Henry Ford
Campus Improvement Plan
2025-2026

TABLE OF CONTENTS

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PSJA I.S.D. Vision

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

PSJA I.S.D. Mission

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

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

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

2025-2026 Strategic Planning Framework

Henry Ford Elementary Vision Statement

At Henry Ford Elementary we commit ourselves to the fundamental principle that we will make a difference through positive actions, rigor and relevance. Our top priority is for all students to attain academic excellence to be college prepared. In the course of our endeavor as professional educators we will afford all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation and critical thinking. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school vision.

Henry Ford Elementary Mission Statement

The mission of Henry Ford Elementary is to provide a supportive learning environment that meets the needs of our diversified students. This is to be accomplished in cooperation with students, staff, parents, and the community. We are all committed and will strive for excellence by having a strong innovative instructional program that will enable our students to become successful and well-rounded individuals.

2025-2026 Strategic Planning Framework

Roadmap to Success for Every Student: Strategic Priorities for 2025-2026 and Beyond

Leadership Growth

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

Effective Teaching & Learning

Providing students with quality education requires offering an innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

Family & Community Empowerment

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts, and operating in a transparent manner will be a key to overall success.

Student Support

While academics are at the heart and soul of our district, the importance of a student's health, safety and well- being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Board of Education Goals (pending new goals for 2025-2026)

Goal 1

The percentage of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.

Goal Progress Measure 1.1:   The percent of grade 3 students on IStation Reading BOY will increase from 39% to 47% by 2025.

Goal Progress Measure 1.2: The percent of grade 2 students on IStation Reading BOY will increase from 44% to 51% by 2024.

Goal Progress Measure 1.3: The percentage of grade 1 students on IStation Reading BOY will increase from 28% to 35% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students on IStation Reading BOY will increase from 32% to 39% by 2024.

Goal 2

The percentage of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

Goal 3

The percentage of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percentage of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

Goal 4

The percentage of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percentage of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

Executive Summary
School Name: Henry Ford Elementary School
Principal: Jessica Villanueva

School Profile: The current enrollment of Ford Elementary as of September 2025 is approximately 572 students. The student population at Ford Elementary consists of 99.35% Hispanic and 0.49% White. Our socio-economic demographic is approximately 96.95%, 0.49% migrant students, and a negligible percentage of mobility. Approximately 11.69% of our student population receive special education services. Five percent of our student population participate in the gifted and talented program and 40.42% of students participate in the dual language program where students' primary home language is Spanish.

Comprehensive Needs Assessment Summary: Henry Ford Elementary received an overall grade of 78 out of 100 based on performance in three different domains. In Domain I which is Student Achievement, Ford earned a 71 which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth Ford scored a 72, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students was a 79. Ford scored a 76 in Closing the Gaps, the domain which shows how well different student groups within a school are performing. In the Spring 2020, COVID-19 made a dramatic impact at Ford Elementary and has affected our students by creating a learning gap. Although this learning gap was evident in Domain I with a score of a 71 for Student Achievement, we were able to demonstrate Academic Growth in Domain II Part B with a score of 79.

Curriculum/Instruction and Assessment: Teachers utilize district developed curriculum reading strategies for language arts instruction that help students with critical analysis of a text and focuses on significant details to develop a deep understanding of the text's form and meaning. Footsteps to Brilliance is implemented in grades PreK-1st for oral language development of emergent bilingual students. Frogstreet is used in PreK3 and PreK4 to help establish a strong foundation aligned with state guidelines. Guided Reading utilizing Sing, Spell, Read, and Write and Estrellitas is implemented throughout our PreK-2nd grade students. Teachers utilize Sharon Wells, Pearlized Math, along with district created curriculum to enhance mathematics instruction across all grade levels. This campus initiative not only provides students with the skills to read difficult texts independently, but it also helps build our EL's language proficiency. All teachers incorporate the instructional strategies known as Common Instructional Framework that engage all students in learning and require them to take an active role in their education. Valid and reliable data are used to measure mastery and academic growth of our students. Teachers then create targeted strategic plans for students to promote successful learning. The vision for our campus at Ford is to provide all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation, and critical thinking.

Summary of Measurable Objectives: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Increase the academic achievement of all students in all subgroups by 5%. Close the achievement gap of 5% between the economically disadvantaged, special education and EL populations. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2023-23 school year and plan for Tier I classroom interventions in all areas, as well as address curriculum needs. We will continue to offer after-school tutorials, Saturday Academies, and small group interventions. Our Ford Elementary campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. The majority of our teachers are bilingually certified or in progress to obtain their certification during the 2023-2024 school year. We highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels and needs of students in the classroom. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school mission.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Jessica Villanueva	Principal
Administrator	Gracie Montelongo	Assistant Principal
Teacher	Dalinda Fuentes	Pre-Kindergarten
Teacher	Elizabeth Valdez	Kindergarten
Teacher	Sandra Quezada	1st grade
Teacher	Josefa Martinez	2nd grade
Teacher	Yvette Resendez	3rd grade
Teacher	Margarita Garza	4th grade
Teacher	Heriberto Ramos	5th grade
Teacher	Karla Ochoa	Reading Coach
Non-Classroom Professional	Christina Mercado	Counselor
Non-Classroom Professional	Denise Flores	Counselor
Non-Classroom Professional	Lorena De Los Santos	CLL
Non-Classroom Professional	Carolyn Flores	Support Staff
Community/ Business Representative	Mario Rodriguez	Community/ Business Member
Parent	Eva Munoz	Parent Volunteer

.
Needs Assessment, Data Analysis & Determination Of Problems and Root Causes

Program Information	Campus Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	10.4	26.1%	18.7%	6.0%
Career and Technical Education	0.0	0.0%	7.6%	5.5%
Compensatory Education	0.0	0.0%	0.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.2%	1.6%
Regular Education	24.3	61.2%	63.0%	69.8%
Special Education	5.1	12.7%	7.7%	10.3%
Other	0.0	0.0%	2.8%	3.7%

Attendance

The attendance for Henry Ford Elementary for the 2025-2026 school year (as indicated on the 2023-2024 TAPR) was 93.7 %. We will continue to provide incentives for students every 6 weeks. Additionally, we will continue to reach out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals.

Discipline/Bullying Prevention

At Ford Elementary, we currently use Project R.E.S.S.P.E.C.T. as our School Wide Social Skills Training. Staff teach and model the social skills using a school-wide schedule. The Social Skills include topics such as Apologizing, Communicating Criticism Respectfully, Communicating Anger, and Disagreeing Appropriately. These social skills are used during daily interactions amongst students and staff at Ford Elementary. This Positive Behavior Intervention System has been instrumental in creating a positive school culture and climate.

As part of our focus on Social Emotional Learning, the counselors SEL sessions are embedded into our elective schedule so that no one goes without. During this time, counselors engage students utilizing the Social Emotional Lessons from the Elementary Guidance Curriculum. The lessons address the 5 CASEL (Collaborative Academic and Social Emotional Learning) competencies which include: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. These lessons assist in building positive relationships amongst students and staff.

As part of our continued efforts to emphasize social emotional learning, Ford Elementary has established a Growth Mindset Team composed of Support Staff. The team includes Physical Education Coaches, the Music Teacher, and School Counselor who deliver guidance lessons. Mindfulness lessons taught during electives are aimed at helping students cope positively with feelings of stress and anxiety. Additional skills also addressed are respect, empathy, responsible decision making, interpersonal skills, and communication skills. This is geared towards decreasing bullying and discipline.

To support the whole child, parents and their school support system receive training sessions throughout the school year. These parent and teacher sessions are provided by the school counselor and include topics such as Bullying and Helping Children Build Positive Relationships. Through these trainings, all stakeholders involved are given the tools to support a positive learning environment with decreased incidences of bullying and discipline.

Student Academic Achievement Summary

2025 Accountability Rating: C Overall Scaled score of 78
TEA Status: Met Standard
Participation Rate: 100%

Domain I - Student Achievement - Scaled score 71
Domain II, Part A - Academic Growth - Scaled score 74
Domain II, Part B - Relative Performance - Scaled score 80
Domain III - Closing the Gaps - Scaled score 74

Our Overall 2025 STAAR test results are shown below:

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		71	C	0%
STAAR Performance	42	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		80	B	70%
Academic Growth	66	74	C	
Relative Performance (Eco Dis: 98.1%)		80	B	✓
Closing the Gaps	45	74	C	30%

2025 Accountability Rating

				Part B	Domain 2	70%)		30%)	Score	Grade
PSJA ISD	75	81	84	84	84	58.8	90	27	86	B
Ford Elementary	71	76	80	80	80	56	75	22.5	79	C

Recreate with updated data

Student Academic Achievement Strengths
After analyzing and comparing our data from the previous years, we found the following strengths:
- **Grade 3 Reading** had an **increase** from 2023 to 2024 in Approaches (80% to 78%) and at Meets (34% to 43%), and Masters (11%-17%)
- **Grade 3 Mathematics** had an **increase** from 2023 to 2024 in Approaches (63% to 69%) and at Meets (39% to 26%), and Masters (12% to 7%)
- **Grade 4 Reading** had an **increase** from 2023 to 2024 in Approaches (77% to 82%), at Meets (45% to 56%), and at Masters (15% to 20%).
- **Grade 4 Mathematics** had an **increase** from 2023 to 2024 in Approaches (70% to 70%), at Meets (48% to 41%), and at Masters (21% to 17%).
- **Grade 5 Reading** had an **increase** from 2023 to 2024 in Approaches (78% to 71), at Meets (39% to 43), and at Masters (14% to 19)
- **Grade 5 Mathematics** had an **increase** from 2023 to 2024 in Approaches (81% to 62%), at Meets (53% to 36%), and at Masters (11% to 15%).
- **Grade 5 Science** had an **increase** from 2023 to 2024 in Approaches (49% to 64%), at Meets (18% to 18%), and at Masters (8% to 2%).

School Process & Programs

Schoolwide Program Plan
Henry Ford Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.
The six steps include:
1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources.
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gathering constructive feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment
- Henry Ford Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored, and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies
Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:
1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers
- Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:
1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. Afford teachers the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to the new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

Henry Ford Elementary utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards.
Procedures include:
1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to the teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare objectives covered and assessed.

5: Recruitment of highly qualified educators
• Henry Ford Elementary follows district procedures for recruiting and attracting effective, state certified teachers.
• Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.
Henry Ford Elementary understands the authenticity of parental involvement; therefore, parental engagement is a key factor to student success.
● The Parent Educator leads a campus parent advisory team.
● Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.
Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team oversees assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
• Although this component primarily addresses the transition from early childhood into elementary, Henry Ford Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborate with campus staff to provide parent orientation, campus tour, Meet-the-Teacher Night, pre-registration sessions with the counselor, etc.

8: Measures to include teachers in the decision making regarding academic assessments to improve the achievement of individual students and the overall instructional program
• In addition to analyzing STAAR results using a reputable data consultant (Irma Duran), teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each grade level is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress.

9: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards
● Each grade level identifies individual students who need additional learning time to meet grade level standards.
● The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
● The assistance and support look different at each grade level and is available to all students in need.

10: Coordination and integration of federal, state, and local services and programs
• Henry Ford Elementary is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through the improvement planning and budgeting process, efforts to combine most federal, state, and local funds to maximize the impact of the resources available to carry out the schoolwide Title I program.

CIP Part 2: Goals, Objectives, Strategies and Action Plans - *Planning, Implementing and Monitoring*

Annual Goal 1 - Measurable Objective 1

Goal Area 1:	Student Achievement
Annual Goal 1:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2025.
Measurable Objective 1:	By June 2026, student achievement in STAAR Reading in grades 3-5 will increase by 5%.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL	Principal, Asst. Principals CLL,	August 2025 – May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student. progress in Reading and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2025 – May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Meets level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)
Allocate Resources such as Forde-Ferrier, Istation, Accelerated Reader/Star Software, Storyworks, etc. to facilitate reading development.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading to students in need through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum (Forde-Ferrier, TCM, Storyworks, Newsela, Epic!, Makenvia)	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs Program usage reports	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS Program Assessments	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Reading.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS in need of growth as per data

Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading to students in need through pullouts by Reading Coach	Principal, Assistant Principals, Classroom Teachers Reading Coach	STAAR Resources Other supplemental resources not part of district curriculum (Forde-Ferrier, TCM, Storyworks, Newsela, Epic!, Makenvia)	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Reading.
Create a tutorings schedule.
Notify parents and make necessary arrangements.

Annual Goal 1 - Measurable Objective 2

Goal Area 1:	Student Achievement
Annual Goal 1:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2026
Measurable Objective 2:	The percentage of students performing at Masters Grade Level or above on STAAR Reading 3-5 will increase by 5% by June 2026.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, ASST. PRINCIPALS CLL, Counselor	August 2025 – May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps

Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2025 – May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps

Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Masters level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading to students targeted to reach the Masters Level through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps

Identify students in need of instruction to reach Masters Level in Reading.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS in need of growth as per data

Annual Goal 2 - Measurable Objective 1

Goal Area 1:	Student Achievement
Annual Goal 2:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2026.
Measurable Objective 1:	By June 2026 student achievement in STAAR Math in grades 3-5 will increase by 5%.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teammed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals CLL, Counselor	August 2025 – May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2025 – May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR,	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Meets level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)
Allocate Resources such as Imagine Math to facilitate math development (ST Math, Prodigy).

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Math.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS in need of growth as per data

Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through pullouts by a certified tutor	Principal, Assistant Principals, Classroom Teachers Tutor	STAAR Resources Other supplemental resources not part of district curriculum	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Math.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS in need of growth as per data

Annual Goal 2 - Measurable Objective 2

Goal Area 1:	Student Achievement
Annual Goal 2:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2026.
Measurable Objective 2:	The percentage of students performing at Masters Grade Level or above on STAAR Math 3-5 will increase by 5% by June 2026.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals CLL, Counselor	August 2025 – May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	August 2025 – May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV/State/Bilingual Funds/State Comp.

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Meets level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students targeted to reach the Masters Level through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR	Title I, II, III, IV/State Bilingual/Funds/State Comp.

Action Steps

Identify students in need of small group instruction in Math.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS in need of growth as per data

Annual Goal 3 - Measurable Objective 1

Goal Area 1:	Student Achievement

Annual Goal 3:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2026.

Measurable Objective 1:	By June 2026, student achievement in STAAR Science in grade 5 will increase by 5%.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Science curriculum through teamed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals, CLL, Counselor	August 2025 – May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Science and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 2025 – May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Meets level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)
Allocate Resources such as Summit K-12 to facilitate science development.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Science to students in need through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Science.
Create a tutoring schedule.

Goal Area 1:	Student Achievement						
Annual Goal 3:	Student performance on STAAR will improve for all assessed subjects and grade levels by 2026.						
Measurable Objective 2:	The percentage of students performing at Masters Grade Level or above on STAAR Science 3-5 will increase by 5% by June 2026.						

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Science curriculum through teammed-up walkthroughs	Principal, Asst. Principals, CLL, Counselor	Principal, Asst. Principals, CLL, Counselor	August 2025 – May 2026	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III,IV/State/Bilingual Funds/State Comp.

Action Steps
Create a schedule for classroom visits.
Decide on how feedback will be delivered to teachers.
Leadership team calibration on walkthroughs

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Science and drive interventions	Principal, Asst. Principals, CLL, Teachers	Principal, Asst. Principals, CLL, Teachers	August 20235- May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual/Funds/State Comp.

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student progress at the Meets level and above.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Science to students targeted to reach the Masters Level through tutoring and Accelerated Instruction by their respective teachers.	Principal, Assistant Principals, Classroom Teachers CLL	STAAR Resources Other supplemental resources not part of district curriculum	August 2025- May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps
Identify students in need of small group instruction in Science.
Create a tutoring schedule.

Goal 2 — Annual Goal 1 - Measurable Objective 1

Goal Area 2:	Closing the Gaps
Annual Goal 1:	By June 2026, all student groups will improve in the Academic Achievement component.
Measurable Objective 1:	By June 2026, all student groups will meet 100% of the performance targets in the Academic Achievement component.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for all student groups and drive interventions	Principal, Asst. Principals, CLL, Teachers Bilingual Teachers/Special Ed/Teachers	Principal, Asst. Principals, CLL,/Teachers/Bilingual/Teachers/Special Ed/Teachers	August 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III,/IV/State Bilingual/Funds State Comp./Local Funds

Action Steps

Use district formative and summative assessments (weekly, unit, CBA, BM etc.).

Disaggregate campus data to determine student Academic Achievement (Meets level and above).

Use disaggregated data to drive intervention plans that are directly related to students' needs. (tutorials, summer school, etc.)

Allocate Resources such as Imagine Math, Accelerated Reader/Star Software, Forde-Ferrier, etc. to facilitate reading development for student groups.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principals, CLL,/Teachers/Bilingual Teachers/Special Ed/Teachers	Imagine Math/Istation/Reading/Accelerated Reader/Star/Summit K12/Other/STAAR/Resources	August 2025 - May 2026	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State/Bilingual Funds/State Comp./Local Funds

Action Steps

Issue hardware (tablets, laptops, interactive boards, etc.) to teachers and students.

Plan for one to one ratio of devices for students in grade 3-5

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principals CLL Teachers	STAAR Resources	August 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III,I/V/State/Bilingual Funds/State Comp./Local Funds

Action Steps

Identify students in need of small group instruction in Reading and Math.

Create a tutoring schedule.

Notify parents and make necessary arrangements.

Prescriptive targeting of TEKS

Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading and Math to students in need through pullouts by a certified tutor? & Reading Coach.	Principal Asst. Principals CLL Teachers	STAAR Resources	August 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR,/TELPAS	Title I, II, III,/IV/State/BilingualFunds/State Comp./Local Funds

Action Steps
Identify students in need of small group instruction in Reading and Math.
Create a tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS

Annual Goal 2 - Measurable Objective 2

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	By June 2026, all student groups will improve in the Academic Growth component.						
Measurable Objective 2:	By June 2026, Emergent Bilingual student groups will meet the performance targets in the Academic Growth component in Reading and Math.						

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of EB students Academic Growth in the areas of Reading and Math will be monitored every six weeks using district assessments.	Principal, Asst. Principals, CLL, Teachers, Bilingual Teachers	Imagine Math Istation Reading Accelerated Reader/Star BM 1 & II	August 2025 - May 2026	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Use district built formative and summative assessments and identify EB groups to address specific academic needs based on growth performance.
EB student group data will be disaggregated to determine Academic Growth.
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EB student group data.
Review EB program monitoring on Accelerate and conduct audit on strategies used on continual failures.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Differentiate Instruction for Emergent Bilinguals Learners based on individual Academic Growth needs.	Principal, Asst. Principals, CLL, Teachers, Bilingual Teachers	Imagine Math Istation Reading Accelerated Reader/Star SVE Activities BM 1 & II	August 2025 - May 2026	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Analyze student assessments to identify areas of needs for EB students.
Provide targeted instruction based on EB group needs.
Schedule Accelerated Instruction during school hours to target EB student groups that are unable to attend extended day tutoring.
Review EB program monitoring on accelerate and conduct audit on strategies used on continual failures.
Inclusion of ELPS across all curriculum.

Annual Goal 3 - Measurable Objective 1

Goal Area 2:	Closing the Gaps							
Annual Goal 3:	By June 2026, Emergent Bilinguals will progress in their TELPAS composite rating.							
Measurable Objective 1:	By June 2026, at least 50% of Emergent Bilinguals will progress one level in their TELPAS composite rating.							

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS Writing practice across all content areas.	Principal, Asst. Principals, CLL, Bilingual Teachers	English Lang. Proficiency Standards District/Curriculum/TELPAS/Educator Guide	August 2025 - May 2026	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV/State/Bilingual Funds/State Comp./Local Funds

Action Steps
One to one meeting with students for revision of TELPAS Writing
Peer to Peer writing reviews for students
Daily journal writings for all students
Increase the use of writing exit tickets.
Use of Summit K-12

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal, Asst. Principals, CLL, Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & speaking Practice/Sets/Speaking/Scoring/Guides/TELPAS/Tutorials/TELPAS/Software Program	August 2025 - May 2026	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Provide training for teachers in all Domains of the TELPAS test with activities
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.
Increase student opportunities for listening & speaking (anchor target)

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principals CLL Teachers	STAAR Resources	August 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds /State Comp. Local Funds

Action Steps
Integrate ELPS in lesson plan activities
Provide ELPS resources to all teachers servicing EL students
Provide ELPS training for all teachers working with ELs.

Annual Goal 3 - Measurable Objective 2

Goal Area 2:	Closing the Gaps
Annual Goal 3:	By June 2026, Emergent Bilinguals will progress in their TELPAS composite rating.
Measurable Objective 2:	By June 2026, at least 75% of EBs at Beginning or Intermediate Composite Level for the last 2 years will improve at least one level.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress of all EIs at the Beginning or Intermediate Composite Levels for the last two years.	Principal, Asst. Principals, CLL, Bilingual Teachers	Principal, Asst. Principals, CLL, Bilingual Teachers	August 2025 - May 2026	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Use district formative and summative assessments (weekly, unit, TELPAS Practice and Benchmarks).
Disaggregate campus data to determine student progress in TELPAS Practice and Benchmarks.
Use disaggregated data to drive intervention plans that are directly related to students' needs.
Allocate resources to facilitate language development.

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS Writing practice across all content areas.	Principal, Asst. Principals, CLL, Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	August 2025 - May 2026	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Samples	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
One to one meeting with students for revision of TELPAS Writing
Peer to Peer writing reviews for students
Daily journal writings for all students
Increase the use of writing exit tickets.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principals CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	August 2025 - May 2026	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Provide training for teachers in all Domains of the TELPAS test with activities
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.
Increase student opportunities for listening & speaking (anchor target)

Strategy 4	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed ELPS across all curriculum	Principal Asst. Principals CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	August 2025 - May 2026	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Integrate ELPS in lesson plan activities
Provide ELPS resources to all teachers servicing EL students
Provide ELPS training for all teachers working with ELs.

Goal 3 Annual Goal 1 - Measurable Objective 1

Goal Area 3:	Early Literacy						
Annual Goal 1:	By June 2026, students in grades PK3- 2nd grade will improve in fluency and comprehension.						
Measurable Objective 1:	By June 2026, 85% of Pre-K3-2nd grade will meet end of year reading fluency and comprehension indicators based on grade level goals.						

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group guided reading	Classroom Teacher CLL Assistant Principals Interventionist	Capstone Leveled Readers Pearson Leveled Readers Reading A-Z/ Thinking Maps/iStation Heggerty Phonemic Awareness SSRW/Estrellitas	Quarterly	Walkthroughs Running Records iStation	iStation Reports Running Records STAR Reports TPRI Tejas Lee/CLI	3 week Assessments	Title I Component 2a, 2b, 3a, 3c, 9a, 9b

Action Steps
Determine student reading levels
Create small groups of students according to levels
Utilize running records as a guide for class instruction

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement literacy circles & accelerated reader with fidelity	Assistant Principals Classroom Teachers CLL Librarian	Library Books Classroom Libraries Accelerated Reader Reports/iStation/Lead4ward CIF /FCRR/SSRW/Estrellitas	End of every 6 weeks	Library Reports AR Reports Walk-through Virtual Books STAR Report iStation Reports	Feedback Walk-through Fluency Screeners Anecdotal Reports iStation Reports CLI TX-TX-KEA TPRI BOY/MOY/ EOY	Weekly Tests/Quizzes TPRI BOY/MOY/ EOY Fluency Checks Unit Assessments Benchmarks TX-KEA	Title I Component 2a, 2b Title I Component 3a, 3c

Action Steps
Assess sufficient number of books in all genres for literacy circles
School librarian provides virtual and in person sessions on Accelerated Reader
Professional Development and Data Analysis to determine areas of needs
Implementation of Circle and Thinking Maps

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided to students in need through pullouts by Reading Coach	Principal, Assistant Principals, Classroom Teachers Reading Coach	SSRW Estrellitas Boost	August 2025 - May 2026	Lesson Plans Attendance Rosters Walkthroughs	Progress Monitoring, Running Records, Fluency Reports	TPRI, Tejas Lee, TX-KEA,	Title I, II, III, IV/State Bilingual Funds/State Comp.

Action Steps
Identify students in need of small group Reading instruction.
Create an intervention schedule.
Notify teachers and make necessary schedule adjustments.

Professional Development Plan

Professional Development				
Dates	Format/Audience	Topic	Resources	Goal Alignment
August 12, 2025	Whole Group-District	2021 PSJAISD We Connect Virtual Technology Conference	Laptops	Goal 1
August 15, 2025	Campus Based - All teachers	Campus Procedures Campus Plan State Mandates Staff/Student Handbook Campus Data Analysis and Domain Report SPED/ARD/IEPs/504 Accommodations RTI Program Referral Procedures Title IX - Sexual Harassment Bullying, Cyberbullying & David's Law, Conflict Resolution, Social Media, Copyright, TTESS	Laptops TTESS Rubric Schedules Handbooks	Goal 1-3
August 16, 2025	Campus Based - All teachers	Data & Accountability	Laptops Data Rosters	Goal 1-3
August 16, 2025	Whole Group-District	Pharr-San Juan Alamo Convocation		Goal 1

August 17, 2025	All teachers	Fundamental 5 & Curriculum Rollouts	Asst. Principal stops Curriculum Rosters Data	Goal 1-3
August 18, 2025	All teachers	Curriculum Rollouts	Asst. Principal stops Curriculum	Goal 1-3
August 19, 2025	Campus Workday	Setting Classrooms	Asst. Principal stops Student Rosters, Teacher Schedule	Goal 1
October 10, 2025	Campus Based - All teachers			Goals 1-3
January 2, 2026	Campus Based - All teachers			Goals 1-3
Weekly	Campus Based - All teachers	TCLC Data & Progress Monitoring	Data - DMAC, Imagine Math, Benchmarks, ALI, weekly assessments, student portfolios, STAAR, TPRI/Tejas Lee, STAR Reading, Summit K-12, TELPAS	Goals 1-3
Weekly	Campus Based - All teachers	TCLC Instructional Strategies and Best Practice	Fundamental 5 SSRW/Estrellitas Common Instructional Framework (CIF) Protocols District Curriculum & Resources Forde-Ferrier	Goals 1-3
Twice a Month	Camus Based - All teachers	Technology	District Instructional Technology Resources CIT	Goals 1-3
Twice a Month	Camus Based - All teachers	Social and Emotional Learning Support	Counseling Resources Counselors	Goals 1-3

CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:
- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system.
- Create a plan to meet the campus goals.
- Post the district's annual report on progress toward the goals on the campus

The Board has adopted goals for STAAR performance at the Meets Grade Level Standard for grade 3 in both reading and math, grades 5-8 reading and College, Career, and Military Readiness (CCMR) of high school graduates.
- Submission of CIP executive summaries and plans for Board Asst. Principal approval will continue as in the prior year.
- Due to the impact of Covid-19, plans for 2021-2023 will focus on accelerating students' academic Asst. Principals. The administration's current recommendation to the Board is that the target for 2021 is to match 2019 performance with growth expected in 2023 and beyond.
- Plans for the HB3 goals related to grade 3 reading and math and CCMR should include strategies that support progress toward the 5-year goal.

Asst. Principals Appendix

- **Comprehensive Needs Assessment Data Documentation**

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

o District goals
o Campus Performance Objectives Summative Review from previous year
o Current and/or prior year(s) campus and/or district improvement plans
o Campus and/or district planning and decision-making committee(s) meeting data
o State and federal planning requirements

- **Accountability Data**

o Texas Academic Performance Report (TASST. PRINCIPALSR) data
o Student Achievement Domain
o Student Progress Domain
o Closing the GAPs Asst. Principals Domain
o Accountability Distinction Designations
o Federal Report Card Data
o RDA (formally PBMAS) data

- **Student Data: Assessments**

o State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
o State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
o STAAR Released Test Questions
o Texas English Language Proficiency Assessment System (TELPAS) results
o Student Success Initiative (SSI) data for Grades 5 and 8
o SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA Asst. Principalsproved statewide license)
o SSI: Imagine Math assessment data for Grades 3-8
o Local benchmark or common assessments data
o Running Records results
o Observation Survey results
o Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
o Texas Asst. Principals approved Prekindergarten and Kindergarten assessment data

Asst. Principals Appendix

Student Data: Student Groups
o Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups.
o Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
o Economically disadvantaged / non-economically disadvantaged performance and participation data
o Special education/non-special education population including discipline, progress, and participation data.
o At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data.
o EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data.
o STEM/STEAM data
o Dyslexia Data

Student Data: Behavior and Other Indicators
o Attendance data
o Mobility rate, including longitudinal data.
o Discipline records
o Tobacco, alcohol, and other drug-use data

Employee Data
o Campus learning communities (CLC) data
o Staff surveys and/or other feedback
o Teacher/Student Ratio
o State certified and high-quality staff data.
o Campus leadership data
o Campus department and/or faculty meeting discussions and data
o Professional development needs assessment data
o Evaluation(s) of professional development implementation and impact
o T-Tess data

Parent/Community Data
o Parent surveys and/or other feedback
o Parent engagement rate
o Community surveys and/or other feedback

Support Systems and Other Data
o Organizational structure data
o Processes and procedures for teaching and learning, including program implementation.
o Communications data
o Curriculum and resources data
o Budgets/entitlements and expenditures data
o Study of best practices