At Masters GL Standard	21%	-	21%	-	-	-	-	-	21%
Number of Tests									
At Approaches GL Standard or Above	317	-	317	-	-	-	-	-	312
At Meets GL Standard or Above	197	-	197	-	-	-	-	-	192
At Masters GL Standard	84	-	84	-	-	-	-	-	82
Total Tests	404	-	404	-	-	-	-	-	399
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	81%	-	81%	-	-	-	-	-	81%
At Meets GL Standard or Above	53%	-	53%	-	-	-	-	-	53%
At Masters GL Standard	28%	-	28%	-	-	-	-	-	28%
Number of Tests									
At Approaches GL Standard or Above	139	-	139	-	-	-	-	-	137
At Meets GL Standard or Above	92	-	92	-	-	-	-	-	90
At Masters GL Standard	49	-	49	-	-	-	-	-	48
Total Tests	172	-	172	-	-	-	-	-	170
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	81%	-	81%	-	-	-	-	-	81%
At Meets GL Standard or Above	52%	-	52%	-	-	-	-	-	52%
At Masters GL Standard	19%	-	19%	-	-	-	-	-	18%
Number of Tests									
At Approaches GL Standard or Above	139	-	139	-	-	-	-	-	137
At Meets GL Standard or Above	90	-	90	-	-	-	-	-	88
At Masters GL Standard	32	-	32	-	-	-	-	-	31
Total Tests	172	-	172	-	-	-	-	-	170
Science									
Percent of Tests									
At Approaches GL Standard or Above	65%	-	65%	-	-	-	-	-	64%

Texas Education Agency
2025 STAAR Performance
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
At Meets GL Standard or Above	25%	-	25%	-	-	-	-	-	24%
At Masters GL Standard	5%	-	5%	-	-	-	-	-	5%
Number of Tests									
At Approaches GL Standard or Above	39	-	39	-	-	-	-	-	38
At Meets GL Standard or Above	15	-	15	-	-	-	-	-	14
At Masters GL Standard	3	-	3	-	-	-	-	-	3
Total Tests	60	-	60	-	-	-	-	-	59

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Texas Education Agency
2025 STAAR Performance
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	78%	78%	100%	97%	74%	75%	70%	100%	82%	65%	57%	-	-	57%
At Meets GL Standard or Above	49%	48%	71%	94%	41%	44%	40%	67%	52%	36%	0%	-	-	0%
At Masters GL Standard	21%	21%	29%	69%	15%	19%	12%	33%	21%	19%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	317	310	7	31	202	218	57	6	262	55	4	-	-	4
At Meets GL Standard or Above	197	192	5	30	111	127	33	4	166	31	0	-	-	0
At Masters GL Standard	84	82	2	22	40	55	10	2	68	16	0	-	-	0
Total Tests	404	397	7	32	274	290	82	6	319	85	7	-	-	7
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	*	93%	77%	78%	59%	*	85%	65%	*	-	-	*
At Meets GL Standard or Above	53%	53%	*	93%	46%	49%	32%	*	59%	35%	*	-	-	*
At Masters GL Standard	28%	28%	*	86%	21%	26%	9%	*	30%	22%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	139	136	*	13	90	97	20	*	115	24	*	-	-	*
At Meets GL Standard or Above	92	90	*	13	54	61	11	*	79	13	*	-	-	*
At Masters GL Standard	49	48	*	12	25	32	3	*	41	8	*	-	-	*
Total Tests	172	169	*	14	117	124	34	*	135	37	*	-	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	*	100%	77%	78%	79%	*	84%	70%	*	-	-	*
At Meets GL Standard or Above	52%	52%	*	100%	45%	48%	53%	*	54%	46%	*	-	-	*
At Masters GL Standard	19%	18%	*	64%	13%	18%	15%	*	18%	22%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	139	136	*	14	90	97	27	*	113	26	*	-	-	*
At Meets GL Standard or Above	90	88	*	14	53	60	18	*	73	17	*	-	-	*
At Masters GL Standard	32	31	*	9	15	22	5	*	24	8	*	-	-	*
Total Tests	172	169	*	14	117	124	34	*	135	37	*	-	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	65%	64%	*	*	55%	57%	71%	-	69%	45%	*	-	-	*

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Texas Education Agency
2025 STAAR Performance
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
At Meets GL Standard or Above	25%	24%	*	*	10%	14%	29%	-	29%	9%	*	-	-	*
At Masters GL Standard	5%	5%	*	*	0%	2%	14%	-	6%	0%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	39	38	*	*	22	24	10	-	34	5	*	-	-	*
At Meets GL Standard or Above	15	14	*	*	4	6	4	-	14	1	*	-	-	*
At Masters GL Standard	3	3	*	*	0	1	2	-	3	0	*	-	-	*
Total Tests	60	59	*	*	40	42	14	-	49	11	*	-	-	*

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

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

3rd grade	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade MATH	75%	44%	7%	82%	56%	21%	82%	82%	18%
District	68%	42%	14%	68%	37%	10%	72%	66%	16%
State				70%	42%	15%	73%	71%	19%
3rd grade READING	87%	51%	22%	79%	51%	23%	64%	44%	25%
District	73%	46%	20%	71%	45%	18%	70%	43%	19%
State				74%	48%	21%	76%	50%	20%

4th grade	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
4TH grade MATH	79%	65%	32%	73%	45%	16%	88%	61%	34%
District	74%	53%	25%	74%	51%	21%	74%	51%	23%
State				69%	46%	21%	71%	48%	22%
4TH grade READING	87%	56%	39%	77%	52%	23%	90%	76%	34%
District	82%	57%	26%	79%	49%	23%	75%	45%	20%
State				81%	51%	23%	77%	48%	22%

5th grade	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
5TH grade MATH	88%	48%	17%	95%	72%	35%	85%	67%	35%
District	73%	44%	20%	80%	48%	15%	80%	51%	18%
State				77%	50%	19%	80%	51%	21%
5TH grade READING	80%	53%	25%	100%	79%	40%	92%	65%	31%
District	78%	53%	27%	79%	51%	25%	80%	55%	28%
State				79%	55%	29%	81%	57%	28%
5TH grade SCIENCE	65%	25%	5%	77%	42%	16%	79%	46%	17%
District	70%	33%	12%	60%	27%	10%	67%	36%	15%
State				58%	28%	11%	65%	36%	16%

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

SPED	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade Math	44%	30%	10%	80%	30%	0%	100%	86%	43%
3rd grade Reading	49%	27%	9%	40%	20%	0%	100%	71%	29%
4th grade Math	55%	34%	8%	92%	62%	31%	100%	100%	40%
4th grade Reading	62%	31%	11%	69%	23%	15%	100%	100%	20%
5th grade Math	51%	28%	11%	100%	89%	78%	100%	80%	60%
5th grade Reading	48%	25%	8%	100%	78%	22%	100%	100%	40%
5th grade Science	48%	22%	6%	100%	44%	22%	100%	80%	0%

EB	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade Math	65%	39%	12%	79%	53%	24%	81%	55%	12%
3rd grade Reading	68%	38%	16%	82%	55%	24%	55%	33%	21%
4th grade Math	73%	50%	22%	92%	62%	31%	100%	100%	40%
4th grade Reading	77%	54%	24%	72%	44%	19%	92%	79%	25%
5th grade Math	73%	43%	19%	93%	64%	32%	84%	66%	38%
5th grade Reading	75%	49%	23%	100%	75%	32%	94%	66%	31%
5th grade Science	69%	28%	11%	71%	36%	11%	81%	44%	19%

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Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023-2025 STAAR Campus Summary
2. Reports TPRI, Tejas Lee, CLI, TXKEA
3. 2024-2025 Enrollment/Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. TEEMS (T-TESS)
13. Instructional Reports

AREA LEADS: Ana Smith, Laura Torres

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Carmen Anaya provides the teachers 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 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 53.
- 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 28%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 44% of 3rd grade students scored 0 points on the ECR.
- 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 52%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 52 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: By the end of the current academic year, student achievement will improve from an average score of 77 (a C grade) to 82, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

Objective 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 49% in June 2025 to 55% by June 2026. (demonstrating a 6% increase)

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:

- 1) **Develop and Share a Weekly Schedule:**
  Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.
- 2) **Assign Roles and Materials in Advance:**
  Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.
- 3) **Facilitate Collaborative Planning and Feedback:**
  Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	•Curriculum documents •Lesson plans with annotations •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•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 Test •IReady Diagnostic

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **1) Create a Walkthrough Schedule and Rotation Plan:**
  Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.
- **2) Use a Standardized Walkthrough Tool:**
  Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.
- **3) Debrief and Provide Timely Feedback:**
  After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans •Calibration training for administration •Book study on Leverage Leadership 2.0 by Paul Bambrick-Santoy	•Walkthrough documents •Feedback forms	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- 1. Use Data-Driven Grouping and Scheduling
- 2. Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- 3. Train and Support Intervention Staff

Resources	Evidence of	Evidence of Impact	Formative Evaluation

	Implementation		
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Power Up •I-Ready •Read Works •Forde Ferrier •Lead4ward training	•Training Agenda •Collaborative Learning Community Meetings •Tutorial lesson plans •Attendance sheets	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready

Goal Area 1: Effective Teaching and Learning

Objective 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

> **Strategy 1:** Monitor all students' progress on a biweekly bases in the areas of Reading and Math
> **Timeline:** September 2025 – May 2026
> **Title I School Components: T**itle I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
> **Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL
> **Action Steps:**

- 1) **Data-Driven Small Group Instruction:**
   Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.
- 2) **Tiered Intervention Implementation:**
   All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.
- 3) **Ongoing Teacher Collaboration and Planning:**
   Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Academies • Sci Tech program to enhance vocabulary of content	•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 Test •IReady Diagnostic

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- 1) **Data-Driven Small Group Instruction:**
  Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.
- 2) **Tiered Intervention Implementation:**
  All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.
- 3) **Ongoing Teacher Collaboration and Planning:**
  Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL]	•Student Achievement gains on the STAAR •Teacher retention	•Formative assessments •Benchmarks [BMs] •STAAR

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•I-Ready •State and local student data • Campus based progress monitoring system	agendas •Walkthrough documents •Lesson Internalization	•TELPAS •Results Driven Accountability •Reports	•TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 3: Use Progress Monitoring to Drive Goal-Setting and Student Ownership
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:

- 1. Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- 2. Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- 3. Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	•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 Test •IReady Diagnostic

Annual Goal 2: **Early Childhood**
The percentage of all Early Literacy students that score below Kinder Readiness will increase from 31% to 46%.

Objective 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from **31% to 46%** by the end of the academic year, demonstrating a **15% increase** through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:
- 1) **Implement Tiered Literacy Instruction Using Small Group Rotations:**
  Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- 2) **Develop and Schedule Daily Small Group Rotations:**
  Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- 3) **Monitor Progress and Document Growth:**
  Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	•Lion/Leon Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

Strategy 2: Provide Targeted Early Interventions for At-Risk Students
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:
- 1) **Provide Targeted Early Interventions for At-Risk Students:**
  Use research-based intervention programs tailored to each student's area of need.
- 2) **Identify At-Risk Students Using Early Literacy Screeners:**
  Administer baseline assessments within the first 4 weeks of school.
- 3) **Monitor Progress and Adjust Interventions as Needed:**

Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	•Lion/Leon Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

Strategy 3: Engage Families Through Literacy-Focused Home Learning
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:
- 1) **Host Monthly Family Literacy Nights:**
  Organize interactive workshops where families learn simple literacy strategies
- 2) **Distribute Literacy Take-Home Kits:**
  Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.
- 3) **Communicate Weekly Literacy Tips via Digital Platforms:**
  Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	•Lion/Leon Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

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Annual Goal 2: **Early Childhood**

Objective 2: By the end of the school year, **80% of early childhood students** will demonstrate growth in foundational reading fluency skills — including **letter naming, phonological awareness, and oral language expression** — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:
   • 1) **Plan Weekly Skill Focus and Daily Mini-Lessons:**
      Use consistent routines (e.g., "sound of the day," chant, or interactive chart) to reinforce repetition.
   • 2) **Integrate Spiral Review into Daily Literacy Routines:**
      Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.
   • 3) **Reinforce Skills Across Centers and Small Groups:**
      Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	•Lion/Leon Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

Strategy 2: Build letter recognition and sound association through targeted instruction
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:
   • 1) **Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**

Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
  Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
  Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	•Lion/Leon Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

Strategy 3: Increase Oral Language Opportunities Through Interactive Read-Alouds
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach
Action Steps:
- 1) **Develop oral language expression and vocabulary**
  Use open-ended questions to encourage student talk (e.g., "What do you think will happen next?").
- 2) **Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**
  Use expression, gestures, and visual supports to model fluent oral language and support comprehension.
- 3) **Extend the Read-Aloud with Retelling and Oral Storytelling Activities:**
  Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring	•Lion/Leon Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports	•Formative assessments •Progress Monitoring •Results Driven Accountability

• IPads • Heggerty			

AREA LEADS: Ana Smith, Laura Torres, Crystal Garcia, Hilda Gonzalez
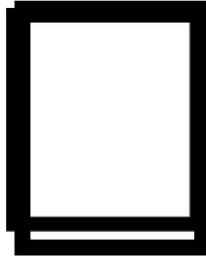
GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Carmen Anaya provides the teachers 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.
- 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 2025 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2025:
    - 3rd Math: 10%
    - 3rd Reading: 9%
    - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:
    - 2023: 100% App / 78% Meets / 40% Masters
    - 2025: 48% App / 25% Meets / 8% Masters

- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**.
    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 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

Goal Area 2: Student Supports

Annual Goal 2: By May 2026, Carmen Anaya Elementary will increase overall student progress by improving performance among special populations.

Objective 1: Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language

Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:

- 1)**Embed Stems in Daily Content Objectives & Tasks:**
  Display sentence stems alongside your learning objective or essential question.
- 2)**Use Partner or Group Talk with Scaffolded Prompts:**
  During collaborative activities (like Think-Pair-Share or group discussions), assign stems to guide student responses.
  3)Create a Classroom Language Wall or Toolkit:
  Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • District visits from specialists	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Mea sures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:

- 1)**Pre-Teach Vocabulary with Visual Supports:**
  Before introducing new content, select key academic vocabulary and pair each word with a **picture**, **diagram**, or **gesture**.
- 2)**Use Realia and Hands-On Materials During Instruction:**
  Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math

measurement).

3) Create Visual Word Walls or Interactive Vocabulary Journals:
 Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., *"A ___ is used to ___."*)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • District adopted curriculum • SciTech program • Technology usage to enhance 4 domains	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • Usage reports weekly	•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 Test •IReady Diagnostic

Strategy 3: Incorporate Structured Collaborative Conversations

Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:
1) Establish and Teach Conversation Norms & Roles:

- Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker*, *Listener*, *Questioner*, or *Recorder*.)
  2): Use Sentence Stems and Conversation Prompts:
   Provide students with sentence starters to guide academic discussion.
- **3): Implement Consistent Routines like Think-Pair-Share or Socratic Circles:**
  Build collaborative talk into daily instruction with routines such as:
    - Think-Pair-Share: Students think individually, share with a partner, then with the group.
    - Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • Fluency checks	•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 Test •IReady Diagnostic

Objective 2: Implement individualized intervention plans aligned to each student's IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:

- 1)**Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**
    Choose reliable progress monitoring tools that directly align with each student's IEP goals in areas like reading, math, or writing.
- 2)**Establish a Biweekly or Monthly Progress Monitoring Schedule:**
    Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.
- 3) **Record and Analyze Data to Adjust Instruction as Needed**
    Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress	•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

monitoring system			Test •IReady Diagnostic

Strategy 2: Hold Collaborative Data Review Meetings Each Quarter

  Timeline: September 2025 – May 2026

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

  Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

  Action Steps:

  1) Schedule Quarterly Meetings and Invite Key Stakeholders:

  Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **2)Prepare and Share Student Data in Advance:**

  Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

  3) Develop and Document Action Plans Based on Data:

  During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready • LexiaCore5 • TXRL • monitoring system • State and local student data • Campus based progress	•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 Test •IReady Diagnostic

monitoring system			

Strategy 3: Conduct Regular IEP-Driven Small Group or 1:1 Instruction
Timeline: September 2025 – May 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:
1) Create an Instructional Schedule Based on Student IEP Service Minutes:
Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.
2) Plan and Deliver Targeted Lessons Aligned to IEP Goals:
Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)
3) Track Student Participation and Progress After Each Session:
Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system •LexiaCore • SuccessEd program • professional development on tier 2/3 instructions	•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 Test •IReady Diagnostic

AREA LEADS: Ana Smith, Laura Torres, Crystal Garcia, Hilda Gonzalez
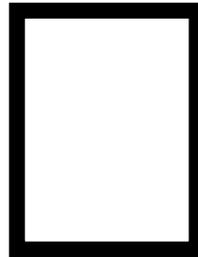
GOAL AREA 3: Leadership Growth
Areas Reviewed: Student Performance
Strengths
Carmen Anaya provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark 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.
- 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 2025 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.
- Low Masters-Level Performance
- Masters levels for SPED students are consistently in single digits in 2025:
    - 3rd Math: 10%
    - 3rd Reading: 9%
    - 5th Science: 6%

Decline in Approaches and Meets

For example, 5th grade Reading:
    - 2023: 100% App / 78% Meets / 40% Masters
    - 2025: 48% App / 25% Meets / 8% Masters

- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for **urgent Tier 2 and Tier 3 interventions**.
  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 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

Goal Area 3: Leadership Growth

Annual Goal 1: **All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction**

Objective 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

1. Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.

2) Include embedded prompts/examples to guide teachers in completing each section effectively.

3) Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • annotated lesson plans using technology	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports • progress and report cards	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2025 – May 2026

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

1) Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.

2) Assign an **instructional coach or team lead** to review, support, and provide feedback before plans are submitted.

3) Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans • annotated lesson plans using technology	•Walkthrough documents	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Strategy 3: Monitor and Provide Timely Feedback
Timeline: September 2025 – May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:
1) Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
2) Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
3 Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •I-Ready reports	•Training Agenda •Collaborative Learning Community Meetings	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready

Objective 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2026.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:
- o 1. Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- o 2) Create personalized professional development plans aligned to evaluation feedback.
- o 3) Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

• TEKS Resource System • Curriculum Templates/Calendar •I-Ready •State and local student data • Campus based progress monitoring system • campus instructional rounds	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • peer to peer observations	•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 Test •IReady Diagnostic

Strategy 2: **Integrate Evaluation Insights into Recruitment and Hiring**
Timeline: September 2025 – May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:
- o **1) Use evaluation system data to identify traits and competencies of high-performing teachers.**
- o **2) Design interview protocols that assess for those same competencies.**
- o **3)Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans • TIA designated teachers • On going professional development	•Walkthrough documents • peer to peer observations • summative evaluations	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Strategy 3: **Strategy 3: Recognize and Reward High Performance to Boost Retention**
- **Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).**
- **Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).**
- **Conduct mid-year check-ins to discuss evaluation progress and career development goals.**
  Timeline: September 2025 – May 2026
 **Title I School Components: T**itle I - IV, State Bilingual Funds, State Comp.
  Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:
- o 1) Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- o 2) Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- o 3 Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •TIA designated teachers •Banners for recognition for classrooms •Year- at- a- Glance, •Weekly Lessons •District wide contest • TEEMS platform for evaluations •I-Ready reports	•Training Agenda •Collaborative Learning Community Meetings • shout out wall	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready

AREA LEADS: Ana Smith, Laura Torres, Crystal Garcia, Hilda Gonzalez
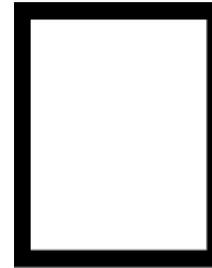
GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

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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:

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Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 30%.

Objective 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:

- 1) **Design a monthly calendar:**
  Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)
- 2) **Collaborate with Staff and Community Partners**
  Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- 3) P**romote Events and Encourage Participation**
  Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	•Monthly Calendar •Sign-in sheets •Agendas •Brochure •Power Point •Invites •Photos of meetings	•Parents survey •Public Relations Data •Parent Feedback based on Chat and One on One meetings •Accountability Report	•Survey results •Participation •Performance

- **Strategy 2:** Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2025 – May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- 1) **Identify Key Workshop Topics Through Family Input:**
  Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.
- 2) **Schedule and Promote Monthly Parent Workshops:**
  Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

- **3) Send Home Resources for Continued Support:**
  After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	•Monthly Calendar •Sign-in sheets •Agendas •Brochure •Power Point •Invites •Photos of meetings	•Parents survey •Public Relations Data •Parent Feedback based on Chat One on One meetings •Accountability Report	•Survey results •Participation •Performance

- **Strategy 3:** Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2025 – May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **1) Plan Culturally Inclusive Events That Reflect the School Community:**
  Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **2) Showcase Student Talent and Cultural Expression:**
  Integrate student-led performances into each event and display art projects that reflect family traditions.
- **3) Create Opportunities for Family Participation and Leadership:**
  Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	•Monthly Calendar •Sign-in sheets •Agendas •Brochure •Power Point •Invites •Photos of meetings	•Parents survey •Public Relations Data •Parent Feedback based on Chat and One on One meetings •Accountability Report	•Survey results •Participation •Performance

Goal Area 4: Family Community

Objective 2: By the end of the 2025–2026 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2025 – May 2026

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- 1) **Launch a Family & Community Attendance Awareness Campaign**
  Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- 2) **Implement an Early Intervention & Support System**
  Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- 3) **Celebrate and Recognize Attendance Milestones**
  Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like "Attendance Celebrations."

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

COLLEGE³
READY.CONNECTED.COMPLETE.

• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	•Parent contact •Sign-in sheets •ARP login	•Attendance Reports •Accountability Report	•Increase student participation •Performance

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2025 – May 2026

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **1) Family Nights:**

  Host family nights focused on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.

- **2) Communication Plan:**
  Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- **3) Attendance Ambassadors program:**
  This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

COLLEGE³
READY.CONNECTED.COMPLETE.

• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	•Parent contact •Sign-in sheets •ARP login	•Attendance Reports •Accountability Report	•Increase student participation •Performance

- **Strategy 3:** Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2025 – May 2026

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **1) Attendance Data tracking:**
  Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.
- **2) Weekly data:**
  Review attendance data weekly to flag students below 95%.
- **3) Intervention Plans:**
  Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	•Parent contact •Sign-in sheets •ARP login •Attendance	•Attendance Reports •Accountability Report	•Increase student participation •Performance

COLLEGE³
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Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.