

Campus Improvement Plan

Vida N. Clover Elementary

2025-2026



Submitted for Board Approval on September 8, 2025

Board Approved Date: _____ 2025

Our Vision

Through global awareness and real-life experiences, we will empower our students to become productive citizens and critical thinkers who will live a sustainable life.

Our Mission

At Vida N. Clover Elementary, our mission is to celebrate diversity by providing a safe and nurturing environment that will empower future leaders.

School Motto

“Together We Learn. Together We Lead.”

Strategic Direction



PSJA School Board



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(Place 2)



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Vice-President
(Place 4)



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Dr. Alejandro Elias, Superintendent of Schools

Superintendent's Cabinet

Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff

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

What we Believe In

Guiding Principals

Student-Centered Learning: We prioritize the needs, interests, and abilities of each student, fostering a supportive environment where every child can thrive academically and personally.

Respect and Responsibility: We cultivate a culture of respect for oneself, others, and our environment. Students are encouraged to take responsibility for their actions and contribute positively to the school community.

Inclusive and Safe Environment: We are committed to creating an inclusive and safe environment where all students feel valued, respected, and supported. Diversity is celebrated, and every student can succeed.

Community Partnership: We believe in the power of collaboration between the school, families, and the broader community. Strong partnerships enhance the educational experience and foster a sense of belonging.

High Expectations and Excellence: We set high expectations for both students and staff, striving for excellence in all areas. Continuous improvement and a growth mindset are central to our approach.

What we want to Accomplish

We aim to cultivate responsible, curious, and resilient individuals who are prepared to thrive in an ever-changing world.

Campus Site-Based Decision Committee

Members:

Member	Role
Dr. Kristine Garza	Principal
Lizeth Martinez	Assistant Principal
Maria Lara	Counselor
Lucia Hernandez	Collaborative Learning Leader / CIT
Marie Alvarado	Nurse
Lisa Garza	Librarian
Sharon Flores	Reading Interventionist
Lydia Marez	Lead Teacher- PreK 3 and 4
Jose Rodriguez	Lead Teacher- Kinder
Miriam Cabrera	Lead Teacher- 1 st grade
Maricela Romero	Lead Teacher- 2 nd grade
Diana De Luna	Lead Teacher- 3 rd grade
Gloria Vargas	Lead Teacher- 4 th grade
Rebeca Osuna	Lead Teacher- 5 th grade
Leticia Gomez	Physical Education Coach
Veronica Gomez	Special Ed. Resource Teacher
Eva Guerrero	Parent
	Community Member

Campus Executive Summary

Demographics:

Vida Clover Elementary serves 377 students from the city of San Juan, who come from similar backgrounds and way of life.

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

	MALE	FEMALE	SPED	LEP	MIGRANT	ECD	GT	AT RISK
Number	197	180	51	159	0	357	21	314
Percent	52.2%	47.7%	13.5%	42.2%	0%	94.7%	5.6%	83%

With the district’s proximity to Mexico, 42.2% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Vida Clover Elementary has been rated a "B" District by the state of Texas on the 2024 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of 46, Clover Elementary earned an overall rating of 89.

In Domain II, Part A Academic Growth (90) and Part B Relative Performance (83) with an Eco Dis at a 94.7%, Vida Clover Elementary earned a scale score of 90 which is better of Part A or Part B. Domain III, Closing the Gaps Domain, Vida Clover Elementary scale score was an 85.

The overall 2024 Accountability Rating for Vida Clover Elementary was a score of 89. In grades 3-5 all tested STAAR subjects, Vida Clover Elementary administered 404 tests which translates to over 100% participation for the 2024-2025 school year.

Campus Executive Summary Continued

Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

1. The percentage of all students scoring *Meets Grade Level or Above* on STAAR combined Reading and Mathematics will increase from 43% (44% Reading, 41% Mathematics) in June 2025 to 46% by June 2026.
2. The percentage of students who perform at *Meets Grade Level or Above* on STAAR Reading will increase by 3 percentage points from 44% in 2025 to 47% by June 2026.
3. The percentage of students who perform at *Meets Grade Level or Above* on STAAR Mathematics will increase by 2 percentage points from 41% in 2025 to 43% by June 2026.
4. The All-Student Group will meet 70% of the ESSA Long-Term and Interim Goals for Reading and Mathematics in Academic Growth by June 2026.

Focus Student Groups:

- Emergent Bilingual Students
 - In Reading, increase from 35% Meets in 2025 to 38% by June 2026.
 - In Mathematics, increase from 28% Meets in 2025 to 31% by June 2026.
- Special Education Students
 - In Reading, increase from 15% Meets in 2025 to 18% by June 2026.
 - In Mathematics, increase from 22% Meets in 2025 to 25% by June 2026.

Effective Teaching and Learning:

At Vida Clover Elementary, the PSJA ISD Curriculum & Instruction Office supports the implementation of a TEKS-aligned curriculum that is rigorous, relevant, and engaging for all students. Alignment of the curriculum is an ongoing process at Clover and includes integration of TEKS Resources, development of comprehensive units of study, and participation in intensive and relevant professional learning. Campus leadership and teachers regularly review programs, resources, and student data in collaboration with district coordinators to ensure that instruction remains effective and research-based.

Beginning in the 2023–2024 academic year, Vida Clover Elementary joined the district-wide effort to integrate the United Nations' 17 Sustainable

Development Goals (SDGs) into classroom instruction. This initiative provides students with practical, real-world knowledge and experiences that prepare them to be globally competitive. The integration of SDGs is supported through system-wide collaboration that includes curriculum, operations, health services, child nutrition, and other district departments.

Additionally, Vida Clover Elementary is proud to participate in PSJA ISD's Dual Language Program, which provides students the opportunity to develop academic bilingualism and biliteracy in Spanish and English. From Pre-K through 5th grade, students engage in rigorous instruction in both languages, building strong cognitive and academic skills. This program prepares Clover students to fluently read, write, speak, and think critically in two languages, equipping them to succeed in a global economy.

Teachers at Clover are provided with ongoing professional development designed to strengthen content delivery and enhance classroom instruction. Instructional practices focus on creating meaningful and memorable learning experiences that prepare students for future academic success. With the support of PSJA ISD, Vida Clover Elementary ensures that its students are not only mastering grade-level expectations but are also building the skills necessary to thrive in an increasingly competitive and interconnected world.

Vida N. Clover Elementary Campus Improvement Committee Members

Focus Area 1: Effective Teaching and Learning	
Dr. Kristine Garza	Principal
Lizeth Martinez	Assistant Principal
Sharon Flores	Reading Interventionist
Diana De Luna	3 rd grade Lead Teacher
Rebeca Osuna	5 th grade Lead Teacher
Maricela Romero	2 nd grade Lead Teacher

Focus Area 2: Student Support	
Dr. Kristine Garza	Principal
Lizeth Martinez	Assistant Principal
Veronica Gomez	Special Ed. Resource Teacher
Bianca Loreda	4 th grade Lead Teacher
Miriam Cabrera	1 st grade Lead Teacher
Lydia Marez	PreK 3 and 4 Lead Teacher

Focus Area 3: Family & Community Empowerment	
Dr. Kristine Garza	Principal
Lizeth Martinez	Assistant Principal
Maria Lara	Counselor
Marie Alvarado	Nurse
Lisa Garza	Librarian
Leticia Gomez	Physical Education Coach

Focus Area 4: Leadership Growth	
Dr. Kristine Garza	Principal
Lizeth Martinez	Assistant Principal
Maria Lara	Counselor
Lucia Hernandez	Collaborative Learning Leader
Sharon Flores	Reading Interventionist
Jose Rodriguez	Kinder Lead Teacher

2024-2025 STAAR/STAAR ALT OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (PRELIMINARY)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
Anaya Elementary	0.9%	77	85	86	86	86	60.2	92	27.6	88	B	88	↓ 0
Arnold Elementary	1.4%	79	92	88	92	92	64.4	92	27.6	92	A	82	↑ 10
Cantu Elementary	1.2%	72	79	80	80	80	56	74	24.3	78	C	80	↓ 2
Carman Elementary	1.3%	77	85	85	85	85	59.5	90	27.3	87	B	85	↑ 2
Chavez Elementary	0.8%	85	93	91	93	93	65.1	92	27.6	93	A	89	↑ 4
★ Clover Elementary	0.9%	73	90	82	90	90	63	85	25.5	89	B	74	↑ 15
Doedyns Elementary	0.8%	71	68	79	79	79	55.3	69	23.1	76	C	75	↑ 1
Dr Long Elementary	1.7%	73	81	82	82	82	57.4	76	23.1	80	B	81	↓ 1
Escobar Elementary	1.4%	88	78	91	91	91	63.7	92	27.6	91	A	91	↑ 0
Farias Elementary	1.1%	65	71	74	74	74	51.8	73	21.9	74	C	80	↓ 6
Ford Elementary	1.3%	71	74	80	80	80	56	74	22.2	78	C	83	↓ 5
Garcia Elementary	0.9%	82	90	90	90	90	63	92	27.6	91	A	90	↑ 1
Garza Elementary	1.0%	76	89	85	89	89	62.3	90	27.3	89	B	78	↑ 11
Garza-Pena Elementary	1.3%	75	79	84	84	84	58.8	92	26.4	86	B	88	↓ 2
Guerra Elementary	1.4%	78	83	88	88	88	61.6	92	27.6	89	B	82	↑ 7
Kelly-Pharr Elementary	1.4%	69	59	75	75	75	52.5	68	22.2	73	C	82	↓ 9
Liwas Elementary	1.1%	73	75	82	82	82	57.4	80	24.9	81	B	78	↑ 3
Longoria Elementary	1.0%	75	90	84	90	90	63	92	27.3	91	A	72	↑ 19
McKeever Elementary	1.5%	73	78	82	82	82	57.4	89	27.0	84	B	76	↑ 8
Palacios Elementary	0.9%	88	89	91	91	91	63.7	92	27.6	91	A	88	↑ 3
Palmer Elementary	1.3%	77	85	85	85	85	59.5	84	25.2	85	B	85	↓ 0
Ramirez Elementary	1.0%	64	73	72	73	73	51.1	71	21.6	72	C	81	↓ 9
Reed-Mock Elementary	1.1%	76	76	85	85	85	59.5	89	27.3	86	B	82	↑ 4
Sorensen Elementary	1.5%	80	83	88	88	88	61.6	92	27.6	89	B	79	↑ 10
Trevino Elementary	0.8%	64	60	72	72	72	50.4	63	19.2	69	D	82	↓ 13

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

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	52	23	44%	29	56%	14	27%	4	8%	30	56
Grade 4 Mathematics	69	14	20%	55	80%	35	51%	16	23%	51	78
Grade 5 Mathematics	54	16	30%	38	70%	20	37%	12	22%	43	72
Grade 3 Reading (English)	36	8	22%	28	78%	20	56%	9	25%	53	80
Grade 4 Reading (English)	52	11	21%	41	79%	31	60%	19	37%	59	89
Grade 5 Reading (English)	46	11	24%	35	76%	26	57%	18	39%	57	86
Grade 3 Reading (Spanish)	16	13	81%	3	19%	0	0%	0	0%	6	35
Grade 4 Reading (Spanish)	17	4	24%	13	76%	6	35%	2	12%	41	70
Grade 5 Reading (Spanish)	8	2	25%	6	75%	5	63%	1	13%	50	77
Grade 5 Science	54	16	30%	38	70%	16	30%	7	13%	38	65
TOTAL TESTS	404	118	29%	286	71%	173	43%	88	22%		
Domain I - Student Achievement Scaled Score (71 + 43 + 22) ÷ 3 = 45										73	

CLOVER ELEMENTARY

DOMAIN II PART B – RELATIVE PERFORMANCE

2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	52	23	44%	29	56%	14	27%	4	8%	30	58
Grade 4 Mathematics	69	14	20%	55	80%	35	51%	16	23%	51	88
Grade 5 Mathematics	54	16	30%	38	70%	20	37%	12	22%	43	80
Grade 3 Reading (English)	36	8	22%	28	78%	20	56%	9	25%	53	90
Grade 4 Reading (English)	52	11	21%	41	79%	31	60%	19	37%	59	91
Grade 5 Reading (English)	46	11	24%	35	76%	26	57%	18	39%	57	91
Grade 3 Reading (Spanish)	16	13	81%	3	19%	0	0%	0	0%	6	36
Grade 4 Reading (Spanish)	17	4	24%	13	76%	6	35%	2	12%	41	78
Grade 5 Reading (Spanish)	8	2	25%	6	75%	5	63%	1	13%	50	87
Grade 5 Science	54	16	30%	38	70%	16	30%	7	13%	38	73
TOTAL TESTS	404	118	29%	286	71%	173	43%	88	22%		
Domain I - Student Achievement Scaled Score $(71 + 43 + 22) \div 3 = 45$										82	

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

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	73				
Domain II - School Progress Part A	90	90	90	70%	63
Domain II - Relative Performance Part B	82				
Domain III - Closing the Gaps	85			30%	25.5

OVERALL SCORE	89	
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Vida N. Clover Elementary- 3rd grade STAAR

CLOVER LONGITUDINAL COMPARISON BY DEMOGRAPHIC									
3rd grade STAAR/STAAR ALT 2									
	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
	%	%	%	%	%	%	%	%	%
GRADE 3 MATHEMATICS									
ALL STUDENTS	56%	27%	8%	65%	26%	5%	50%	41%	21%
STATE	70%	45%	19%	68%	41%	15%	72%	44%	18%
REGION	69%	42%	16%	68%	38%	12%	73%	43%	16%
EMERGENT BILINGUAL	35%	15%	4%	54%	21%	0%	43%	19%	10%
STATE	64%	37%	12%	61%	32%	10%	67%	35%	13%
REGION	64%	37%	12%	65%	34%	11%	70%	39%	14%
SPECIAL EDUCATION	14%	14%	0%	62%	23%	15%	33%	33%	17%
STATE	48%	27%	8%	46%	24%	7%	51%	28%	9%
REGION	48%	28%	9%	47%	26%	8%	55%	32%	12%
GRADE 3 READING (ENGLISH AND SPANISH)									
ALL STUDENTS	60%	38%	17%	74%	44%	23%	57%	36%	19%
STATE	76%	50%	22%	72%	47%	20%	75%	49%	19%
REGION	75%	49%	21%	73%	48%	21%	74%	49%	21%
EMERGENT BILINGUAL	68%	38%	16%	66%	28%	10%	33%	14%	5%
STATE	64%	35%	13%	62%	34%	13%	65%	37%	13%
REGION	67%	39%	15%	68%	41%	17%	69%	42%	17%
SPECIAL EDUCATION	49%	27%	9%	62%	15%	8%	50%	33%	17%
STATE	52%	27%	7%	48%	25%	6%	51%	28%	7%
REGION	51%	27%	8%	49%	27%	8%	51%	30%	9%

Vida N. Clover Elementary- 4th grade STAAR

CLOVER LONGITUDINAL COMPARISON BY DEMOGRAPHIC

4th grade STAAR/STAAR ALT 2

	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
	%	%	%	%	%	%	%	%	%
GRADE 4 MATHEMATICS									
ALL STUDENTS	80%	51%	23%	64%	41%	18%	68%	44%	16%
STATE	68%	46%	23%	67%	44%	20%	69%	47%	21%
REGION	71%	48%	23%	71%	47%	20%	72%	48%	21%
EMERGENT BILINGUAL	71%	35%	24%	45%	15%	0%	69%	38%	17%
STATE	61%	37%	16%	62%	38%	15%	63%	39%	15%
REGION	66%	42%	19%	69%	44%	18%	67%	42%	17%
SPECIAL EDUCATION	46%	15%	8%	29%	29%	14%	20%	0%	0%
STATE	44%	25%	9%	42%	24%	7%	44%	27%	8%
REGION	49%	30%	10%	48%	28%	9%	49%	32%	11%
GRADE 4 READING (ENGLISH AND SPANISH)									
ALL STUDENTS	78%	54%	30%	80%	43%	20%	64%	41%	10%
STATE	79%	53%	23%	79%	50%	22%	76%	47%	21%
REGION	80%	55%	25%	80%	53%	25%	76%	47%	21%
EMERGENT BILINGUAL	77%	54%	24%	62%	19%	0%	55%	31%	3%
STATE	68%	40%	13%	68%	39%	14%	66%	35%	13%
REGION	74%	47%	18%	76%	47%	20%	70%	39%	16%
SPECIAL EDUCATION	62%	31%	11%	71%	29%	14%	40%	0%	0%
STATE	55%	26%	6%	55%	24%	6%	51%	25%	7%
REGION	56%	29%	8%	56%	26%	8%	51%	26%	10%

Vida N. Clover Elementary- 5th grade STAAR

CLOVER LONGITUDINAL COMPARISON BY DEMOGRAPHIC									
5th grade STAAR/STAAR ALT 2									
	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
	%	%	%	%	%	%	%	%	%
GRADE 5 MATHEMATICS									
ALL STUDENTS	70%	37%	22%	76%	42%	8%	64%	38%	9%
STATE	73%	46%	21%	75%	49%	19%	79%	50%	21%
REGION	75%	48%	21%	79%	50%	17%	82%	53%	19%
EMERGENT BILINGUAL	60%	15%	0%	73%	35%	4%	52%	22%	7%
STATE	65%	36%	13%	70%	41%	12%	75%	43%	14%
REGION	71%	41%	15%	76%	45%	13%	80%	48%	15%
SPECIAL EDUCATION	33%	0%	0%	80%	20%	0%	22%	11%	0%
STATE	47%	23%	7%	52%	26%	7%	59%	28%	8%
REGION	53%	27%	9%	60%	31%	9%	70%	35%	12%
GRADE 5 READING (ENGLISH AND SPANISH)									
ALL STUDENTS	76%	57%	35%	66%	36%	18%	72%	51%	16%
STATE	76%	57%	29%	78%	53%	28%	80%	56%	28%
REGION	77%	59%	31%	78%	54%	28%	80%	56%	29%
EMERGENT BILINGUAL	48%	25%	8%	46%	12%	8%	48%	33%	15%
STATE	66%	41%	15%	70%	41%	17%	72%	43%	17%
REGION	71%	48%	20%	74%	46%	21%	76%	48%	21%
SPECIAL EDUCATION	51%	28%	11%	60%	20%	0%	44%	11%	11%
STATE	45%	25%	7%	48%	25%	8%	49%	27%	8%
REGION	46%	28%	8%	48%	26%	10%	52%	31%	12%

CLOVER LONGITUDINAL COMPARISON BY DEMOGRAPHIC									
5th grade STAAR/STAAR ALT 2									
	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
	%	%	%	%	%	%	%	%	%
GRADE 5 SCIENCE									
ALL STUDENTS	70%	30%	13%	44%	4%	2%	52%	17%	6%
STATE	63%	30%	12%	49%	16%	4%	40%	17%	5%
REGION	68%	33%	13%	61%	24%	9%	44%	20%	7%
EMERGENT BILINGUAL	69%	28%	11%	35%	0%	0%	33%	11%	4%
STATE	56%	27%	11%	43%	16%	5%	34%	16%	5%
REGION	59%	28%	10%	53%	22%	7%	35%	18%	7%
SPECIAL EDUCATION	48%	22%	6%	40%	0%	0%	11%	0%	0%
STATE	64%	35%	15%	52%	22%	7%	41%	23%	7%
REGION	66%	36%	15%	59%	29%	11%	44%	26%	11%

Vida N. Clover Elementary Education Goals

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

CAMPUS AREA LEADS: Dr. Kristine Garza and Mrs. Lizeth Martinez



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed:**

Student Performance in Academic Achievement:

- Reading/Language Arts, and Literacy
- Mathematics
- Science
- Instructional Technology
- College Readiness

Strengths

Vida Clover Elementary benefits from the district’s standards-aligned Guaranteed and Viable Curriculum, supported through a comprehensive scope and sequence that ensures consistency and rigor across grade levels. The campus actively engages in the district’s continuous improvement cycle, using content-based assessments and benchmark data to guide instructional decisions. Teachers at Clover work collaboratively with district content coordinators, the Curriculum & Instruction Department, and campus leadership to review data and make timely adjustments that enhance student learning outcomes.

The campus leverages the district-provided assessment platform, which allows teachers and administrators to immediately access and analyze item- and student-level data. This real-time information supports targeted instructional planning and ensures that interventions and extensions are provided as needed. All curriculums and assessments remain aligned to the Texas Essential Knowledge and Skills (TEKS) and are embedded within a year-long scope and sequence for grades PK–5.

At Clover, after each district assessment, staff participate in structured data review sessions. These reviews allow the campus to adjust instructional pacing, evaluate resources, and implement corrective instruction that is built into the curriculum. Instructional materials used across classrooms include key ideas, essential questions, and content-rich texts designed to meet the diverse needs of students, including Emergent Bilinguals and students receiving Special Education services.

Professional development is provided throughout the year, responsive to classroom observations, formative assessments, and Clover’s specific performance trends. This ensures teachers have the tools and strategies needed to address student learning gaps while maintaining high expectations. The campus demonstrates particular strengths in reading achievement, with Grade 4 Reading results showing 78% of students at Approaches, 54% at Meets, and 30% at Masters, reflecting both growth and alignment to rigorous instruction. Additionally, Grade 5 Mathematics showed 70% at Approaches, signaling a strong foundation in numeracy as students transition to middle school.

These practices highlight Clover Elementary’s commitment to ensuring that every student is provided with equitable opportunities to master grade-level standards and build a strong foundation for future success.

Challenges

At Vida Clover Elementary, increasing student performance in ELA/Reading remains a key priority. In Grade 3 Reading, 56% of students achieved Approaches, 27% Meets, and 8% Masters, which falls below regional and state averages. Emergent Bilingual students demonstrated significant needs, with only 35% at Approaches, 15% at Meets, and 4% at Masters. Special Education students also showed critical gaps, with 14% at Approaches and 0% at Masters. Additionally, 46% of 3rd grade students scored 0 points on the Extended Constructed Response (ECR), highlighting the urgent need to strengthen cross-curricular writing instruction at all grade levels. Targeted professional development in evidence-based writing strategies will be essential for equipping teachers to address these gaps.

In Mathematics, while there were bright spots, however, challenges remain across grade levels. For example, in Grade 5 Mathematics, 70% of students met Approaches, yet only 30% met Meets and 13% achieved Masters. Emergent Bilingual students scored 69% at Approaches but just 28% at Meets and 11% at Masters. Special Education students scored 48% at Approaches, 22% at Meets, and only 6% at Masters, underscoring the continued need for differentiated instruction and targeted supports.

Reading on grade level by the end of third grade continues to be an area of focus, as it directly impacts long-term student success. To address these challenges, the campus will intensify its efforts in implementing corrective instruction, strengthening writing across content areas, and monitoring lesson alignment with the district's Guaranteed and Viable Curriculum. Professional development aligned to campus data will remain a priority to support teacher capacity.

Vida Clover Elementary will continue to engage in frequent data reviews to ensure timely adjustments and provide targeted interventions for students not yet meeting grade-level expectations. These actions are critical in closing achievement gaps, particularly for Emergent Bilingual and Special Education populations, while also raising overall student performance in Reading and Mathematics.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics and Science will increase from by 5% from 43% (45% Reading, 38% Math, Science 30%) in June 2025 to 48% by June 2026.

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

Strategy 1: Ongoing professional development support for the implementation of the RLA, Math and Science curriculum through CLCs.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Data Disaggregation & Goal Setting

- a. Analyze benchmark, formative, and STAAR data to identify trends and student group performance.
- b. Set grade-level and content-specific goals and create targeted action plans for closing gaps.

2. Targeted Professional Development Calendar

- a. Identify priority areas of need (e.g., differentiation, TEKS alignment, cross-curricular writing).
- b. Build a campus professional development calendar that addresses these needs through CLCs and mini-PD sessions.

3. Use of Student Artifacts to Drive Instruction

- a. Incorporate student work samples, assessment responses, and Extended Constructed Responses (ECRs) into CLCs.
- b. Use artifacts to guide lesson adjustments, refine instructional strategies, and ensure alignment to goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource System • SAVVAS- Reading • Footsteps to Brilliance • Summit K-12 • Frog Street • Bluebonnet Math • SAVVAS: Discovery Education • I-Ready • Forde-Ferrier • Magnetic/Mosaico 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Curriculum documents • Lesson plans • Lesson Internalization • Walkthrough documents • Action Plans • Student Data tracking folders 	<ul style="list-style-type: none"> • Student Achievement gains on the STAAR • Student Achievement gains on the TPRI/Tejas Lee • Teacher retention • TELPAS • Results Driven Accountability 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee • LION/LEON • TX-KEA

<ul style="list-style-type: none"> • State and local student data • DMAC Reports • Tango Reports (TPRI/Tejas Lee, LION/LEON) • Beanstack • Storyworks 			<ul style="list-style-type: none"> • I-Ready Diagnostic
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Strategy 2: Teachers will plan lessons that intentionally target priority TEKS by embedding high-rigor questioning, differentiated small-group instruction, and checks for understanding, ensuring students demonstrate mastery at the “Meets” level or above.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Unpack Priority TEKS During Planning

- a. Break down standards to identify the knowledge, skills, and level of rigor required at the “Meets” level, and design aligned lesson objectives.

2. Plan Differentiated Small-Group Instruction

- a. Use assessment data to group students by need, planning targeted supports and extensions that address gaps and move students toward mastery.

3. Embed Rigorous Checks for Understanding

- a. Incorporate daily formative assessments (e.g., exit tickets, student responses, constructed questions) to monitor mastery and adjust instruction in real time.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource • Lead4ward • Pacing Guides • District Curriculum • Lesson Plans • Common Instructional Framework (CIF) • DMAC Reports • Tango Software Reports 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Teacher action plans • Small group targeted plans • Exit Tickets 	<ul style="list-style-type: none"> • BM1 and BM2 scores show increases in student achievement and student performance growth • Student Achievement gains on STAAR • Student Achievement gains on the TPRI/Tejas Lee • TELPAS 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA • IReady Diagnostic

	<ul style="list-style-type: none"> • Constructed response 		
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Strategy 3: Campus Leadership Teams will monitor the implementation of the curriculum through teamed-up walkthroughs.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist

Action Steps:

1. Establish Walkthrough Focus Aligned to TEKS Rigor

- a. Define clear look-fors (e.g., evidence of lesson internalization, differentiation, and checks for understanding) tied to priority TEKS and the “Meets” performance level.

2. Conduct Collaborative Walkthroughs & Collect Evidence

- a. Leadership team members complete walkthroughs in pairs or small teams, documenting instructional practices, student engagement, and evidence of mastery expectations.

3. Provide Immediate Feedback & Plan Next Steps

- a. Share feedback with teachers within 24 hours, highlighting strengths and 1–2 actionable next steps.
- b. Use trends from walkthroughs to inform upcoming CLC discussions and targeted professional development.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Pacing Guides •Year- at- a- Glance, •Weekly Lesson Plans •State and Local Data •Walk-through portal •Instructional Rounds Documentation •Walkthrough Feedback Forms • Common Instructional Framework (CIF) 	<ul style="list-style-type: none"> •Training Agendas •Collaborative Learning Community (CLC) Meetings • Lesson internalization • Walkthrough feedback 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR •Student Achievement gains on the TPRI/Tejas Lee •TELPAS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •TELPAS Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA •I-Ready

Annual Goal 2: The percentage of all students in grades PK–2 that score at or above grade-level benchmarks in early literacy (phonological awareness, phonics, vocabulary, and reading comprehension) will increase by 5% by June 2026.

Objective 1: By June 2026, teachers in grades PK–2 will implement evidence-based literacy practices—including daily phonological awareness routines, explicit phonics instruction, vocabulary development, and guided reading—so that at least 75% of students meet or exceed grade-level benchmarks in early literacy.

Strategy 1: Provide targeted professional development and coaching for PK–2 teachers on the implementation of the district’s early literacy framework, including progress monitoring, small-group interventions, and family engagement activities that reinforce literacy at home.

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

Data Disaggregation & Goal Setting

- c. Analyze benchmark, formative, and LION/LEON, Texas KEA, TPRI/Tejas LEE data to identify trends and student group performance.
- d. Set grade-level and content-specific goals and create targeted action plans for closing gaps.

Targeted Professional Development Calendar

- e. Identify priority areas of need (e.g., differentiation, TEKS alignment, cross-curricular writing).
- f. Build a campus professional development calendar that addresses these needs through CLCs and mini-PD sessions.

Use of Student Artifacts to Drive Instruction

- g. Incorporate student work samples, assessment responses, and other student samples into CLCs.
- h. Use artifacts to guide lesson adjustments, refine instructional strategies, and ensure alignment to goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource System • SAVVAS- Reading • Footsteps to Brilliance • Summit K-12 • Frog Street • SAVVAS: Discovery Education • I-Ready • Magnetic/Mosaico • State and local student data • Tango Reports (TPRI/Tejas Lee, LION/LEON) 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Curriculum documents • Lesson plans • Lesson Internalization • Walkthrough documents • Action Plans • Student Data tracking folders 	<ul style="list-style-type: none"> • Student Achievement gains on the STAAR • Student Achievement gains on the TPRI/Tejas Lee • Teacher retention • TELPAS • Results Driven Accountability 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee • LION/LEON • TX-KEA • I-Ready Diagnostic

• Beanstack			
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CAMPUS AREA LEADS: Dr. Kristine Garza and Mrs. Lizeth Martinez



GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance-Closing the Gaps

Strengths Overall Reading Growth:

5. In Grade 4 Reading, 54% of students met grade level (Meets) and 30% achieved Masters, outperforming both state and regional averages in Meets and Masters.
6. Grade 5 Reading also showed strong results, with 57% at Meets and 35% at Masters, aligning with state expectations for progress toward ESSA Long-Term Goals.

Mathematics Achievement Gains:

7. In Grade 4 Math, 42% of students met grade level—a key area where Clover is on track to meet interim ESSA targets.
8. Special Education students in Grade 5 Math achieved 28% at Meets, above the state average of 25%, reflecting effective interventions and accommodations.

High Participation in Assessments:

9. All student groups participated at high rates, ensuring valid and reliable accountability measures for state and federal reporting.

Focus on Equity:

10. Instructional materials and interventions have been aligned to meet the needs of Emergent Bilinguals and Special Education students, demonstrating a commitment to closing gaps across student populations.

Challenges

Early Literacy Challenges:

11. In Grade 3 Reading, only 60% of students met grade level, with just 17% at Masters.
12. 46% of 3rd graders scored 0 points on the Extended Constructed Response (ECR), highlighting weaknesses in comprehension and written expression.
13. Emergent Bilingual students in Grade 3 Reading scored only 15% at Meets, below state targets.
14. Persistent Achievement Gaps in Mathematics:
15. Across tested grades, only 41% of students overall met grade level in Math, below both state (47%) and regional averages.
16. Emergent Bilingual students in Grade 5 Math scored 28% Meets, compared to the state's 35%.
17. Special Education students in Grade 3 Math had 14% at Meets, well below ESSA interim targets.

Writing Across Content Areas:

18. Student performance on the ECR indicates a need for systematic cross-curricular writing instruction beginning in lower grades.
19. Professional development for teaching writing remains a critical need across all grade levels.

Achievement Gaps Among Student Groups:

20. Special Education students continue to lag behind in Reading (15% Meets) and Math (22% Meets), well below state ESSA targets.
21. Emergent Bilingual students, while showing some progress in upper grades, remain significantly below targets in both Reading and Math, especially in Grade 3.

Vida Clover Elementary demonstrates clear strengths in Grades 4 and 5 Reading and some gains in Math, with particular progress noted among Special Education students in upper grades. However, Grade 3 Reading and Mathematics remain critical areas of need, especially for Emergent Bilinguals and Special Education students. Closing these gaps will require intentional focus on early literacy, systematic cross-curricular writing, and targeted professional development to ensure all student groups meet state and federal accountability targets.

Goal Area 2: Student Supports

Annual Goal 1: The percentage of Emergent Bilingual and Special Education students whose score meets grade level or above on STAAR in Reading and Math will increase by 10%.

Objective 1: By June 2026, Vida Clover Elementary will increase the percentage of Emergent Bilingual and Special Education students performing at the *Meets* level or above in Reading, Mathematics by addressing identified achievement gaps through targeted professional development, cross-curricular writing integration, and data-driven interventions.

Strategy 1: Teachers will use benchmark and formative assessment data to create flexible small groups, providing scaffolded lessons and differentiated supports (visuals, manipulatives, sentence stems, and guided practice) tailored to the specific needs of EB and SPED students in Reading and Mathematics.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Use Data to Form Flexible Small Groups

- a. Disaggregate benchmark, STAAR item analysis, and formative assessment data to group EB and SPED students by specific skill needs in Reading and Math.
- b. Update groups every 3–4 weeks based on progress monitoring results.

2. Plan and Deliver Scaffolded Lessons

- a. Incorporate supports such as visuals, bilingual glossaries, manipulatives, graphic organizers, and sentence stems into small-group instruction.
- b. Align lesson plans with priority TEKS to ensure instruction targets grade-level rigor.

3. Monitor and Adjust Through CLCs

- a. Review EB and SPED student progress during weekly Collaborative Learning Communities (CLCs).
- b. Use student artifacts (ECR responses, math journals, exit tickets) to guide reteaching, adjust grouping, and refine instructional strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource • Lead4ward • Pacing Guides • District Curriculum • Lesson Plans • Common Instructional Framework (CIF) • STAAR Data • DMAC Reports • Tango Software Reports 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Teacher action plans • Small group targeted plans • Exit Tickets 	<ul style="list-style-type: none"> • BM1 and BM2 scores show increases in student achievement and student performance growth • Student Achievement gains on STAAR • Student Achievement gains on the TPRI/Tejas Lee • TELPAS 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA • IReady Diagnostic

Strategy 2: All teachers will embed structured writing opportunities into Reading, Math, and Science lessons using evidence-based frameworks (e.g., Claim-Evidence-Reasoning for Science, math journaling, and text-based responses in Reading) to strengthen comprehension, vocabulary development, and critical thinking.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Embed Writing in All Core Content Areas

- a. Require teachers to incorporate at least one Extended Constructed Response (ECR) or short written response per week in Reading, Math, and Science lessons.
- b. Use frameworks such as Claim-Evidence-Reasoning (CER) in Science and math journaling in Mathematics to strengthen comprehension and

critical thinking.

2. Provide Writing Supports for EB and SPED Students

- a. Implement sentence stems, graphic organizers, and bilingual resources to scaffold writing tasks.
- b. Ensure vocabulary walls and anchor charts are used consistently to support academic language development.

3. Review Student Writing in CLCs to Drive Instruction

- a. Bring student writing samples to weekly CLCs for collaborative scoring and analysis.
- b. Use findings to adjust lesson plans, reteach targeted TEKS, and provide feedback to improve student writing across content areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District Curriculum • Lesson Plans • TEKS Resource • Lead4ward • Common Instructional Framework (CIF) • Bilingual Resources 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Graphic organizers • Sentence stems 	<ul style="list-style-type: none"> • BM1 and BM2 scores show increases in student achievement and student performance growth • Student Achievement gains on STAAR • Student Achievement gains on the TPRI/Tejas Lee • TELPAS 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA • IReady Diagnostic

Strategy 3: Campus leadership will provide ongoing professional development and coaching focused on effective strategies for EB and SPED learners, including sheltered instruction, use of academic vocabulary, and Universal Design for Learning (UDL), with fidelity monitored through CLCs and leadership walkthroughs.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Provide Targeted Professional Development

- a. Schedule quarterly PD sessions focused on strategies for teaching Emergent Bilingual and Special Education students (e.g., sheltered instruction, Universal Design for Learning, and language-rich instructional practices).
- b. Align PD topics with areas of need identified through data disaggregation and walkthrough trends.

2. Implement Instructional Coaching Cycles

- a. Establish coaching cycles where instructional leaders model lessons, co-teach, and provide real-time feedback.
- b. Prioritize teachers whose student groups are not meeting Meets targets, ensuring support is differentiated based on need.

3. Monitor Fidelity Through Walkthroughs and CLCs

- a. Conduct teamed-up leadership walkthroughs focused on PD implementation (e.g., use of academic vocabulary, scaffolding strategies, small-group instruction).
- b. Use CLCs to review student artifacts and data to measure the impact of PD and make adjustments to instructional practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Pacing Guides •Year- at- a- Glance, •Weekly Lesson Plans •State and Local Data •Walk-through portal •Instructional Rounds Documentation •Walkthrough Feedback Forms • Common Instructional Framework (CIF) • Coaching Cycle forms • Sheltered Instruction (SIOP) • Bilingual Resources 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings • Coaching Cycle • Walkthrough trends 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR •Student Achievement gains on the TPRI/Tejas Lee •TELPAS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •TELPAS Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA •I-Ready

Annual Goal 2: By June 2026, Vida Clover Elementary will increase the percentage of Grade 3 students performing at the *Meets Grade Level* standard on STAAR to at least 51% in Reading and 52% in Mathematics, as measured by state accountability assessments, through targeted interventions, data-driven instruction, and focused professional development in literacy and numeracy to meet the Lone Star Governance goals.

Objective 1: Teachers in Grade 3 will implement data-driven small group instruction, cross-curricular literacy strategies, and targeted math interventions with fidelity, supported by weekly Collaborative Learning Communities (CLCs) and leadership walkthroughs, to ensure students demonstrate mastery of priority TEKS and reach 51% Meets in Reading and 52% Meets in Mathematics on the 2026 STAAR.

Strategy 1: Grade 3 teachers will use ongoing assessment data to plan and deliver differentiated instruction focused on priority TEKS, incorporating cross-curricular writing in Reading and structured problem-solving routines in Math, with progress monitored through weekly CLCs and leadership walkthroughs.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Disaggregate Assessment Data to Drive Instruction

- a. Use benchmark, STAAR item analysis, and formative assessment data to identify student gaps in priority TEKS for Reading and Math.
- b. Form flexible small groups and update them every 3–4 weeks based on progress monitoring.

2. Integrate Cross-Curricular Writing & Problem-Solving Routines

- a. Embed weekly Extended Constructed Response (ECR) tasks in Reading and written math journals to strengthen comprehension, critical thinking, and explanation of problem-solving strategies.
- b. Provide scaffolds such as sentence stems, graphic organizers, and bilingual supports for Emergent Bilingual and Special Education students.

3. Monitor Implementation Through CLCs and Walkthroughs

- a. Review lesson plans, student artifacts, and data during weekly Collaborative Learning Communities (CLCs) to ensure fidelity of differentiated instruction.
- b. Conduct leadership walkthroughs focused on evidence of high-rigor questioning, cross-curricular writing, and structured problem-solving, followed by timely feedback and coaching.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System • District Curriculum •DMAC Reports • Question stems • Bilingual Resources • Walkthrough portal • Walkthrough Feedback Forms • Common Instructional Framework (CIF) • Coaching Cycle forms 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas • Collaborative Learning Community (CLC) Meetings •Walkthrough documents •Lesson Internalization • Student artifacts • Student groupings • Extended Constructed Responses • Questioning 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Increase level of performance in STAAR •Student Achievement gains on the TPRI/Tejas Lee •TELPAS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA •IReady Diagnostic

Strategy 2: Implement campus-wide Extended Constructed Response (ECR) practice across content areas, with teachers modeling evidence-based writing and providing regular feedback, to strengthen reading comprehension and written expression.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Integrate ECRs Across Content Areas

- a. Require each grade level to embed weekly ECR tasks in Reading, Math, and Science lessons aligned to priority TEKS.
- b. Provide sentence stems, graphic organizers, and exemplars to support Emergent Bilingual and Special Education students.

2. Model Evidence-Based Writing During Instruction

- a. Teachers will explicitly model the ECR writing process (planning, citing evidence, explaining reasoning) at least once per week.
- b. Anchor charts and word walls will be used to reinforce academic vocabulary and writing structures.

3. Review and Provide Feedback on Student Writing

- a. Collect and analyze ECR student samples during weekly Collaborative Learning Communities (CLCs).
- b. Provide feedback to students using a consistent rubric focused on claim, evidence, and reasoning.
- c. Use results to adjust instruction, reteach weak TEKS, and monitor growth in comprehension and writing.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District Curriculum • Lesson Plans • TEKS Resource • Lead4ward • Common Instructional Framework (CIF) • Bilingual Resources • Lexia Core 5 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Graphic organizers • Sentence stems • Lesson Planning • Student Extended Constructed Responses 	<ul style="list-style-type: none"> • BM1 and BM2 scores show increases in student achievement and student performance growth • Student Achievement gains on STAAR • Student Achievement gains on the TPRI/Tejas Lee • TELPAS 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA • IReady Diagnostic

Strategy 3: Provide targeted intervention blocks for Emergent Bilingual and Special Education students, utilizing bilingual supports, manipulatives, and scaffolds, with progress monitored biweekly through formative assessments and CLC discussions.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Design Structured Intervention Blocks

- a. Schedule dedicated daily/weekly intervention time for Emergent Bilingual (EB) and Special Education (SPED) students focused on priority TEKS in Reading and Math.
- b. Use small, flexible groups updated every 2–3 weeks based on student performance data.

2. Implement Supports and Scaffolds

- a. Provide EB students with bilingual resources such as vocabulary guides, glossaries, sentence stems, and visuals.
- b. Use manipulatives, graphic organizers, and guided practice strategies to meet SPED students’ learning needs.
- c. Incorporate technology-based supports when available (e.g., translation tools, interactive math programs).

3. Monitor Progress and Adjust Instruction

- a. Conduct biweekly formative assessments (exit tickets, running records, math fluency checks) to track growth.
- b. Bring student artifacts and data to weekly CLCs for collaborative review, reteach planning, and adjustment of intervention strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TEKS Resource • Lead4ward • Pacing Guides • District Curriculum • Lesson Plans • Common Instructional Framework (CIF) • STAAR Data • DMAC Reports • Tango Software Reports • Common Instructional Framework (CIF) • Bilingual Resources • Lexia Core 5 • Nearpod 	<ul style="list-style-type: none"> • Collaborative Learning Community (CLC) Meetings • Collaborative Learning Leader (CLL) agendas • Teacher action plans • Small group targeted plans • Exit Tickets • Student Tracking Folders • Fluency trackers • Sentence stems 	<ul style="list-style-type: none"> • BM1 and BM2 scores show increases in student achievement and student performance growth • Student Achievement gains on STAAR • Student Achievement gains on the TPRI/Tejas Lee • TELPAS 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA • IReady Diagnostic

AREA LEADS: Dr. K. Garza and L. Martinez



GOAL AREA 3: Leadership Growth**Areas Reviewed:** Student Performance, Teachers Performance**Strengths**

Vida Clover Elementary has demonstrated resilience and growth in leadership despite recent transitions. The campus experienced a change in principals in 2021–2022 and 2022–2023 before Dr. Garza became principal in 2023, bringing stability and consistent leadership. Under Dr. Garza’s leadership, Clover has prioritized teacher development and instructional alignment.

- In 2024–2025, a new math curriculum was implemented across all grade levels (Kinder–5th), ensuring alignment with the TEKS and increased rigor. Teachers received training on lesson internalization and engaged in weekly Collaborative Learning Communities (CLCs) to strengthen instructional practice.
- Teachers were supported through weekly lesson plan submissions, enabling leaders to provide targeted feedback and ensure consistency in instruction.
- Staff transitions, including teachers moved to different grade levels, were handled with structured supports to promote smooth adjustments and maintain instructional quality.
- Looking ahead, Vida Clover Elementary will participate in the Leadership and Student Outcomes (LASO) Grant through Region One, which will provide leadership coaching, targeted training, and systemic support to strengthen capacity in data-driven instruction, teacher development, and student achievement.

These efforts reflect a growing culture of instructional leadership, teacher collaboration, and strategic use of resources to raise student outcomes.

Challenges

While progress has been made, some challenges remain:

- Despite strong structures, not all teachers met campus goals for student achievement in 2024–2025, indicating a need for more differentiated coaching and support.
- The shift to a new math curriculum created learning curves for both teachers and students, requiring continued emphasis on fidelity of implementation.
- Ongoing development is needed to ensure lesson internalization consistently translates into high-quality classroom instruction.
- Maintaining momentum and accountability during a period of leadership transition has been a challenge, underscoring the importance of building a sustainable leadership pipeline.

To address these challenges and continue leadership growth at Vida Clover Elementary:

1. Maximize the LASO Grant
 - a. Engage fully in Region One’s LASO program to strengthen leadership capacity in instructional coaching, data-driven practices, and teacher

- development.
- b. Use LASO coaching cycles to target areas where student achievement lags, ensuring leaders are equipped with strategies to close performance gaps.
- 2. Targeted Teacher Coaching & Support
 - a. Implement tiered coaching plans for teachers not meeting achievement goals, with clear timelines, progress monitoring, and leadership support.
 - b. Continue weekly CLCs, but refine them to include student work analysis and data-driven lesson adjustments.
- 3. Strengthen Math Instruction Fidelity
 - a. Provide ongoing training and walkthrough feedback to ensure the new K–5 math and reading curriculum is taught with fidelity.
 - b. Utilize instructional rounds to monitor consistency and share best practices across grade levels.
- 4. Accountability & Monitoring
 - a. Maintain weekly lesson plan reviews with a feedback loop to ensure lesson internalization is translating into effective classroom practice.
 - b. Incorporate data checkpoints after each district assessment to track progress and adjust instruction.
- 5. Leadership Development
 - a. Build a distributed leadership model by empowering grade-level leaders and instructional coaches to provide peer-to-peer support.
 - b. Leverage LASO resources to create sustainability in leadership practices, ensuring continuous growth regardless of personnel changes.

Vida Clover Elementary has built strong instructional systems under Dr. Garza’s leadership, supported by new curriculum implementation, structured CLCs, and targeted professional learning. With the LASO Grant partnership, Vida Clover Elementary is well-positioned to strengthen leadership capacity, provide differentiated teacher support, and close gaps in student achievement through a focused plan of action.

Goal Area 3: Leadership Growth

Annual Goal 1: By June 2026, Vida Clover Elementary will strengthen leadership capacity and instructional impact by fully engaging in Region One’s LASO program, implementing tiered teacher coaching plans, and maintaining weekly CLCs with a focus on student work and data analysis, resulting in a 10% increase in the percentage of students meeting grade level standards in Reading and Math and documented fidelity of curriculum implementation through instructional rounds and leadership walkthroughs.

Objective 1: Campus leadership will implement LASO coaching cycles, weekly data-driven CLCs, and instructional rounds to monitor and support fidelity of curriculum implementation, while providing targeted coaching and feedback to teachers, in order to increase student achievement in Reading and Math by 10% at the Meets level by June 2026.

Strategy 1: Curriculum writing initiatives with in-person learning for Reading Language Arts, R/LA and Math based on needs assessment using data and trends will be executed.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Implement LASO Coaching Cycles with Fidelity

- a. Schedule and conduct leadership coaching cycles every six weeks, focusing on instructional planning, delivery, and student outcomes in Reading and Math.
- b. Document feedback and action items for each teacher to ensure follow-up and accountability.

2. Lead Weekly Data-Driven CLCs

- a. Use CLCs to disaggregate assessment data, review student artifacts, and set short-term goals aligned with priority TEKS.
- b. Facilitate teacher collaboration to design reteach plans and identify interventions for students not yet meeting grade level.

3. Conduct Instructional Rounds and Provide Timely Feedback

- a. Perform teamed-up walkthroughs weekly to observe curriculum fidelity, differentiation, and rigor.
- b. Provide teachers with same-week feedback highlighting strengths and 1–2 actionable next steps.
- c. Track trends from walkthroughs to guide professional development and coaching priorities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Pacing Guides •Year- at- a- Glance, •Weekly Lesson Plans •State and Local Data •DMAC Reports •Walk-through portal •Instructional Rounds Documentation •Walkthrough Feedback Forms • Common Instructional Framework (CIF) • Coaching Cycle forms • LASO Coaching • Sheltered Instruction (SIOP) • Bilingual Resources 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings • Coaching Cycle • Walkthrough trends • Data disaggregation 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR •Student Achievement gains on the TPRI/Tejas Lee •TELPAS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •TELPAS Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA •I-Ready

Strategy 2: Implement Tiered Teacher Coaching & Support

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Identify and Tier Teachers Based on Student Data and Walkthrough Evidence

- a. Use STAAR, benchmark, and formative assessment data along with walkthrough trends to classify teachers into tiers (Tier 1: meeting goals, Tier 2: approaching goals, Tier 3: needing intensive support).

2. Develop Individualized Coaching Plans

- a. Create coaching plans aligned to teacher tier level, outlining specific goals, instructional strategies, and measurable outcomes.
- b. Include supports such as model lessons, co-teaching opportunities, and observation/feedback cycles.

3. Monitor Progress Through Ongoing Feedback and Data Reviews

- a. Conduct biweekly coaching check-ins to review implementation of strategies, analyze student progress, and adjust plans as needed.
- b. Share progress updates in CLCs to foster collaboration and ensure accountability.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Pacing Guides •Year- at- a- Glance, •Weekly Lesson Plans •State and Local Data •DMAC Reports •Walk-through portal •Instructional Rounds Documentation •Walkthrough Feedback Forms • Common Instructional Framework (CIF) • Coaching Cycle forms • LASO Coaching • Sheltered Instruction (SIOP) • Bilingual Resources 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings • Coaching Cycle • Walkthrough trends • Data disaggregation • Observations • Teacher check-ins • Action Plans 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR •Student Achievement gains on the TPRI/Tejas Lee •TELPAS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •TELPAS Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA •I-Ready

Strategy 3: Conduct Instructional Rounds and Provide Timely Feedback.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Schedule and Conduct Weekly Instructional Rounds

- a. Create a campus walkthrough calendar ensuring all grade levels and content areas are visited weekly.
- b. Pair administrators and instructional coaches during rounds to ensure consistency in monitoring curriculum fidelity and instructional practices.

2. Use a Standardized Look-For Tool

- a. Implement a walkthrough tool aligned with priority TEKS, lesson internalization, differentiation, and student engagement.
- b. Collect consistent evidence during rounds to identify strengths and areas of need across classrooms.

3. Provide Timely, Actionable Feedback

- a. Share same-week feedback with teachers that highlights observed strengths and no more than two actionable next steps.
- b. Track feedback trends to inform targeted professional development and follow-up coaching cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Pacing Guides •Year- at- a- Glance, •Weekly Lesson Plans •State and Local Data •DMAC Reports •Walk-through portal •Instructional Rounds Documentation •Walkthrough Feedback Forms • Common Instructional Framework (CIF) • Coaching Cycle forms • LASO Coaching • Sheltered Instruction (SIOP) • Bilingual Resources 	<ul style="list-style-type: none"> •Training Agenda •Collaborative Learning Community Meetings • Coaching Cycle • Walkthrough trends • Data disaggregation • Observations • Teacher check-ins • Action Plans • Walkthrough feedback 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR •Student Achievement gains on the TPRI/Tejas Lee •TELPAS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •TELPAS Student Growth Measures [SGMs] Pre/Post Test • TPRI/Tejas Lee, LION/LEON • TX-KEA •I-Ready

AREA LEADS: Dr. K. Garza and L. Martinez



GOAL AREA 4: Family and Community Empowerment**Areas Reviewed:**

- Attendance
- Bullying Prevention
- Child Abuse and Sexual Abuse Prevention
- Suicide Prevention
- Discipline Management

Strengths

At Vida Clover Elementary, we are committed to fostering strong partnerships with families and the community to support student success. Throughout the 2024–2025 school year, we implemented a variety of monthly parent engagement activities that welcomed families into our school community. These included Grandparents Day, Reading Nights, Parent Meetings with student performances (PK3–5th), a Winter Festival, Spring Picnics, Attendance Celebrations, and Curriculum Nights. Each event was designed to strengthen the home-to-school connection and ensure families are active partners in their child’s learning.

To ensure accessibility, parent resources, materials, and communications were provided in both English and Spanish. Our campus website and Facebook page served as vital tools to keep families informed of upcoming events, celebrate student achievements, and highlight parent participation. Opportunities for parents to volunteer were also made easily accessible, further increasing family involvement in campus life.

Our leadership team has prioritized clear communication and consistent implementation of discipline protocols, which has contributed to a steady decrease in Intervention Forms compared to the previous year. Administrators and staff work collaboratively to ensure expectations are understood and applied fairly, creating a safe and structured environment for all students.

Additionally, all staff members have been trained to cultivate a safe and welcoming school culture with a strong emphasis on customer service and positive school climate. The district’s PK–12 Counseling and Guidance Curriculum and Structured Timelines continue to provide essential support for students’ social and emotional well-being. Our partnership with the PSJA ISD Police and Security Departments ensures that all emergency procedures are implemented seamlessly, prioritizing the safety of students, staff, and families.

Challenges

At Vida Clover Elementary, we recognize that literacy, specifically reading comprehension and writing, remains an area of need for many of our students. To address this, we are dedicating significant emphasis and resources not only to classroom instruction but also to strengthening partnerships with families—especially for our Emergent Bilingual students, where increased parent engagement is critical for student success.

Currently, parent participation at campus meetings is moderate, and additional efforts are needed to ensure higher involvement, particularly among families of Emergent Bilingual learners. To better support families and students, we plan to:

- Schedule Curriculum Nights at the beginning of the school year to explain classroom expectations, procedures, and strategies families can use at home.
- Hold Student-Led Goal Meetings throughout the year, allowing students to share progress directly with parents while informing families about the state accountability system and how it affects their children’s academic journey.
- Implement Parent Academic Conferences (PACs) following each benchmark to provide parents with clear and timely updates on student progress.
- Provide staff training on how to effectively communicate assessment strategies with parents, ensuring that all families—especially those of Emergent Bilingual students—receive actionable guidance.
- Deliver teacher professional development on district discipline protocols to ensure consistent implementation across classrooms.
- Allocate targeted funding for Professional Development in Social Emotional Learning and Restorative Practices, equipping teachers to address both academic and behavioral needs with sensitivity and equity.

To continue fostering a safe and well-informed school environment, Vida Clover Elementary will:

- Maintain only one access point for entry into the campus.
- Ensure all doors are clearly labeled for safety and emergency purposes.
- Require the Raptor System to be used at all times for visitor management.
- Ensure 100% staff completion of district safety modules.
- Achieve 100% teacher connection to Class Dojo to strengthen ongoing communication with families, with a particular focus on reaching Emergent Bilingual parents.
- Schedule and track emergency drills using the district-provided app to ensure preparedness.

Goal Area 4: Family and Community Empowerment

Annual Goal 1: By June 2026, Vida Clover Elementary will increase parent participation in academic and campus engagement activities by 20%, with a focus on Emergent Bilingual families, through the implementation of Curriculum Nights, Student-Led Goal Meetings, and Parent Academic Conferences (PACs), while equipping staff with training in effective parent communication, district discipline protocols, and Social Emotional Learning/Restorative Practices to strengthen the home-school partnership and support student success.

Objective 1: Campus leadership and staff will implement structured family engagement opportunities—including Curriculum Nights, Student-Led Goal Meetings, and Parent Academic Conferences (PACs)—and provide targeted staff training in effective parent communication, district discipline protocols, and Social Emotional Learning/Restorative Practices, to ensure at least a 20% increase in parent participation, with a focus on Emergent Bilingual families, by June 2026.

Strategy 1: Establish a structured parent engagement framework that includes bilingual Curriculum Nights, Student-Led Goal Meetings, and Parent Academic Conferences (PACs), supported by staff training in effective communication, Social Emotional Learning, and Restorative Practices, to

strengthen partnerships with families—particularly Emergent Bilingual households—and increase participation by 20% by June 2026.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Implement Structured Parent Engagement Events

- a. Schedule Curriculum Nights at the beginning of the school year to review grade-level expectations, classroom procedures, and home support strategies.
- b. Conduct Student-Led Goal Meetings each semester, where students share progress and goals with their parents.
- c. Hold Parent Academic Conferences (PACs) following each benchmark to review student data and provide next steps for support at home.

2. Provide Bilingual Access and Supports

- a. Ensure all parent communication, materials, and presentations are provided in both English and Spanish.
- b. Offer interpreters and bilingual staff support at all parent engagement events to increase participation of Emergent Bilingual families.

3. Equip Staff with Training to Strengthen Family Partnerships

- a. Deliver professional development on effective parent communication strategies, district discipline protocols, and Social Emotional Learning/Restorative Practices.
- b. Monitor implementation through walkthroughs and feedback to ensure staff consistently apply these practices during parent interactions and conferences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Parent Communication Logs • PAC Meeting • District Curriculum • District Professional Development • CARE Standards • Walkthrough portal 	<ul style="list-style-type: none"> • Parent Communication Logs • Sign in Sheets • Walkthrough feedback 	<ul style="list-style-type: none"> • Increase parent and community involvement and engagement in school activities 	<ul style="list-style-type: none"> • Parent Communication Logs

Strategy 2: Develop and implement a parent communication and outreach system that leverages multiple platforms—including ClassDojo, the campus website, and social media—to consistently inform, invite, and engage families in academic progress and campus activities, with targeted outreach to increase the participation of Emergent Bilingual families.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Strengthen Communication Platforms

- a. Ensure 100% of teachers are connected to ClassDojo and actively use it to share weekly updates, reminders, and student progress with parents.
- b. Post events, resources, and celebrations consistently on the campus website and Facebook page to reach a wider parent audience.

2. Provide Bilingual Accessibility

- a. Share all digital and print communications in both English and Spanish to ensure Emergent Bilingual families have equitable access to information.
- b. Use bilingual video messages or tutorials to explain key topics such as the state accountability system, grading policies, and curriculum expectations.

3. Conduct Targeted Parent Outreach

- a. Track attendance and participation data at each event to identify families—especially Emergent Bilingual households—who are underrepresented.
- b. Assign staff or parent liaisons to personally reach out to these families through phone calls, home visits, or ClassDojo messages to encourage participation and provide support

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •ClassDojo • Social Media platforms • Parent Communication Logs •PAC Meetings 	<ul style="list-style-type: none"> •ClassDojo posts •Parent Communication logs 	<ul style="list-style-type: none"> •Increase parent and community involvement in school activities 	<ul style="list-style-type: none"> •Parent Communication Logs

Strategy 3: Establish parent leadership and volunteer opportunities, including a Parent Advisory Committee and classroom support roles, to empower families—particularly those of Emergent Bilingual students—to actively contribute to campus decision-making, support student learning, and strengthen the home-school partnership.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, Collaborative Learning Leader, Reading Strategist, Homeroom Teachers

Action Steps:

1. Form a Parent Advisory Committee (PAC)

- a. Recruit a diverse group of parents, with intentional outreach to **Emergent Bilingual families**, to serve on the committee.

- b. Hold quarterly meetings to gather input on campus initiatives, review student engagement data, and provide feedback on family involvement strategies.
- 2. Create Volunteer Opportunities for Parents**
 - a. Develop a menu of volunteer roles (e.g., classroom helpers, reading buddies, event support, bilingual translators) that parents can choose from.
 - b. Provide orientation and training for volunteers to ensure they feel confident and supported in contributing to student learning.
- 3. Recognize and Celebrate Parent Involvement**
 - a. Highlight parent contributions at school events, on the campus website, and through the campus Facebook page.
 - b. Provide certificates, appreciation breakfasts, or spotlight features to encourage ongoing participation and model the value of family-school collaboration.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Parent Communication Logs •PAC Meeting • District Curriculum • District Professional Development • CARE Standards • Parent Volunteer Training Opportunities • Social Media (Facebook, ClassDojo) 	<ul style="list-style-type: none"> •Parent Communication Logs • Sign in Sheets •Social media posts 	<ul style="list-style-type: none"> •Increase parent and community involvement and engagement in school activities 	<ul style="list-style-type: none"> • Parent Communication Logs

Professional Development Plan

1. Calendar PD by dates
2. Specify the topic of the Professional Development Sessions/Training (Summit K-12 training, Fidencio, ECH Kinder readiness training, Samantha)
3. Persons responsible for the training

List the 10 Components of a Title I, Part A Schoolwide