

# Kelly-Pharr Elementary Campus Improvement Plan 2025-2026



Submitted for Board Approval on \_\_\_\_\_ 2025

Board Approved Date: \_\_\_\_\_ 2025

## Kelly-Pharr Elementary School

### **Vision**

Every Kelly-Pharr Elementary student is prepared biliterate to participate, compete, and excel in a global society to foster multi-generational prosperity.

### **Mission**

As educational leaders, our Kelly-Pharr Elementary team is engaged and empowered to connect all students with innovative instruction, outstanding learning environments, technology, skills, and social-emotional support while prioritizing health and safety for all.

Texas Accountability System

## 2024-2025 STAAR (PRELIMINARY) OVERALL RATING ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	82	85	85	85	59.5	90	27.0	87	B
Kelly-Pharr Elementary	69	63	75	75	75	52.5	74	22.2	75	C

The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency](#) ([Kelly-Pharr Elementary](#))

## Strategic Direction



**PSJA School Board**

Diana Serna, President  
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Yolanda Castillo, Member  
Cynthia A. Gutiérrez, Member  
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**Superintendent's Cabinet**

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

**Senior Staff**

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

## Campus Executive Summary

### Demographics: 2024-2025

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

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

	Male	Female	SPED	LEP	Mig.	ECS	GT	At Risk
Count	15,377	14,560	3,514	13,640	493	28,492	2016	23,032
Percent	51%	49%	11.7%	45.6%	1.6%	95.3%	6.7%	77%

The student body at Kelly-Pharr Elementary is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig.	ECD	GT	T 1
Count	271	278	73	276	3	493	22	513
Percent	49.4%	50.6%	13.3%	50.3%	0.5%	89.9%	4%	93.4%

With the district’s proximity to Mexico, 50.3% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

### Student Performance:

Using preliminary student performance data, Kelly-Pharr Elementary has been rated a "C" by the state of Texas on the 2024 Accountability with an overall rating of a 74 with an Eco Dis at a 93.8%

Domain I= 69

Domain II: Part A =63 and Part B=75

Domain III= 70.

## Executive Summary Continued

### Student Performance:

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

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 42% (46% Reading, 37% Math) in June 2024 to 44% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points (49%) by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase two percentage points (39%) by June 2026.

## Executive Summary Continued

### Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

Kelly-Pharr Elementary will continue the implementation of the UN's 17 Sustainable Development Goals (SDGs).

The campus is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through it's implementation in campus/district curriculum.
3. Coordinating efforts across various departments including Curriculum, HR, Dual Language Dept., Parental Involvement Dept., Migrant Dept., etc.)

Additionally, Kelly-Pharr offers a Two-Way Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 5th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, Kelly-Pharr Elementary teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world.

### Campus Educational Improvement Committee Members

Guadalupe Garza	Principal
Kimberly Matias	Assistant Principal

Amanda Esqueda	Counselor
Joanna Molina	Reading Interventionist
Jennifer Rivera	CLL
Maria Cano	PK3/PK4 Teacher
Jose Sanchez	Kinder Teacher
Ivonne Garcia	First Grade
Yesenia Gonzalez	Second Grade
Jose Alvarez	Third Grade
Cinthya Martinez	Fourth Grade
Irasema Ramirez	Fifth Grade
Perla Vera	Elective
Myra Ledezma	Parent Representative
Lydia Villescascas	Business Partner

## 2024-2025 STAAR (PRELIMINARY) OVERALL RATING ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	82	85	85	85	59.5	90	27.0	87	B
Kelly-Pharr Elementary	69	63	75	75	75	52.5	74	22.2	75	C

## 2024-2025 STAAR (PRELIMINARY) STUDENT ACHIEVEMENT ELEMENTARY SCHOOL

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	13322	9852	74%	6330	48%	2779	21%	48	75	C
Kelly-Pharr Elementary	633	420	66%	249	39%	96	15%	40	69	D

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

	ANNUAL GROWTH					Earned Points	Raw Score	Scale Score	Letter Grade
	# of Tests	# of students							
		0	0.5	1	ACCEL				
<b>PSJA ISD</b>	<b>7699</b>	<b>1918</b>	<b>786</b>	<b>4995</b>	<b>780</b>	<b>5583</b>	<b>73</b>	<b>82</b>	<b>B</b>
Grade 4 Mathematics	1944	339	243	1362	241	1543.75	79	89	B
Grade 4 Reading	1945	374	156	1415	258	1557.5	80	90	A
Grade 5 Mathematics	1903	713	205	985	169	1129.75	59	65	D
Grade 5 Reading	1907	492	182	1233	112	1352	71	80	B
<b>Kelly-Pharr Elementary</b>	<b>360</b>	<b>135</b>	<b>44</b>	<b>181</b>	<b>28</b>	<b>210</b>	<b>58</b>	<b>63</b>	<b>D</b>

## 2024-2025 STAAR (PRELIMINARY) STUDENT ACHIEVEMENT ELEMENTARY SCHOOL

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
		<b>PSJA ISD</b>	<b>13233</b>	<b>9852</b>	<b>74%</b>	<b>6330</b>	<b>48%</b>			
Grade 3 Mathematics	1777	1207	68%	750	42%	257	14%	41	78	C
Grade 3 Reading	1781	1307	73%	824	46%	355	20%	46	83	B
Grade 4 Mathematics	1978	1455	74%	1040	53%	518	26%	51	88	B
Grade 4 Reading	1980	1613	81%	1128	57%	515	26%	55	90	A
Grade 5 Mathematics	1933	1404	73%	853	44%	383	20%	46	83	B
Grade 5 Reading	1937	1501	77%	1093	56%	520	27%	53	90	A
Grade 5 Science	1936	1365	71%	642	33%	231	12%	39	74	C
<b>Kelly-Pharr Elementary</b>	<b>633</b>	<b>420</b>	<b>66%</b>	<b>249</b>	<b>39%</b>	<b>96</b>	<b>15%</b>	<b>40</b>	<b>75</b>	<b>C</b>

# 2024-2025 STAAR (PRELIMINARY) CLOSING THE GAPS ELEMENTARY SCHOOL

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				
<i>2023-27 Interim</i>	49	46	44	39	42	37	45	37	40	35	29	26	4	6	6	16	24	67	30%	20.0
<i>2028-32 Next Interim</i>	58	55	53	49	52	48	54	48	50	46	41	38								
<i>2038 Long Term</i>	75	73	72	70	71	69	73	69	70	68	65	63								
<b>PSJA ISD</b>	<b>46</b>	<b>53</b>	<b>46</b>	<b>53</b>	<b>45</b>	<b>52</b>	44	49	45	52	31	29	4	6	6	16	24	67	30%	20.0
<b>Kelly-Pharr Elementary</b>	36	47	37	47	35	45	32	36	35	45	28	26	3	3	3	9	24	38	30%	11.3

**2023 – 2025 STAAR/STAAR ALT 2 Campus Results**  
**Domains 1-3**  
*Three Year Trend*

	Kelly-Pharr 2023	Kelly-Pharr 2024	Kelly-Pharr 2025
Domain I Student Achievement	77	71	69
Domain II part A School Progress Academic Growth	73	84	63
Domain II part B School Progress Relative Performance	86	79	75
Domain III Closing the Gaps	81	83	70

2023 – 2025 STAAR/STAAR ALT 2 Campus Results: Reading 3<sup>rd</sup>-5<sup>th</sup>

Three Year Trend

3 <sup>rd</sup> Grade Reading			
	2023	2024	2025
Approaches	83	54	70
Meets	57	34	41
Masters	57	8	14

4th Grade Reading			
	2023	2024	2025
Approaches	83	87	71
Meets	57	55	49
Masters	57	26	17

5th Grade Reading			
	2023	2024	2025
Approaches	80	77	80
Meets	55	45	49
Masters	29	24	21

**2023 – 2025 STAAR/STAAR ALT 2 Campus Results: Math 3<sup>rd</sup>-5<sup>th</sup>**  
*Three Year Trend*

3 <sup>rd</sup> Grade Mathematics			
Goals 2025		2023	2024
Approaches	78	78	65
Meets	47	47	28
Masters	19	19	7

4 <sup>th</sup> Grade Mathematics			
Goals 2025		2023	2024
Approaches	75	60	75
Meets	38	40	52
Masters	17	20	26

5 <sup>th</sup> Grade Mathematics			
Goals 2025		2023	2024
Approaches	80	82	76
Meets	57	55	52
Masters	31	25	15

**2023 – 2025 STAAR/STAAR ALT 2 Campus Results: Science 5<sup>th</sup> Grade**

*Three Year Trend*

5 <sup>th</sup> Grade Science			
2025 Goal		2023	2024
Approaches	68	68	52
Meets	46	46	27
Masters	23	23	11

# Comprehensive Needs Assessment



**AREA LEADS: Mrs. G. Garza, Mrs. K. Matias, Mrs. J. Molina and Mrs. J. Rivera**



**GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING****Areas Reviewed:** Student Performance**Strengths**

Kelly-Pharr Elementary implements standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2<sup>nd</sup> and 3rd-5<sup>th</sup>.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

**Challenges**

The area of MATH has been a challenge for Kelly-Pharr Elementary. Great emphasis and resources are being dedicated to this area of need. Additionally, Domain 1 and Student Achievement in the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 39%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 47%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 51%.
- Mathematics curriculums will be monitored for alignment and effectiveness.

**Goal Area 1: Effective Teaching and Learning**

**Annual Goal 1:** The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 42% (46% Reading, 37% Math) in June 2024 to 44% by June 2025.

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

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

**Timeline:** June 2024- Aug. 2025

**Title I School Components:** Title I-IV, Special Ed. Funds, Bilingual Funds, Migrant Funds, State Comp.

**Persons Responsible:** Campus Instructional Leadership Team, Executive Officers, Content Coordinators, and Content teachers, Support Staff, and Interventionist

**Action Steps:**

- 1) Implementation of Math Tier II Instruction
- 2) Implementation of Student Math Progress Monitor Folder
- 3) Professional Development in all math resources
- 4) Data Analysis Training with consultant Irma Duran

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•TEKS Resource System</li> <li>•Curriculum Templates/Calendar</li> <li>•I-Ready</li> <li>•State and local student data</li> <li>• Student Math Progress Monitor Folder</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum documents</li> <li>•Lesson plans</li> <li>•Collaborative Learning Leader [CLL] agendas</li> <li>•Walkthrough documents</li> <li>•Lesson Internalization</li> <li>• Schedule/Agenda</li> </ul>	<ul style="list-style-type: none"> <li>•Student Achievement gains on the STAAR</li> <li>•Teacher retention</li> <li>•Results Driven Accountability</li> <li>•Reports</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks</li> <li>•STAAR</li> <li>•Results Driven Accountability</li> <li>•Student Growth Measures Pre/Post Test</li> <li>•IReady Math Diagnostic</li> </ul>

**Strategy 2:** Kelly-Pharr Elementary Leadership Team will monitor the implementation of the math curriculum through walkthroughs, CLCs, Progress Monitoring Charts, and Math Vertical Team Meetings

**Timeline:** September 2025 - May 2026

**Title I School Components:** Title I-IV, Special Ed. Funds, Bilingual Funds, Migrant Funds, State Comp.

**Persons Responsible:** Campus Instructional Leadership Team, Executive Officers, Content Coordinators, and Content teachers, Support Staff, and Interventionist

**Action Steps:**

- 1) Implementation of Math Tier II Instruction
- 2) Implementation of Student Math Progress Monitor Folder
- 3) Professional Development in all math resources
- 4) Data Analysis Training with consultant Irma Duran

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•Walk-throughs</li> <li>•Pacing Guides</li> <li>•Curriculum</li> <li>•Coordinator/Direct or Feedback Forms</li> <li>•Lesson Plans</li> <li>•I-Ready</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>•Lesson plans</li> <li>•Collaborative Learning Leader [CLL] agendas</li> <li>•Walkthrough documents</li> <li>•Lesson Internalization Schedule/Agenda</li> </ul>	<ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks</li> <li>•STAAR</li> <li>• Results Driven Accountability</li> <li>•Student Growth Measures Pre/Post Test</li> <li>•IReady Math Diagnostic</li> </ul>

**Strategy 3:** Ongoing support for the implementation of the Math curriculum through CLCs.

**Timeline:** September 2025 - May 2026

**Title I School Components:** Title I-IV, Special Ed. Funds, Bilingual Funds, Migrant Funds, State Comp.

**Persons Responsible:** : Campus Instructional Leadership Team, Executive Officers, Content Coordinators, and Content teachers, Support Staff, and Interventionist

**Action Steps:**

- 1) Implementation of Math Tier II Instruction
- 2) Implementation of Student Math Progress Monitor Folder
- 3) Professional Development in all math resources
- 4) Data Analysis Training with consultant Irma Duran

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> <li>•Training Material/Agenda</li> <li>•District Curriculum</li> <li>•Pacing guide</li> <li>•Year- at- a- Glance,</li> <li>•Weekly Lessons</li> <li>•State and Local Data</li> <li>•IReady Math</li> </ul>	<ul style="list-style-type: none"> <li>•Training Agenda</li> <li>•Collaborative Learning Community Meetings</li> </ul>	<ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> <li>•Increase level of performance in STAAR</li> </ul>	<ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks</li> <li>•STAAR</li> <li>• Results Driven Accountability</li> <li>•Student Growth Measures Pre/Post Test</li> <li>•IReady Math Diagnostic</li> </ul>

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