



Campus Improvement Plan 2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

Vision

Every Palmer Elementary student is prepared to participate, compete, and excel in classrooms and extra-curricular activities that will prepare them to further their education and foster multi-generational prosperity.

Mission

As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health.

As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.



2025-2026 School Board Members and Superintendent's Cabinet

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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

Campus Site-Based Decision Committee Members

Member	Role
Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Martha Gomez	Counselor
Cynthia Alaniz	Counselor
Gabriela Cantu	CLL
Norma Tovias	Nurse
Connie De Hoyos	Librarian / PR Representative
Melissa Lopez	Lead Teacher-Early Childhood
Maria Reyna Sepulveda	Lead Teacher – Kinder/ Campus UIL Coordinator
Maria Flores	Lead Teacher- Primary Grades
Shedrick Dallas	Safety Committee Rep/ Coach
Estrella Trejo	Campus Instructional Technologist
Lolly Escobedo	Reading Coach
Mirssa Martinez	Special Ed Resource Teacher
Jacqueline Martinez	Special Ed Life Skills Teacher
Maura Chapa	Lead Teacher- STAAR Grades (3 rd -5 th)
Alma Lorena Escobar	Parent
Jaime Lopez	Community Member – Waste Management

Campus Executive Summary

- Mission:** As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health. As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.
- Demographics Summary:** The current enrollment of Geraldine Elementary as of September 5th, 2024 is **675** students. The student population at Geraldine Palmer Elementary consists of **97%** Hispanic, 0.6% Asian, 0.4% Black and **1.9%** White. Students classified as low socio-economic status is **90.4%** and **less than 1%** migrant students. Approximately **11%** of our student population receive special education services, while **2%** receive accommodations under 504. Our Gifted and Talented population accounts for approximately **2%** of our student population. The emergent bilingual population is approximately **48%** where most of the students' home language is Spanish. The average attendance rate for the campus is **95.6%** and we have **an 8.3%** mobility rate.
- Comprehensive Needs Assessment Summary:** Using Spring 2025 STAAR student performance data, Geraldine Palmer Elementary has been rated as 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 49 G Palmer Elementary earned a grade of 77 - C. In Domain II, School Progress (85 - B), Academic Growth (85 - B) and Relative Performance (85-B) with an Eco Dis at an 89.9%, G Palmer Elementary earned a scale score of 85-B. Domain III, Closing the Gaps Domain, G Palmer Elementary scale score was an 84-B.
- Curriculum/Instruction and Assessment:** Teachers utilize district adopted curriculum and CIF strategies (i.e. SAAVAS for Language Arts in both English and Spanish, Eureka (transitioning to Bluebonnet) for mathematics, SSRW (transitioning to Magnetic Reading and Mosaico) for Phonics, Frog Street for early childhood) to teach with a focus on teaching metacognitive strategies. Students will participate in a school-wide intervention period (Blended Learning) to close both language and mathematics gaps. Palmer Elementary offers dual-language classrooms in all grades. Our goal is to create a campus of fluent readers who demonstrate above average comprehension in their ability to make connections and inferences about the texts they read. Our focus will be on teaching students to share their ideas about what they read through the development of metacognitive and 21st century skills while participating in cross curricular lessons that integrate the 17 Sustainable Goals, Social Emotional Learning (SEL) Competencies while developing their language and mathematic skills.
- Summary of Goals:** The goal of Geraldine Palmer Elementary is to improve student achievement and student progress in Domain I and Domain II. We will do this through the implementation of campus and district systems such as 504, RTI, I-Ready, Age of Learning, Summit K12 in conjunction with the district adopted curriculum. We will increase student mastery of grade level TEKS by utilizing High Quality Instructional Materials that are TEKS based, data driven instruction, thus, increasing the number of all students scoring at the Meets and Masters level on STAAR. The Campus Instructional Leadership Team will collaborate to support and guide teachers through the lesson internalization process and delivering high quality engaging lessons. Or campus Reading Coach will support ELAR/SLAR through 3rd – 5th grade small pull-out intentional reading support. G Palmer will also increase the use in the MaKin Via and Beanstalk to promote literacy throughout the campus. In addition, we plan to implement the TXRL framework and allocated Blended Learning period to help students reach their academic goals.

PSJA Board of Education Goals

Student Performance:

For the 2024-2025 school year, the Student Performance goals are the following:

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

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

Geraldine Palmer Elementary Education Goals

Goal Focus Area 1: Effective Teaching & Learning - The percentage of students who perform at meets grade level or above on STAAR Reading, Math, and Science will increase to 60% by June 2026.

Goal Focus Area 2: Student Support - All identified student groups in the Closing the Gaps domain will meet 100% of the indicators in the Academic Achievement component by June 2026.

Goal Focus Area 3: Family & Community Empowerment- The students' perception for their physical and psychological school safety and attendance will improve by 2% from a 95% to a 97% by June 2026.

Goal Focus Area 4: Leadership Growth – All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.

Comprehensive Needs Assessment

Data Resources Reviewed

1. Spring 2025 STAAR Campus Summary Report
2. 2024-2025 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2024 & 2025)
11. Technology Inventories

Comprehensive Needs Assessment Continued: Focus Areas 1-4: Summary of Findings & Priority Needs

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
1	<p>Academic Achievement:</p> <p>Reading/Language Arts, and Literacy</p> <p>Mathematics</p> <p>Science</p> <p>Instructional Technology</p> <p>College Readiness</p>	<p>PSJA ISD provides the campus with a standard-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.</p> <p>In addition: Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence.</p> <p>The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades PK3 & PK4, K- 2nd, 3rd- 5th grade.</p> <p>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.</p> <p>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.</p> <p>Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</p> <p>Campus was designated the following distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%:Comparative Academic Growth, and Top 25%: Comparative Closing the Gaps, and Post Secondary Readiness.</p>	<p>Identify the areas of needs for all students and develop individualized intervention plan to target their needs.</p> <p>Teachers must consistently integrate the new type of test items through their daily instruction, weekly assessments and benchmarks.</p> <p>Teachers must set goals with students and help them track their progress.</p> <p>Teachers must use curriculum aligned to TEKS with fidelity to ensure students receive Tier 1 instruction to ensure students meet their MEETS cut scores in RLA and Mathematics.</p> <p>Students need to utilize resources that support their grade level TEKS to accelerate their learning.</p> <p>Both our Academic Growth and Annual Growth scores increased by 1, however our Accelerated Learning Score declined by 16. In the 3rd – 5th STAAR for both Reading and Math combined 24% of tests received 0 points for growth; Reading/Language Art (RLA) 20% received zero points and in mathematics 27% received zero points.</p> <p>Teachers need to use the HB4545 Tracher for HB1416 to track the students' accelerated learning.</p>	<p>Daily instructional schedules must include ample time for Language Arts and Mathematics and provide daily intervention for all students using the Blended Learning Model.</p> <p>Prioritize our 4th & 5th grade students who did not meet their Accelerated Learning Growth cut score in both RLA and Math.</p> <p>Teachers and students must track their progress weekly.</p> <p>Teachers will be provided support to internalize district curriculum and implement it in the classroom with fidelity.</p>

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
2	<p>2025 Closing the Gaps All Students Hispanic High Focus Eco Dis Emergent Bilinguals SPED Cont. Enrolled</p>	<p>We maintained our Growth Status and ELP Status and increased our Student Success Status.</p> <p>In Academic Achievement RLA we met all the targets for All Students and all subgroups. We exceeded the Next Interim Target for Eco Dis by 4%, SPED by 2% and Cont. enrolled by 3%, High Focus by 4% and Hispanic by 5%.</p> <p>In Academic Achievement Mathematics we only met the target for SPED and exceeded the Next Interim Target by 4%.</p> <p>In Academic Growth RLA we met all the targets for All Students and all subgroups. We exceeded the Next Interim Target for Eco Dis by 9%, EB by 6%, SPED by 3% and Cont. enrolled by 3%, High Focus by 4% and Hispanic by 5%.</p> <p>In Academic Growth Mathematics we met and exceeded the target for All Students by 2%, Hispanic by 2%, High Focus by 3%, Eco Dis by 5%. We exceeded the Next Interim Target for SPED by 3%.</p> <p>For Progress in Achieving English Language Proficiency, we exceeded the Long-Term Target by 5%.</p> <p>In Student Success we met all the 2025 Targets and exceeded the Next Interim target for SPED by 12.</p>	<p>Our Closing the gap score dropped 5 points.</p> <p>We dropped by 7.5 points in Academic Achievement which carries 30% weight for our overall Closing the Gap score which includes a combination of both RLA and Mathematics</p> <p>In Academic Achievement Mathematics we did not meet all the targets for All Students nor most of all subgroups. We missed the target for All Students by 6%, Eco Dis by 2%, EB by 9%, Cont. enrolled by 4%, High Focus by 2% and Hispanic by 2%.</p> <p>In Academic Growth Mathematics we did not meet the target for All Students, thus missing the target by 1%.</p>	<p>Special population groups will continue to receive additional support and intensive interventions in ELAR/SLAR, math, science.</p> <p>Implement SIOP activities across all content areas.</p> <p>Ensure Dyslexia students have a set schedule for their LEXIA intervention program.</p> <p>Ensure teachers monitor students' progress using iReady and Age of Learning.</p> <p>Identify students from each subgroup and ensure they get differentiated instruction through the embedded intervention period throughout the day.</p>

Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
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<p>3</p>	<p>Attendance Bullying Prevention Child Abuse and Sexual Abuse Prevention Dating Violence and Awareness Suicide Prevention Discipline Management</p>	<p>An Attendance Committee is established, and absenteeism is reviewed at the end of each marking period. Procedures and systems are in place to monitor attendance and reward good attendance. A district liaison is assigned to our campus and comes at least once a week to review students whose attendance is more than 10 days. Parent resources, materials and communications are provided in both English and Spanish. Curriculum nights are scheduled at the beginning of the school year to explain classroom expectations and procedures to parents. The campus website and Campus Facebook page informs parents of events and highlights students' and parents' participation in events. Opportunities for parents to volunteer are easily accessible. Administrators communicate expectations and apply discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease of Intervention Forms. All staff members are trained on creating a safe school culture and climate which includes a strong focus on customer service. (CARE standards) Students participate in weekly Counselor lessons which include the District PK- 12 Counseling and Guidance Curriculum and Structured Times Safety Protocols Integrate the police and security departments into all emergency situations. Our guardian collaborates with the PD to coordinate events and traffic. The Raptor is used with fidelity and consistency. School continues to have only has one access point to the campus. Doors have been labeled to meet state requirements. Door sweep logs were conducted in a timely manner and are properly filed as well as the weekly audit reports conducted by the district. Emergency Response Team is established, and members know their roles. The Safety Committee is established and charged with ensuring all rooms have an evacuation plan posted. It schedules the mandated yearly drills and documents accordingly.</p>	<p>Parents have a moderate rate of participation at campus meetings Student led goal meetings should be held throughout the school year, so parents learn about the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled after a benchmark to share student progress. Staff members need training on how to effectively share assessment strategies with parents and share their children's progress. Teaching staff members need additional training/support in the use of the Case Management system. The campus website needs to be enhanced to increase posts of instructional activities/events not just social events.</p>	<p>All Staff participation on all State Mandated Trainings 100% of Teachers connected to Class Dojo with 100% parents connected 100% of teachers share their Google Classrooms with administration and parents. Schedule Drills and track them on the App provided by the district</p>
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Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priority Needs
4	<p>Analysis of T-TESS Evaluations</p> <p>Bilingual/ESL Certified Teachers</p> <p>Professional Development Trainings</p> <p>Number of Hours provided of Instructional Coaching and Support</p> <p>Teacher Mentors</p> <p>Number of Teachers rated: Distinguished, Accomplished, Proficient, Developing, Improvement Required</p> <p>Process of Effective Staff Interviews</p> <p>Staff Screening Methods</p>	<p>Teachers meet through PLCs to collaborate among the grade levels and analyze student work to inform instruction</p> <p>Campus CLL collaborates with administration to develop a campus professional development plan to support the campus teachers' goals.</p> <p>Mentor Teachers have been identified.</p> <p>CIT collaborates with administration to schedule Technology Trainings.</p> <p>The Leadership values and CARE standards mentality is adopted by all teachers and staff (Customer Service) and used as an Evaluation Tool for non-teaching staff members.</p> <p>Electronic Instructional Focus Walkthrough form is used to monitor and provide feedback to teachers.</p> <p>Strong commitment and financial support to professional development and professional growth opportunities for staff</p>	<p>Calibrating evaluations and creating a system to effectively measure performance based on student achievement.</p> <p>Campus support for teachers new to their grade level.</p> <p>Teacher guidance and support to effectively execute blended learning and new curriculum (Lesson Internalization for LAR, Math, and Science)</p> <p>Support teacher with the fidelity of implementing HQIM using Research based Instructional Strategies (RBIS) in both Mathematics and RLA.</p> <p>100% of teachers using instructional time implementing Common Instructional Framework strategies, The Fundamental 5 strategies, and SIOP (Sheltered Instructional Observation Protocol) strategies.</p> <p>Allocate time for trainings (I-Ready, Las Links, TPRI/Tejas Lee</p>	<p>PD refresher on "The Fundamental Five"</p> <p>District Assessment Calendar</p> <p>Professional development Calendar</p> <p>Campus Roadmap for Staff Development to meet our campus goals.</p> <p>Lesson Internalization support and guidance for K-5th grade teachers</p>

Demographics:

Geraldine Palmer Elementary serves students mainly from the center of the City of Pharr, who come from similar backgrounds and a way of life.

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

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	627	338	289	100	311	5	1	7	562	15
Percent	100%	53.9%	46.1%	15.9%	49.6%	0.8%	0.2%	1.1%	89.6%	2.4%

	ALL	HISPANIC	ASIAN	African American	WHITE	AMERICAN INDIAN/ ALASKAN
Number	676	615	1	4	7	0
Percent	100%	98.1%	0.2%	0.6%	1.1%	0

With the campus’ proximity to Mexico, 49.6% of the students are considered Emergent Bilingual (EB) with Spanish being the language spoken at home.

Achievement Summary

Texas Accountability System

Geraldine Palmer Elementary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		77	C	0%
STAAR Performance	49	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 88.6%)		85	B	
Closing the Gaps	66	84	B	30%

Identification of Schools for Improvement

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

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

TEA | Analytics, Assessment, and Reporting | Performance Reporting

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

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	85	32	38%	53	62%	35	41%	14	16%	40	69
Grade 4 Mathematics	78	27	35%	51	65%	30	38%	17	22%	42	71
Grade 5 Mathematics	81	17	21%	64	79%	40	49%	19	23%	50	77
Grade 3 Reading (English)	71	12	17%	59	83%	42	59%	21	30%	57	86
Grade 4 Reading (English)	68	15	22%	53	78%	36	53%	16	24%	52	79
Grade 5 Reading (English)	78	14	18%	64	82%	50	64%	26	33%	60	90
Grade 3 Reading (Spanish)	15	11	73%	4	27%	0	0%	0	0%	9	38
Grade 4 Reading (Spanish)	11	4	36%	7	64%	3	27%	2	18%	36	62
Grade 5 Reading (Spanish)	3	1	33%	2	67%	1	33%	0	0%	33	58
Grade 5 Science	81	17	21%	64	79%	40	49%	17	21%	50	77
TOTAL TESTS	571	150	26%	421	74%	277	49%	132	23%		
Domain I - Student Achievement Scaled Score										77	
(74 + 49 + 23) ÷ 3 = 49											

PALMER ELEMENTARY

DOMAIN II PART A - SCHOOL PROGRESS (SNAPSHOT)

2024-2025 STAAR/STAAR ALT

Annual Growth		2025 STAAR						
		Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters	
2024 STAAR	Did Not Meet LOW	MATH	14	10	1	3	0	0
		RLA	8	6	8	3	3	0
	Did Not Meet HIGH	MATH	4	4	4	5	1	0
		RLA	5	6	3	4	1	0
	Approaches LOW	MATH	1	2	4	8	4	3
		RLA	1	3	4	3	7	4
	Approaches HIGH	MATH	0	6	4	8	4	2
		RLA	2	2	2	5	11	2
	Meets	MATH	0	0	3	5	20	12
		RLA	0	0	1	2	23	14
	Meets	MATH	0	0	0	0	5	19
		RLA	0	0	0	0	1	23
Accelerated Growth		2025 STAAR						
		Did Not Meet	Approaches		Meets		Masters	
2024	Did Not Meet	MATH	32	13		1		0
		RLA	25	18		4		0
Annual Growth Points Earned						$(71 \times 0) + (31 \times 0.5) + (211 \times 1) = 226.5$		
Accelerated Growth Points Earned						$(36 \times 0.25) = 9$		
# of Total Tests Included in Calculation						313		
Domain II - School Progress Raw Score						$(226.5 + 9) \div 313 = 75$		

Domain II - School Progress Scaled Score	85
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PALMER ELEMENTARY

DOMAIN III - CLOSING THE GAPS

2024-2025 STAAR/STAAR ALT (SNAPSHOT)

		All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	RLA	2025-27 Interim	46	39	37	9	24	37.5	30%	11.3
		2028-32 Next Interim	55	49	48					
		2038 Long Term	73	70	69					
		2024	49	48	47					
		2025	54	53	51					
		POINTS EARNED	3	3	3					
	MATH	2025-27 Interim	49	44	42					
		2028-32 Next Interim	58	53	52					
		2038 Long Term	75	72	71					
		2024	45	45	42					
		2025	43	42	40					
		POINTS EARNED	0	0	0					
Academic Growth	RLA	2025-27 Interim	64	62	61	18	24	75	50%	37.5
		2028-32 Next Interim	74	72	71					
		2038 Long Term	94	92	91					
		2024	78	78	77					
		2025	82	81	81					
		POINTS EARNED	3	3	3					
	MATH	2025-27 Interim	69	68	66					
		2028-32 Next Interim	78	77	76					
		2038 Long Term	95	95	95					
		2024	70	70	69					
		2025	69	69	67					
		POINTS EARNED	3	3	3					
English Language Proficiency	2025-27 Interim				49	4	4	100	10%	10
	2028-32 Next Interim				51					
	2038 Long Term				55					
	2024				66					
	2025				59					
	POINTS EARNED				4					
Student Achievement Domain Score	2025-27 Interim	47	41	40	9	12	75	10%	7.5	
	2028-32 Next Interim	57	51	50						
	2038 Long Term	77	71	70						
	2024	46	45	44						
	2025	49	48	46						
	POINTS EARNED	3	3	3						
Domain III - Closing the Gaps Raw Score						(11.3 + 37.5 + 10 + 7.5) = 66				

Domain III - Closing the Gaps Scaled Score

84

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

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)																				
	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	49	46	44	39	42	37	45	37	40	35	29	26	4	6	6	16	24	67	30%	20.0
2028-32 Next Interim	58	55	53	49	52	48	54	48	50	46	41	38								
2038 Long Term	75	73	72	70	71	69	73	69	70	68	65	63								
PSJA ISD	46	52	46	52	45	51	44	48	45	51	31	28	4	6	6	16	24	67	30%	20.0
Palmer Elementary	43	54	42	53	40	51	36	46	38	49	45	40	3	3	3	9	24	38	30%	11.3

Academic Growth Status (Mathematics & Reading)																				
	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	69	64	68	62	66	61	69	62	65	60	58	50	3	6	6	15	24	63	50%	31.3
2028-32 Next Interim	78	74	77	72	76	71	78	72	75	70	68	60								
2038 Long Term	95	94	95	92	95	91	95	92	95	90	88	80								
PSJA ISD	68	75	68	75	68	74	69	72	68	74	59	56	3	6	6	15	24	63	50%	31.3
Palmer Elementary	69	82	69	81	67	81	67	79	68	82	64	61	6	6	6	18	24	75	50%	37.5

Student Success (Domain I Score All Contents)																		
	ALL	HISPANIC	HIGH FOCUS	EB	ECD	SPED	Points Earned				Pts Possible	Raw Score	Weight	Component Points				
	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL								
2023-27 Interim	47	41	40	37	38	23	3	3	3	9	12	75	10%	7.5				
2028-32 Next Interim	57	52	49	48	48	33												
2038 Long Term	77	72	69	68	68	53												
PSJA ISD	47	47	46	46	44	29	3	3	3	9	12	75	10%	7.5				
Palmer Elementary	49	48	46	45	43	45	3	3	3	9	12	75	10%	7.5				

	Academic Achievement	Academic Growth	Student Success	TELPAS BM2	Raw Score	Scale Score	Letter Grade
PSJA ISD	20.0	31.3	7.5	10	69	86	B
Palmer Elementary	11.3	37.5	7.5	10	66	84	B

Goal Area 1: Student Achievement

Goal Area 1 – Student Achievement	
Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Gabriela Cantu	CLL
Maura Chapa	Teacher
Maria Flores	Teacher
Mirssa Martinez	SPED Teacher



Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Annual Goal 1: The percent of students in grades 3rd, 4th and 5th who perform at meets grade level or above on STAAR ELA/SLA Assessments in all tested subjects will increase from 49% to 59% by June 2026.

Objective 1: All student groups will show a 10% increase in performing at meets grade level or above on STAAR ERLA/SRLA by June 2026.

Strategy 1: Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Reading Coach, Special Ed Teachers

Action Steps:

- 1) Teachers will disaggregate the scores on all STAAR assessments and use data to plan instruction and intervention and keep their data binder.
- 2) Teachers will meet once a week CLC to collaborate and develop lesson plans, activities, and share best practices such as CIF, integration of sustainable goals.
- 3) Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and new STAAR testing items, and SBL.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • DMAC Reports • Weekly Comprehension & Fluency Progress Monitoring • TPRI/Tejas Lee • IReady • Reading Boost • LIONS Assessment • Escalera 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • CLC Agenda and Sign in Sheets • Walk throughs. • Student Data Binders 	<ul style="list-style-type: none"> • Increase academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Weekly assessments • STAAR Assessment • CBA's Checks

Strategy 2: Utilize teachers in 3rd-5th grade to provide additional targeted instruction and extended learning opportunities for struggling students during Green Jay Time intervention.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CL, Reading Coach

Action Steps

- 1) Teachers will disaggregate the data on all assessments and use the information to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices during CLL meetings.
- 3) Teachers will collaborate to do a lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Forde Ferrier • Motivation Reading • Reading Coach • Step Up to the TEKS • Fluency Workbooks • STAAR Released Questions • I Ready (Teacher Toolbox) • Lead4ward • Progress Learning • Measuring Up 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • CLC Agenda and Sign in Sheets • Walkthroughs 	<ul style="list-style-type: none"> • Increase academic performance of all students 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks •STAAR/TELPAS •IReady Diagnostic

Strategy 3: Support the implementation of the reading adoption including the TEKS alignment through CLC and grade-level planning meetings

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Reading Coach, Special Ed Teachers

Action Steps

- 1) Teachers will continue to implement DMR strategies and engaging experiences aligned to TEKS
- 2) Teachers will utilize DOK questions and interactive journals to raise rigor of instruction
- 3) Teachers will utilize thinking maps/graphic organizers to improve students' critical thinking skills during weekly lessons
- 4) Teachers will continue to use sentence frames or stems to scaffold students' oral language development.
- 5) Teachers will include exit tickets that are aligned to daily objectives in every lesson.
- 6) Teachers will integrate PBL (Project Based Learning). District provided

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Savvas Easy Bridge • ELAR/SLAR TEKS • District supplemental curriculum resources (DMR) • I Ready 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • CLC Agenda and Sign in Sheets • Walk throughs 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Weekly assessments • STAAR Assessment • CBA
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Objective 2: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Math by June 2026.

Strategy 1: Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Reading Coach, Special Ed Teachers

Action Steps:

- 1) Teachers will disaggregate the scores on all STAAR assessments and use data to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices during CLC meetings.
- 3) Teachers will collaborate to do a lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • DMAC Reports • Eureka & PSJA Curriculum • I Ready (Teacher Toolbox) • Go Math • STAAR Master Math • Countdown to STAAR • Forde-Ferrier • Lead4ward • Lakeshore, Amazon, Walmart • Gateway, Indoff, PSJA Warehouse 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • Agenda & Sign In Sheets • Planning Meetings • Walkthroughs • 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Module Assessments • STAAR Assessment • CBA • Eureka Assessments • I-Ready Assessments (BOY, MOY, EOY) •

Strategy 2: Utilize teachers from the lower grades to support students with an accelerated instruction plan during Green Jay Time Intervention

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Additional instructional minutes will be provided during school and after school tutorials during Green Jay Power Hour
- 2) Lower grade teachers will work with a small group of students during Green Jay Power time to meet requirements of accelerated instruction plan
- 3) Math centers based on approaches, masters with a flexible schedule on Fridays.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Forde Ferrier • Step Up to the TEKS • TEKSING Towards STAAR • PSJA Curriculum • Lead4ward • I Ready (Teacher Toolbox) • GPS Math 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • Agenda & Sign In Sheets • Planning Meetings • Walkthroughs • Goal Folders 	<ul style="list-style-type: none"> • Increase academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Module Assessments • STAAR Assessment • CBA • Eureka Assessments • I ready Assessments (BOY, MOY, EOY)

Strategy 3: Integrate the application of technology to promote a blended learning environment during Math instruction incorporating online programs.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Use I Ready to teach STAAR objectives and embed strands as needed for 3rd-5th grade students
- 2) Computer Lab manager will generate reports to identify and communicate students’ areas of needs to teachers.
- 3) Use I Ready to reinforce aligned curriculum being taught in PK-5 classrooms.
- 4) Purchase classroom computers/devices and headphones for the classroom technology center so, all students have accessibility to one on one technology.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Nearpod • I Ready • Google Slides • Google Classroom 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • Agenda & Sign In Sheets • Planning Meetings • Walkthroughs 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Module Assessments • STAAR Assessment • CBA
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Objective 3: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Science by June 2025.

Strategy 1: Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during PLC meeting and grade-level planning meetings

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Science Lab Teacher

Action Steps:

- 1) Teachers will disaggregate data on all assessments and use the information to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices.
- 3) Teachers will collaborate to do lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and correlate it to sustainability goals.
- 4) Teachers and lead team analyze data reports to create target groups and action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • DMAC Reports (Printed in Color) • Progress Monitoring • Science Lab • Think Up • IReady • Forde-Ferrier • SAVVAS 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign In Sheets • Planning meetings • Walkthroughs 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Weekly assessments • STAAR Assessment • ALI Check • CBA's

Strategy 2: Teacher will closely collaborate with Science Lab teacher to support students with an accelerated instruction plan.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Science Lab Teacher

Action Steps

- 1) Additional instructional minutes will be provided during school and after school tutorials during Green Jay time.
- 2) Science Lab Teacher will work with a small group of students during Green Jay time to meet requirements of accelerated instruction plan. (Only during the Spring, based on student need)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Forde Ferrier • Motivation Reading • Reading Coach • Step Up to the TEKS • Fluency Workbooks • STAAR Released Questions • I Ready (Teacher Toolbox) • Lead4ward • Progress Learning • Measuring Up 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • CLC Agenda and Sign in Sheets • Walkthroughs 	<ul style="list-style-type: none"> • Increase academic performance of all students 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks •STAAR/TELPAS •IReady Diagnostic

Strategy 3: Integrate the application of technology to promote a blended learning environment during science instruction through various online programs

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Science Lab Teacher

Action Steps

- 1) Promote utilization of Google apps including Google Classroom, Google Drive, and Nearpod, and Summit K-12, and provide support to campus staff.
- 2) Monitor the use of science instructional technology tools to promote student engagement and learning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District Science Curriculum • I Ready • SAVVAS • Nearpod • Think Up • Summit K12 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign in Sheets Planning meetings • Walk throughs 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Weekly assessments • STAAR Assessment

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 1: All students in 1st-3rd Grades will perform at approaches, meets, and master’s level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 1: Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Instructional Aides, Principal, Assistant Principal, CLL, Reading Coach, Reading Interventionist

Action Steps:

- 1) 1st and 3rd grade teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation. and phoneme manipulation in their literacy block and reading intervention groups.
- 2) Teachers will explicitly teach early reading strategies using the Florida Center and TPRI/TEJAS LEE activities
- 3) Second, third, and any new teacher to the grade level will complete Texas Reading Academy Modules and implement strategies during instruction

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Adopted Reading Curriculum Texas Reading Academies Resources District Fluency Books Heggerty Eng/Sp. 	<ul style="list-style-type: none"> Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC Work Planning meetings Walk throughs 	<ul style="list-style-type: none"> Increased academic performance of all students 	<ul style="list-style-type: none"> District Benchmarks Weekly Assessments STAAR Assessment TPRI/TejasLee/TxKEA Assessments

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 1: All students in 1st-3rd Grades will perform at approaches, meets, and masters level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments

Strategy 2: Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Instructional Aides, Principal, Assistant Principal, CLL, Reading Coach, Reading Interventionist

Action Steps:

- 1) Teachers will create a time and treatment block to incorporate balanced literacy components in their daily schedules
- 2) Campus leadership team will monitor the implementation of the balanced literacy components and provide feedback
- 3) New PK-1st grade teachers will participate and complete balanced literacy training

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Fluency Books Iready Heggery Eng/Sp. 	<ul style="list-style-type: none"> Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC Work Planning meetings walk throughs 	<ul style="list-style-type: none"> Increased academic performance of all students 	<ul style="list-style-type: none"> District Benchmarks Weekly assessments STAAR Assessment ALI TPRI/Tejas LEE Texas KEA

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 1: All students in 1st-3rd Grades will perform at approaches, meets, and masters level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments

Strategy 3: Integrate the application of technology to promote a blended learning environment during science instruction through various online programs

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Instructional Aides, CLL, Librarian, Principal, Assistant Principal, Reading Coach

Action Steps:

- 1) Develop monthly schedule and agenda for PAC meetings and communicate with community through district approved social media outlets.
- 2) Establish campus expectations and procedures for PAC literacy events.
- 3) Teachers will support and provide literacy activities, tips, and material to parents and communicate students’ goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • ELAR/SLAR TEKS, PK Guideline PAC meeting calendar • PAC meeting agenda • Nearpod • IReady 	<ul style="list-style-type: none"> • Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign in Sheets • CLC work • Planning meetings • Walk throughs 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Weekly assessments • STAAR Assessment • Monthly ISIP

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 2: Objective 2: All students in kindergarten will meet district and state goals on Texas-KEA (Kindergarten Entry Assessment) assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 1: Implement explicit phonemic awareness and phonics instruction to build reading fluency and decoding strategies

Timeline: August 2025 – August 2026

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

Persons Responsible: classroom Teacher, Principal, Assistant Principal, CLL Reading center 3rd-5th Grade, Paraprofessional

Action Steps:

- 1) Teachers will supplement the district curriculum with SSRW and Florida Center activities during whole and small group instruction
- 2) Teachers will incorporate these activities into their lesson plans to ensure the provision of explicit and systematic phonemic awareness and phonics instruction
- 3) Evaluators will monitor the implementation of instruction during walkthroughs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> Florida Center Activities Estrellitas, Sing, Spell, Read, & Write, Reading Phonics Resource, District Adopted Reading Curriculum Texas Reading Academy Resources Iready Heggerty 	<ul style="list-style-type: none"> Lesson Plans, Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs 	<ul style="list-style-type: none"> Increased academic performance of all students 	<ul style="list-style-type: none"> District Benchmarks Weekly assessments Texas KEA Assessment ALI Check Circle-PreK TPRI- 1st and 2nd Tejas LEE- 1st and 2nd

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 2: Objective 2: All students in kindergarten will meet district and state goals on Texas-KEA (Kindergarten Entry Assessment) assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 2: Decrease the number of students achieving Support and Monitor levels on TX KEA

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will analyze formative and summative assessments to determine how to best differentiate instruction to meet students’ needs
- 2) Teachers will provide differentiated, data-driven instruction to students during small groups
- 3) Campus administration/evaluators will monitor the implementation of differentiated instruction in classrooms

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Florida Center Activities • Estrellitas • Read and Write • Voyager • Pearson Intervention Phonics Component • Texas Reading Academy Resources • IReady 	<ul style="list-style-type: none"> • Lesson Plans, • Tracking Sheets • DMAC Reports • Agenda and Sign in Sheets • CLC work • Planning meetings • Walk throughs 	<ul style="list-style-type: none"> • Increased academic performance of all students 	<ul style="list-style-type: none"> • District Benchmarks • Weekly assessments • Texas KEA Assessment • ALI Check • Circle-PreK • TPRI- 1st and 2nd • Tejas LEE- 1st and 2nd
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Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 3: All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments

Strategy 1: Monitor progress of students' ability to rapidly name/produce letter names/sounds

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Paraprofessionals, Principal, Assistant Principal

Action Steps:

- 1) Teachers will include phonological awareness instruction in their lesson plans. Teachers will teach phonological awareness skills during whole group instruction and small group instruction. Attend Teacher training.
- 2) Teachers will use progress monitoring and fluency assessment data to drive instruction by providing appropriate interventions for students in need during school-wide intervention block.
- 3) Teachers will create a print-rich learning environment in person or virtual to stimulate children's natural curiosity and engage children in classroom lessons.

<ul style="list-style-type: none"> • Frog Street Press • Sing, Spell, Read, and Write • Florida Center Activities • CLI-Engage Activities • Estrellitas • Reading Boost 	<ul style="list-style-type: none"> • Phonological awareness block in lesson plans (whole group, small group, and school-wide intervention) • Teachers will turn in six weeks' progress monitoring and BOY, MOY, and EOY assessments to Assistant Principal 	<ul style="list-style-type: none"> • Students will meet PSJA ISD fluency goals of 90% at approaches, 60% at meets, and 30% at master's level of letter name/sound recognition/production 	<ul style="list-style-type: none"> • Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments • Formative: daily work and exit tickets
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Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 3: All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments

Strategy 2: Parent Communication and Collaboration

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal

Action Steps:

- 1) Teachers will communicate district goals to parents and explain progress monitoring/assessment process. Teachers will collaborate with parents to set fluency goals for the students.
- 2) Teachers will keep lines of communication open by informing parents of student's progress and/or any challenges the students may face in a timely manner. Teachers will collaborate with parents to determine the root cause of children's challenges.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> PSJA Fluency Checklist (bi-monthly). PSJA Fluency Assessment (BOY, MOY, EOY) Palmer Parent Communication Log 	<ul style="list-style-type: none"> Parent Communication Logs Class Dojo 	<ul style="list-style-type: none"> PK teachers will create a learning community by including parents in the goal setting process for their child. Students will meet district fluency goals with the instruction and support of classroom teachers and parental support. 	<ul style="list-style-type: none"> Formative: six weeks progress monitoring and BOY, MOY, and EOY assessments Summative: daily work and exit tickets
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Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 3: All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments

Strategy 3: Monitor progress of students' ability to comprehend literacy through weekly comprehension checks

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal

Action Steps:

- 1) Teachers will align instruction Texas Pre-K Guidelines Emergent Literacy - Reading Domain
- 2) Teachers will assess students' comprehension each week
- 3) Teachers will turn in progress monitoring comprehension results to AP

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Frog Street Press Curriculum • Progress Monitoring Tracking Sheets • Fluency Checks • Reading Boosts 	<ul style="list-style-type: none"> • Teachers will plan for comprehension checks in weekly lesson plans; Teachers will align lessons with comprehension objectives assessed by planning with the end in mind 	<ul style="list-style-type: none"> • Teachers monitor students' comprehension through questioning 	<ul style="list-style-type: none"> • Formative: bi-monthly progress monitoring: • BOY, MOY, and EOY assessments • Summative: daily work and exit tickets
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Focus Area 2: Student Support

Focus Area 2 – Student Support	
Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Lolly Galvan	Reading Coach
Maria Sepulveda Reyna	Teacher
Melissa Lopez	Teacher
Jacqueline Martinez	Teacher



Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2024-2025 TELPAS assessment.

Strategy 1: Incorporate differentiated ELPS strategies that target listening proficiency level descriptors (PLDs) into lesson plans.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will use Student Profile Sheet to determine students' writing proficiency based on 2023-2024 TELPAS scores.
- 2) Teachers will incorporate writing strategies into their lessons from the ELPS Instructional Tool.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Lesson plans will be monitored on a weekly basis to ensure the language objective is included.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS Proficiency Level Descriptors • ELPS Instructional Tool • TELPAS Strategies Journal • Foot STEPS To Brilliance • Summit K-12 	<ul style="list-style-type: none"> • Lesson Plans • ELPS • TELPAS Progress Monitoring Holistic Data • Summit K-12 Reports 	<ul style="list-style-type: none"> • TELPAS Progress Monitoring Holistic Data • 2025 TELPAS Writing Scores 	<ul style="list-style-type: none"> • Teacher Observations • Summit K-12 Assessments

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2024-2025 TELPAS assessment.

Strategy 2: Review TELPAS progress monitoring holistic data during CLC and create a campus wide Summit K12 calendar of activities

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will implement ELPS writing strategies through the daily language objective.
- 2) Teachers will review holistic data during CLC meetings to assess the impact of strategies
- 3) Teachers will adjust strategies as students make progress or need additional support for growth
- 4) Teacher will use TELPAS benchmark data and the Summit K-12 data to reflect through CLC and throughout the year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS Progress Monitoring Form • Individual LEP strategic Plans • List of ELPS strategies implemented • Summit K-12 • SIOP Strategies 	<ul style="list-style-type: none"> • Lesson Plans • Objective Walls • TELPAS Progress Monitoring • ELPS 	<ul style="list-style-type: none"> • Teachers will use data to provide differentiated and target ELPS strategies to appropriate students 	<ul style="list-style-type: none"> • Teacher Observations

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2024-2025 TELPAS assessment.

Strategy 3: Students will practice with TELPAS Online Modules to develop writing proficiency.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Students will have access to activities in TELPAS online tutorials from TEA on TFAR or Summit K-12.
- 2) Teachers will create a log on the implementation of TELPAS online modules on a timeline.
- 3) Administration will monitor teacher log for fidelity.
- 4) Student led conferences will be held to showcase to parents their progress in the Summit K-12 program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS online tutorials • Summit K-12 • Daily attendance log • Benchmark reports • TELPAS Writing Journal 	<ul style="list-style-type: none"> • Students will show progress in the writing domain of TELPAS 	<ul style="list-style-type: none"> • Attendance log • Summit K12 reports • Increase in students' English language writing proficiency 	<ul style="list-style-type: none"> • Attendance log • Summit K12 reports • Increase in students' English language writing proficiency

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 2: Three percent of EL students will move up on PLD in the writing domain of the 2024-2025 TELPAS assessment.

Strategy 1: Incorporate differentiated ELPS strategies that target speaking proficiency level descriptors (PLDs) into lesson plans.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will use Student Profile Sheet to determine students’ speaking proficiency based on 2023-2024 TELPAS scores.
- 2) Teachers will incorporate speaking strategies into their lessons from the ELPS Instructional Tool.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Teachers will provide opportunities for students to practice their second language through songs, storytelling, low-stakes classroom activities, and various presentation opportunities.
- 5) Teachers will continue to implement sentence stems or frames to scaffold students' oral language development.

6) Lesson plans will be monitored on a weekly basis to ensure language objective is addressed and displayed in class.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS Proficiency Level Descriptors Instructional Tool • TELPAS Strategies • Summit K12 <p style="text-align: right; margin-right: 20px;">ELPS</p>	<ul style="list-style-type: none"> • Lesson Plans • Objective Walls • TELPAS Progress • Monitoring Holistic Data-Classroom interaction with other students • Student Oral Presentation Skills 	<ul style="list-style-type: none"> • TELPAS Progress Monitoring Holistic Data, 2024 TELPAS Speaking Scores. 	<ul style="list-style-type: none"> • Teacher Observations • Student Presentations • Summit K-12 data tracking log

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 2: Three percent of EL students will move up on PLD in the writing domain of the 2024-2025 TELPAS assessment.

Strategy 2: Review TELPAS progress monitoring holistic data during CLC

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will implement ELPS speaking strategies through all the disciplines taught.
- 2) Teachers will review holistic data during CLC meetings to assess the impact of strategies.
- 3) Teachers will adjust strategies as students make progress or need additional support for growth.
- 4) Teacher will provide multiple opportunities for students to practice speaking their 2nd language in class and through LOD (language of the day) model of the Dual Language program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS Progress Monitoring Form • List of ELPS strategies implemented 	<ul style="list-style-type: none"> • Lesson Plans • Objective Walls • TELPAS Progress Monitoring 	<ul style="list-style-type: none"> • Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students 	<ul style="list-style-type: none"> • Classroom observations

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 3: EL students will show an overall 2% increase on 2024-2025 TELPAS assessment by meeting EL progress and advancing a minimum of one English Language Proficiency Level

Strategy 1: Incorporate differentiated ELPS strategies into lesson plans.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Reading Coach. Counselor

Action Steps:

- 1) Teachers will use Student Profile Sheet to determine students’ overall proficiency based on 2023-2024 TELPAS scores.
- 2) Teachers will incorporate ELPS strategies into their lessons from the ELPS Instructional Tool and TELPAS binder.
- 3) Teachers will include the targeted ELPS objective on their objective wall.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS Proficiency Level Descriptors • ELPS Instructional Tool • TELPAS Strategies • Summit K12 • TFAR 	<ul style="list-style-type: none"> • Lesson Plans • Objective Walls • TELPAS Progress Monitoring Holistic Data 	<ul style="list-style-type: none"> • TELPAS Progress Monitoring Holistic Data • 2024 TELPAS Composite Score 	<ul style="list-style-type: none"> • Teacher Observations • TELPAS scores for 2023-2024

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 3: EL students will show an overall 2% increase on 2024-2025 TELPAS assessment by meeting EL progress and advancing a minimum of one English Language Proficiency Level

Strategy 2: Review TELPAS progress monitoring holistic data during CLC

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL,

Action Steps:

- 1) Teachers will implement ELPS strategies contingent upon the lesson and need of students for all domains.
- 2) Teachers will review holistic data during CLC meetings to assess the impact of strategies and progress.
- 3) Teachers will adjust strategies as students make progress or need additional support for growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS Progress Monitoring Form • List of ELPS strategies implemented 	<ul style="list-style-type: none"> • Lesson Plans • Objective Walls • TELPAS Progress Monitoring 	<ul style="list-style-type: none"> • Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students 	<ul style="list-style-type: none"> • Classroom observations • Summit K-12 Student Data Folders • Summit K-12 Data Reports • Benchmark Scores

Goal Area 2: Closing the Gaps

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from June 2024 to June 2025

Objective 3: EL students will show an overall 2% increase on 2024-2025 TELPAS assessment by meeting EL progress and advancing a minimum of one English Language Proficiency Level

Strategy 3: Students will practice with TELPAS Online Modules to develop overall proficiency

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal/CTC, Computer Lab manager

Action Steps:

- 1) Students will have access to activities in TELPAS online tutorials from TEA on TFAR and/or Summit K-12.
- 2) Teachers will create a log on the implementation of TELPAS online modules and students will track their own progress on their tracking sheets/journals.
- 3) Administration will monitor teacher log for fidelity on a 6-week basis.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • TELPAS • TELPAS online tutorials • Daily attendance log • TFAR • Summit K12 • Released Practice Tests and data • Summit K-12 modules 	<ul style="list-style-type: none"> • Students will show overall progress in TELPAS 	<ul style="list-style-type: none"> • Daily attendance log • Summit K-12 reports 	<ul style="list-style-type: none"> • Lab reports • Student data sheet tracker • BOY, MOY, and EOY data • Benchmark Data

Goal Area 2: Closing the Gaps

Annual Goal 4: By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 1: By June 2025, the achievement gap between Special Education students will close by 2% on RLA/SLA STAAR.

Strategy 1: Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts and hands on opportunities.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal/CTC, CLL, GT Teachers, Dyslexia Teacher, Special Education Teachers, Reading Coach, Counselor

Action Steps:

- 1) Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.
- 2) Campus leadership team will monitor strategy implementation during walk throughs.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Teacher will use fidelity RACE/RACES and district strategies that are rolled out and turned around to them.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Reading Curriculum • Reading Rockets • Itty Bitty Book of CIF • Unique • TPSP • Lexia Program 	<ul style="list-style-type: none"> • Lesson Plans • Walk throughs • CLC work 	<ul style="list-style-type: none"> • Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned. • Growth in benchmarks taken 	<ul style="list-style-type: none"> • District Benchmarks • STAAR • Classroom Talk • Classroom writings • Weekly Progress Monitoring Assessments • Computer program reports

Goal Area 2: Closing the Gaps

Annual Goal 4: By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 1: By June 2025, the achievement gap between Special Education students will close by 2% on RLA/SLA STAAR.

Strategy 2: Teachers will intentionally plan scaffolding strategies targeted for special education students and follow their IEPs

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Special Education Teachers, Resource Teachers

Action Steps:

- 1) General Education teachers, Resource teachers, and Special Education teachers will keep open lines of communication to agree on students' abilities and goals with each other and parents.
- 2) Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.
- 3) Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Students' IEP • District Curriculum • TEKS • TEA available resources 	<ul style="list-style-type: none"> • Lesson Plan • Student Work • Special Education Logs 	<ul style="list-style-type: none"> • Students will use appropriate scaffolds to successfully demonstrate mastery of IEP goals and TEKS 	<ul style="list-style-type: none"> • Daily Work • Benchmarks Assessments • STAAR

Goal Area 2: Closing the Gaps

Annual Goal 4: By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 2: By June 2025, the achievement gap between EL students will close by 5%, from 43% to 48% in all subjects on STAAR.

Strategy 1: Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Special Education Teachers, Resource Teachers

Action Steps:

- 1) Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.
- 2) Campus leadership team will monitor strategy implementation during walk throughs.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks/PBL's

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Reading Curriculum • Reading Rockets • Itty Bitty Book of CIF • Reading Academies Strategies RACE/RACES 	<ul style="list-style-type: none"> • Lesson Plans • Walkthroughs • CLC work 	<ul style="list-style-type: none"> • Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned. 	<ul style="list-style-type: none"> • District Benchmarks • STAAR • Classroom Talk • Classroom writings • Weekly Progress Monitoring Assessments

Goal Area 2: Closing the Gaps

Annual Goal 4: By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 2: By June 2025, the achievement gap between EL students will close by 5%, from 43% to 48% in all subjects on STAAR.

Strategy 2: Teachers will intentionally plan scaffolding strategies targeted for EL students.

Timeline: August 2025 – August 2026

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

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

Action Steps:

- 1) Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.
- 2) Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.
- 3) Teacher will implement district wide strategies for targeting the new STAAR that's been redesigned such as RACE/RACES.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • District Curriculum • TEKS • ELPS • CLL 	<ul style="list-style-type: none"> • Lesson Plans • Student Work 	<ul style="list-style-type: none"> • Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS and increase in English Language Proficiency 	<ul style="list-style-type: none"> • Daily Work • Benchmarks Assessments • STAAR • Weekly Test Assessments
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Goal Area 2: Closing the Gaps

Annual Goal 4: By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 3: By June 2025, the achievement gap between Economically Disadvantaged students will close by 2% in all subjects on STAAR.

Strategy 1: Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.

Timeline: August 2025 – August 2026

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

Persons Responsible: Classroom Teachers, Principal, Assistant Principal, CLL, Paraprofessional

Action Steps:

- 1) Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.
- 2) Campus leadership team will monitor strategy implementation during walk throughs.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks/PBL’s

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Reading Curriculum • Itty Bitty Book of CIF • Reading Academies Strategies 	<ul style="list-style-type: none"> • Lesson Plans • Walkthroughs • CLC work 	<ul style="list-style-type: none"> • Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned 	<ul style="list-style-type: none"> • District Benchmarks • STAAR • Classroom Talk • Classroom writings • Weekly Progress Monitoring Assessments
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Goal Area 2: Closing the Gaps

Annual Goal 4: By June 2025, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 3: By June 2025, the achievement gap between Economically Disadvantaged students will close by 2% in all subjects on STAAR.

Strategy 2: Teachers will intentionally plan scaffolding strategies targeted for economically disadvantaged students

Timeline: August 2025 – August 2026

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

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

Action Steps:

- 1) Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.
- 2) Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.
- 3) Teacher will implement district wide strategies for targeting the new STAAR that's been redesigned such as RACE/RACES.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District Curriculum • TEKS • ELPS 	<ul style="list-style-type: none"> • Lesson Plans • Student Work 	<ul style="list-style-type: none"> • Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS; Benchmark and STAAR assessment scores increased 	<ul style="list-style-type: none"> • Daily Work • Benchmarks Assessments • STAAR • Weekly Progress Monitoring

Focus Area 3: Family and Community Empowerment

Focus Area 3 – Improve safety, Public support, Culture and Climate

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Martha Gomez	Counselor
Norma Tovias	Nurse
Connie De Hoyos	Librarian / PR Rep
Shedrick Dallas	Coach



Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 1: By 2025, the culture and climate at Palmer Elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 1: Train 100% of staff on physical and psychological school safety to create a safe school culture and climate

Strategy 1: Staff development on safety protocols.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, School Nurse, Custodians, School Staff

Action Steps:

- 1) Stay updated with school district guidelines TEA guidelines and state mandates
- 2) Train staff in updated on TEA guidelines: lockdown procedures and active threat situation.
- 3) Staff members complete district required state mandated trainings.
- 4) Provide staff development for schoolwide personnel on safety procedures to increase school safety.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Health Services Mandatory Annual Staff Training • 2023-2024 Public Health Training Health Services COVID 19 Guidelines Update • Fire Safety Procedures • Raptor • Security Cameras • Security Safety Audits 	<ul style="list-style-type: none"> • Certificates and sign in sheets • PD Workshop Check-in • Agendas • Mobile Mind Certificates 	<ul style="list-style-type: none"> • All staff and students report to campus for the continuity of learning. 	<ul style="list-style-type: none"> • Campus walk through on safety checklist. • Fire Drills • End of training quizzes • Lockdown Drills

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 1: By 2025, the culture and climate at Palmer Elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 1: Train 100% of staff on physical and psychological school safety to create a safe school culture and climate

Strategy 2: Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.

Timeline: August 2025 – August 2026

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

Persons Responsible: Teachers, Counselor, Principal, Assistant Principal, School Staff, Community Members

Action Steps:

- 1 Training for staff on bullying/cyber-bullying awareness, de-escalation, and restorative practices.
- 2) Provide students with Student Code of Conduct policies.
- 3) Train teachers, students and inform parents of the Stop-it App.
- 4) Review number of behavior intervention forms.
- 5) Train teachers on how to use the Case Management App for Behavior Intervention forms and student notes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • District approved bullying/ cyberbullying presentations. • Stop It App 	<ul style="list-style-type: none"> • Sign in sheets • Agendas • Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff 	<ul style="list-style-type: none"> • Providing a safe environment where they feel safe to come to school. 	<ul style="list-style-type: none"> • Decrease the number of bullying cases, behavior intervention reports.

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 2: By 2025, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students

Objective 3: Increase engagement of parents and community members by providing current public information resources

Strategy 1: Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, School Nurse, Campus PR Representative, Teachers

Action Steps:

- 1) Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school’s Facebook page, school website, and Class Dojo.
- 2) One hundred percent of teachers will connect Class Dojo to 100% of students and parents who have access to technology.
- 3) Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.
- 4) Administration will use Black Board. To connect with parents via e-mail, text messages, and phone calls in both English and Spanish.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Facebook account • Class Dojo • Access to PSJA PR information • Parent Communication Log • Monthly Calendars • Event Notices • School Website • Google Classroom • Blackboard 	<ul style="list-style-type: none"> • Increase in the number of followers on Palmer Facebook page • Increase in parent-teacher communication via Class Dojo 	<ul style="list-style-type: none"> • Parents are consistently aware of school events, policies, and procedures 	<ul style="list-style-type: none"> • Facebook Posts • Class Dojo Posts • School Website

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 2: By 2025, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students

Objective 3: Increase engagement of parents and community members by providing current public information resources

Strategy 2: Increase parent involvement promoting social school events to promote learning.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, Campus PR Representative, Parental Liaison, Teachers

Action Steps:

- 1) School personnel will contact parents to inform them of curriculum meetings, literacy, and strategies to help develop a better understanding of the classroom setting.
- 2) Teachers will implement and inform parents of curriculum activities to motivate life learning skills.
- 3) Librarian will conduct Literacy Nights once every six weeks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Parent Communication Log • PAC Meeting • Literacy Nights • Curriculum Nights 	<ul style="list-style-type: none"> • Parent Communication Log • Sign In Sheets 	<ul style="list-style-type: none"> • Increase parent and community involvement and engagement in school actives. 	<ul style="list-style-type: none"> • Parent Communication Log • Sign In sheets

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 3: By 2025, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 2: Achieve 98% of student attendance standard

Strategy 1: Establish a Student Attendance Committee to provide incentives for students who meet attendance goals and contribute to the positive school culture

Timeline: August 2025 – August 2026

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

Persons Responsible: Student Attendance Committee, Principal, Assistant Principal, School Secretary, PEIMS Clerk, Receptionist, Campus PR Representative

Action Steps:

- 1) Implement the use of attendance committee to come up with incentives.
- 2) The Attendance committee will schedule incentives every six weeks.
- 3) Attendance committee will advertise incentives on social media and on campus.
- 4) Classroom Shout Outs during Lunch

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Attendance Records • Incentives • Awards 	<ul style="list-style-type: none"> • Attendance Records 	<ul style="list-style-type: none"> • Improve student achievement • Attendance goal met 	<ul style="list-style-type: none"> • Attendance Records

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 3: By 2025, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 2: Achieve 98% of student attendance standard

Strategy 2: Faculty will implement and integrate social emotional learning activities with the students.

Timeline: August 2025 – August 2026

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

Persons Responsible: SEL Committee, Teachers, Principal, Assistant Principal, Counselor, School Secretary, PEIMS Clerk, Receptionist, Campus PR Representative

Action Steps:

- 1) SEL Committee will create and provide students and parents with monthly SEL activities.
- 2) Teachers will acknowledge student achievements with special awards, assemblies and celebrations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Six Weeks Assemblies • Birthday Recognition • Character Building • King & Queen Alphabet and Sight Words • Green Jay Scholar • SEL Calendar 	<ul style="list-style-type: none"> • Attendance Records 	<ul style="list-style-type: none"> • Improve student achievement • Attendance goal met 	<ul style="list-style-type: none"> • Attendance Records

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 3: By 2025, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 2: Achieve 98% of student attendance standard

Strategy 3: Teachers and staff will communicate with parents using district protocols to prevent a student from being excessively absent.

Timeline: August 2025 – August 2026

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

Persons Responsible: Student Attendance Committee, Principal, Assistant Principal, School Secretary, PEIMS Clerk, Receptionist

Action Steps:

- 1) Staff will notify parents when students need to make up minutes in ARP program
- 2) Parent liaison/Parent educator contacts parents for students that have excessive absences, which may include home visits
- 3) Teacher contact parents when student is out and document in parent communication logs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> Parent Communication Log Attendance Records 	<ul style="list-style-type: none"> Attendance Records 	<ul style="list-style-type: none"> Student’s Academic Performance 	<ul style="list-style-type: none"> Daily Attendance

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 3: By 2025, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 3: Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

Strategy 1: Implement district wraparound services designed to give a child non-academic support he or she needs throughout the school day

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:

- 1) Wraparound committee will assist and provide resources for students in non-academic need.
- 2) Teachers will assist in identifying students that need wraparound services.
- 3) Counselor will provide community resources available to assist student and parent's needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> District SEL resources 	<ul style="list-style-type: none"> Students are provided with non-academic support so they can be successful in school. 	<ul style="list-style-type: none"> Improve student achievement and student self-esteem. 	<ul style="list-style-type: none"> Students demonstrate an increase in executive function skills Student engagement in lessons/activities increases

Goal Area 3: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 3: By 2025, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 3: Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

Strategy 2: Foster a positive campus culture and support the appropriate social-emotional development of students.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:

- 1) Counselor will provide students will SEL lessons to help student develop self-managing techniques.
- 2) Teacher will be aware of the importance of how SEL activities play an important role in classroom climate-for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.
- 3) Campus expectations for common areas around the school.
- 4) Develop social skills during recess with organized play activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • SEL activities/ lessons • Districts Counseling Curriculum 	<ul style="list-style-type: none"> • Counselor Curriculum of SEL lessons 	<ul style="list-style-type: none"> • Observation of student and teacher interaction while in • common areas (cafeteria, gym, hallway, Google Classroom, etc.). 	<ul style="list-style-type: none"> • Students demonstrate increase in executive function skills Student engagement in lessons/activities increases

Goal Area 4: Leadership Growth

Focus Area 4 – Increase Staff Quality, Recruitment, and Retention

Nadia R Aguirre	Principal
Roldan Castro	Assistant Principal
Cynthia Alaniz	Counselor
Gabriela Cantu	CLL
Lolly Galvan	Reading Coach
Estrella Trejo	Teacher/CIT



Goal Area 4: Leadership Growth

Annual Goal 1: Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.

Objective 1: Campus Lead Team will support the professional growth of teachers by coaching, monitoring, evaluating, providing feedback, & providing Social Emotional Support.

Strategy 1: Implement an effective instructional coaching system with ongoing feedback to monitor teacher effectiveness

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- 1) Administration and CLL will establish a calendar of walkthroughs for teachers who need support and develop an action plan.
- 2) Administration and CLL will conduct walkthroughs based on the calendar and provide teachers with timely feedback.
- 3) Use coaching and communication strategies for coaching sessions cycles
- 4) Provide clear, targeted and actionable feedback, and use Shout Outs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Coaching log • Teachers’ PD goals • CLC Meetings 	<ul style="list-style-type: none"> • Observations • Informal Walkthroughs • Shout Outs • PD Goals 	<ul style="list-style-type: none"> • Teacher implementation of effective strategies • Teacher receives shout outs • Increased quality instructional time 	<ul style="list-style-type: none"> • Informal observations and Walkthroughs

Goal Area 4: Leadership Growth

Annual Goal 1: Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.

Objective 1: Campus Lead Team will support the professional growth of teachers by coaching, monitoring, evaluating, providing feedback, & providing Social Emotional Support.

Strategy 2: New teachers will be provided with a peer colleague to support their teacher effectiveness development. New teachers include teachers that are new to the profession, content, grade level, or school.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Lead Teacher

Action Steps:

- 1) Create a schedule where new teachers and peer colleague can meet and collaborate on curriculum and campus procedures.
- 2) Hold monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.
- 3) Peer colleague will provide feedback and guidance during these monthly meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Mentorship within the school 	<ul style="list-style-type: none"> • Designate planning time during the day for planning instructional best practices and procedures. • Meeting and Planning with mentor 	<ul style="list-style-type: none"> • Teacher feedback • Effective instructional practices in the classroom • Meeting Sign-In Sheets 	<ul style="list-style-type: none"> • Summative Conference • Increased teacher performance

Strategy 3: Conduct a book study regarding the book "Professional Learning" with all teachers by Tracey K. Hurst.

Timeline: August 2025 – August 2026

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

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

Action Steps:

- 1) Administration and CLL will conduct a meeting with staff to establish clear expectations for classroom instruction.
- 2) Provide timelines and a product for every fundamental cover for teachers to take.
- 3) Brew discussion to have teachers reflect on Professional Learning by Tracey K. Hurst.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Reviewing Professional Learning • Meeting Room • Paper • Pen 	<ul style="list-style-type: none"> • Sign Ins • Agenda • Products of each book study Sessions 	<ul style="list-style-type: none"> • Teachers will implement and reflect on Professional Learning. 	<ul style="list-style-type: none"> • Increased Teacher Performance • Implementation of strategies

Strategy 4: Provide professional development opportunities to maximize the implementation of the Reading Academies coursework and writing in PK3- 3rd grade classrooms.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Kinder-3rd Grade Teachers

Action Steps:

- 1) CLL and teachers will review student performance data to determine specific areas of need in Reading.
- 2) CLL will develop trainings and schedule PD opportunities for teachers.
- 3) Monitor and adjust as needed to support teachers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Reading Academies coursework • CLC Meetings 	<ul style="list-style-type: none"> • Sign Ins • Agendas • Implementation of Reading & Writing Strategies 	<ul style="list-style-type: none"> • Teachers will implement Reading and writing strategies in their classrooms 	<ul style="list-style-type: none"> • Increased Teacher Performance • Implementation of strategies • Improved Reading scores •
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Goal Area 4: Leadership Growth

Annual Goal 1: Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.

Objective 2: Campus administrators will provide professional learning opportunities for staff based on observed data and identified Professional goals.

Strategy 1: Campus administrators will identify areas of growth by teachers.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal,

Action Steps:

- 1) Campus administrators will review data to identify areas of need and growth.
- 2) Campus administrators will develop and monitor professional development goals to address areas of need and growth.
- 3) Campus administrators will review and monitor the achievement of professional development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Instructional walkthroughs focus tool • T-TESS observations • SGM data • Collaborative Learning Communities • Journal Reflections 	<ul style="list-style-type: none"> • Walk-Through Data • Walk- Through schedule • CLC agenda and sign in sheets • Admin/teacher conferences • PD Goals 	<ul style="list-style-type: none"> • Increased quality instructional time • Implementation of best practices • Observation of CIF 	<ul style="list-style-type: none"> • Walk-Through Data Reviews • T-TESS Observation Rubric

Goal Area 4: Leadership Growth

Annual Goal 1: Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.

Objective 2: Campus administrators will provide professional learning opportunities for staff based on observed data and identified Professional goals.

Strategy 2: Instructional leadership team members will calibrate on T-TESS rubric to identify areas of growth by teachers and provide effective feedback to teachers

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- 1) Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the TTESS rubric.
- 2) The instructional leadership team will analyze ratings on TTESS rubric, observations, and calibrate after each joint walkthrough.
- 3) The instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.
- 4) Instructional leadership will train and update the staff on the TTESS Rubric.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • T-TESS Observation Rubric 	<ul style="list-style-type: none"> • Observations • Walkthroughs • Professional Development 	<ul style="list-style-type: none"> • Teacher implementation of effective strategies • Rolling out of TTESS Rubric • Implementation of best instructional Practices 	<ul style="list-style-type: none"> • T-TESS Observation Rubric • Creation of Professional Development

Strategy 3: Campus administration will collect and monitor data supporting maximizing of instructional time.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal

Action Steps:

- 1) Campus administrators will conduct meetings with staff to establish clear expectations for classroom instructional expectations
- 2) Campus administrators will review walkthrough data to identify staff instructional needs and develop an action plan.
- 3) Implement monitor and revise action plan.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Instructional walkthroughs focus tool • T-TESS Observations • SGM Data • Collaborative Learning Communities • Fluency Data • TPRI/Tejas LEE • STAAR Data • TELPAS Data 	<ul style="list-style-type: none"> • Observations • Walkthroughs • Professional Development 	<ul style="list-style-type: none"> • Teacher implementation of effective strategies • Increased quality instructional time • Implementation of best instructional Practices • Student Data Folders 	<ul style="list-style-type: none"> • T-TESS Observation Rubric • Walk-Through Data reviews

Goal Area 4: Leadership Growth

Annual Goal 2: Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.

Objective 1: Provide all staff with professional development in the integration of technology into the curriculum.

Strategy 1: Provide teachers and students with access to appropriate technology resources encouraging the use of devices and programs such as Google Classroom, TEAMS, & other platforms

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- 1) Inform teachers and students about the technology resources that are available during monthly technology meetings.
- 2) Establish expectations and routines on the implementation of technology resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Curriculum • Google Classrooms • Teams • E-school • Clever • DMAC • Nearpod 	<ul style="list-style-type: none"> • Professional Development Sessions 	<ul style="list-style-type: none"> • Technology / Programs will be effectively integrated into the curriculum and classroom activities. 	<ul style="list-style-type: none"> • T-TESS Rubric

Goal Area 4: Leadership Growth

Annual Goal 2: Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.

Objective 1: Provide all staff with professional development in the integration of technology into the curriculum.

Strategy 2: Provide resources for instructional staff to effectively integrate technology into the curriculum provided by the district to implement the TEKS.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- 1) Develop goals and desired outcomes for the integration of technology into the curriculum.
- 2) Provide training based on the desired outcomes.
- 3) Purchase the technology resources needed to ensure the success of the desired outcomes. Equipment & materials for instructional purposes may include computers, chargers, headphones, printers, toner, ink, scanners, paper, Cricut, copier rentals... etc. from varied sources based on the educational need (ex. But not limited to – Lakeshore, Gateway, Scholastic, Cielo, Canon & Copy Graphics... etc.)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Classroom Technology • Technology Trainings • Educational Technology supportive devices and equipment • Newline • Ipads 	<ul style="list-style-type: none"> • Google Classroom Lessons • Classroom Technology • Technology Training Sign-in Sheets 	<ul style="list-style-type: none"> • Technology / Programs will be effectively integrated into the curriculum and classroom activities. 	<ul style="list-style-type: none"> • T-TESS Rubric

Strategy 3: Utilize technology applications during staff development as a campus source of professional development experiences.

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- 1) Develop goals and desired outcomes for the integration of technology into the curriculum.
- 2). Provide training based on the desired outcomes.
- 3) Implement and model technology applications during staff development, staff meetings, and CLC meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> Classroom Technology Technology Trainings 	<ul style="list-style-type: none"> Walkthroughs Classroom Technology Sign Ins Training Certificates 	<ul style="list-style-type: none"> Technology / Programs will be effectively integrated into the curriculum and classroom activities. 	<ul style="list-style-type: none"> T-TESS Rubric

Goal Area 4: Leadership Growth

Annual Goal 3: Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2026

Objective 1: Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)

Strategy 1: Provide CARE training for staff (instructional aides, office staff, nurse, librarian and counselor) on the Spirit of PSJA Evaluation Tool and set expectations as applicable to their roles

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal

- 1) Schedule the fall training
- 2) Monitor and review professional development goals to create training based on needs and goals.
- 3) Schedule Spirit of PSJA Categories and behaviors training

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> • Spirit of PSJA training materials • CARE Training 	<ul style="list-style-type: none"> • Use of the Evaluation tool • One evaluation entered per staff member • Improved positive culture • Attendance • Enrollment increase 	<ul style="list-style-type: none"> • Improved customer service • Increased efficiency • Happier employees 	<ul style="list-style-type: none"> • Spirit of PSJA Evaluation tool
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Goal Area 4: Leadership Growth

Annual Goal 3: Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2025

Objective 1: Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)

Strategy 2: Staff will create SMART Goals

Timeline: August 2025 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Employee being evaluated, (instructional aides, office staff, nurse, librarian, and counselor)

- 1) Training staff on evaluation tool
- 2) Give staff timeline to complete the self-evaluation and goal setting
- 3) Offer growth opportunities to staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Spirit of PSJA Evaluation • Timeline 	<ul style="list-style-type: none"> • Evaluations enter the system 	<ul style="list-style-type: none"> • Improved customer service • Increased efficiency • Happier employees 	<ul style="list-style-type: none"> • Goals enter the evaluation system

Professional Development Plan

District PD/Testing Calendar - [2025-2026 Elementary PD_Testing&more Calendar](#)

- Beginning of the Year Staff Development Week - District Personnel/ Campus Based – Leadership Team
- I-Ready Trainings – District Personnel / Company Representatives
- Age of Learning Trainings – District Personnel / Company Representatives
- SAAVAS Trainings (ELAR/SLAR) – District Personnel (Language Arts Coordinators)
- Bluebonnet Trainings – Math – District Personnel (Math Coordinator)
- Lesson Internalization – District Curriculum Coordinators

Title I, Part A
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account 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, pupil 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) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty 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.