PSJA ISD
Building Blocks
A C A D E M Y

Campus Improvement Plan
2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

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Vision

Our vision is to provide a robust and sustainable high quality early childhood education that meets the unique needs of the whole child. We are committed to supporting children beginning with their first school experiences. The PSJA Sonia M. Sotomayor Building Blocks Academy goals are to increase kinder readiness, capacity and access to high quality Pre-K programs. By providing high quality early learning experiences, PSJA ISD ensures that 3-, 4-, and 5-year-old children are ready, connected and complete for post secondary success.

Mission

As an early childhood hub, the Building Blocks Academy will lay the foundation for 3-, 4-, and 5-year-olds within our collaborative community by equipping them with the academic and social emotional skills critical for success in grade school, college, career and life by providing equitable access to a developmentally appropriate, high-quality education.

Texas Accountability System
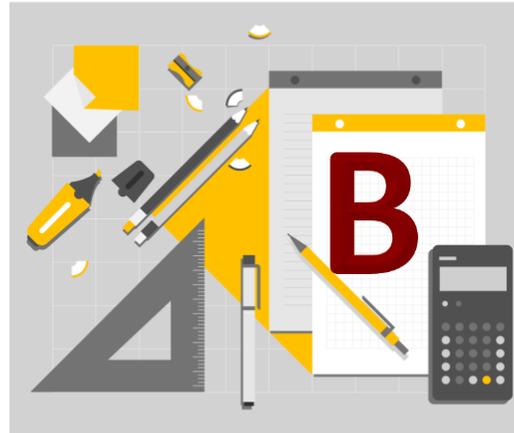
Preliminary Data

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 (*Add your link for your campus*)

Strategic Direction

PSJA School Board
Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet
Dr. Alejandro Elias, Superintendent of Schools
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 Site-Based Decision Committee Members
Denise Garcia, Principal
Maria Rubio Villescas, Assistant Principal
Christina Rubio, Assistant Principal
Patricia Viera, Assistant Principal
Julia Concepcion, Counselor
Lisandra Medina, CLL
San Juana Rodriguez, Teacher
Yisel Chavez, Teacher
Maria Zuniga, Teacher
Damaris Lozada, Teacher
Mario Rodriguez, Business Representative
, Committee Member
Marina Garcia, Parent

Campus Executive Summary

Demographics:

PSJA Building Blocks Academies serve students from three different cities, who come from similar backgrounds and way of life. PSJA Building Blocks Academies also have students that come from surrounding cities outside of PSJA.

The student body at PSJA BBA has the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Sotomayor	218	126	92	19	69	0	128	0	
Alamo	150	88	83	3	36	0	78	0	
Buckner	TBD								
Count	368	214	175	22	105	0	206	0	
Percent	100%	58%	48%	6%	29%	0%	56%	0%	

With the district's proximity to Mexico, 290% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

(TEA Data not available yet)

Executive Summary Continued

Curriculum/ Instruction and Assessment:

Teachers focus on early literacy, math and all developmental domains. All students participate in a classroom environment that uses a Play-Based Learning Approach to impact the progress of children developing all the skills needed for school readiness. Building Blocks Academy provides instruction for English learners using the One -Way Dual Language ModelThe mission for our campus is to support Early Learning to ensure students are Kinder Ready. Recognizing the importance that children at this age develop the necessary foundational skills that will support future academic success our teachers use data driven instruction to monitor progress.

Student Performance:

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

- The percentage of all PK3 and PK4 students that score Masters performance in LION Emergent Literacy Domain will increase by 5% by June 2025.
- The percentage of all PK3 and PK4 students that score Masters performance in LION Math Domain will increase by 5% by June 2025.
- The percentage of all PK3 and PK4 students that score Masters performance in LEON Literatura Domain will increase by 5% by June 2025.
- The percentage of all 1st grade students that score Independent performance in TPRI Reading Domain will increase by 15% by June 2025.
- The percentage of all students that score Desarrollado performance in Tejas LEE will increase by 15% by June 2025.
- The percentage of Kinder students that are Kinder ready will increase by 15% by June 2025.
- The percentage of all students that score Masters performance in LION Emergent Literacy Domain will increase by 5%. by June 2025.

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 PK Guidelines, TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.
The district is:
1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a 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 12th grade.

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

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Campus Educational Improvement Committee Members

Effective Teaching and Learning	
Dr. Iris Guajardo	Executive Officer For Secondary Schools
Dr. Linda Uribe-Trevino	Executive Officer For College Readines
Dr. Nora Rivas Garza	Executive Officer For Secondary Schools
Adriana Garcia	Career and Technical Education
Amber Rosas	PSJA High School, Teacher-Special Ed. Self-Contained
Jeannette Lozano	PSJA North ECHS, Teacher-Science
Dr. Sandra Garza	PSJA T. Jefferson T-Stem ECHS, Principal
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Julia Lopez	PSJA T. Jefferson T-Stem ECHS, Teacher-Science
Catherine Alanis	PSJA Memorial ECHS, Teacher-English Lang. Art
Roxxana Serna	Dr. William Long Elementary, Teacher-Second
Amanda De Leon	Santos Livas Elementary, Teacher-Physical Education
Jessica Perez Aranda	Carmen Anaya Elementary, Teacher-First
Sandra Coronado Murillo	Doedyns Elementary, Elem Peims Clerk
Michael Murray	Adv. Academic Services Program Director
Viviana Villarreal	Psja Early Start, Teacher-Pre K
Raymundo Monrreal	Jaime Escalante MS, Principal
Haissam Mayasi	Data Services Director
Alicia Alejandro	High School Social Studies Coordinator
Debbie Dawang	High School Math Coordinator
Sandra Serna	Data Support Coordinator
Karla Rodriguez	Elementary Reading Language Arts Coordinator
Kelly Williams	Psja Southwest Echs, Teacher-Health Science
Eduardo Guzman	Language Development Specialist
Stephanie Cavazos	Aida Escobar Elem, Teacher
Carlos Rivera	Murphy Middle School, Science Teacher
Dr. Judy Marmolejo	Kennedy Middle School, Teacher
Rene Hernandez	Guerra Elementary, Teacher
Erika Carpio	Alamo Middle School Counselor
Melissa Rodriguez	Parent Representative
Thomas Moncivais	Business Representative

| Student Support	
Dr. Claudia Gonzalez	Executive Officer For Elementary Schools
Dr. Susana Arredondo	Executive Officer For Elementary Schools
Dr. Yolanda Gomez	Executive Officer For Learning Acceleration
Yvonne Martinez	Migrant Strategist
Amy Marquez	Library Innovations Strategist
Jessica Zuniga	John Mckeever Elem, Principal
Veronica Quintana	Special Education Department Director
Oliva Martinez	English Language Development & Biliteracy Director
Denise Garcia	High School Science Coordinator
Ruben Salinas	PSJA High School, Teacher-Math
Jorge Rodriguez	PSJA North ECHS, Teacher - Dual Credit Education
Arnold Serna Nieto	Austin Middle School, Sped Teacher
Denise Rodriguez-Chavez	Elvis J. Ballew High School, Teacher-Spanish
Elizabeth Cuadra	PSJA Memorial ECHS, Teacher-Social Studies
Belinda Escamilla	Arnoldo Cantu Sr Elem, Teacher-Second
Nelda Reyes	Raul H. Yzaguirre MS, Teacher-English Lang. Art
Mariciana Hernandez	Allen & William Arnold Elem., CLL
Herlinda Garcia	Marcia R Garza Elem, Teacher-Fifth
Liza Diaz	PSJA North ECHS, Principal
Roel Luna	Carmen Anaya Elem, Counselor
Christian Gonzalez	Kennedy Middle School, Asst. Principal
Cynthia Rivera	High School Reading Language Arts Coordinator
Sherry Vargas	Bilingual Strategist
Lorena Zuniga	PSJA Southwest ECHS, Teacher-Social Studies
Erica Estreda	Cesar Chavez Elem, Teacher
Janie Baldazo	Murphy Middle School, Teacher
Cynthia Perales	Guerra Elementary, Teacher
Ilsa Gonzalez	Garza-Pena Elementary, Teacher
Laura Torres	Carmen Anaya Elem, Assistant Principal
Sandra Delgado	Parent Representative
Maria Rodriguez	Parent Representative

Campus Educational Improvement Committee Members

Leadership Growth	
Dr. Rebecca Garza	Asst. Supt. For Human Resources
Alfredo Carrillo	Executive Officer For Human Resources
Dr. Nora Cantu	Executive Officer For Academics
Maria Varela	New Teacher and Insts. Coaching Coord.
Priscilla Salinas	ACTRGV Director
Gloria Garza	Elementary Science Coordinator
Adrian Karr	HR Manager
Hector Rodriguez	MIS Department Director
Stella Sanchez	Professional Development Director
Gina Saenz	LBJ Middle School Dean Of Instruction
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit
David Frias	Kelly-Pharr Elementary, Teacher-Kinder
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher
Romeo Romero	Aida Escobar Elem, Teacher-PE
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal
Jessica Moore	Middle School, Science Coordinator
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek
Yulissa Rangel	Austin Middle School, Math Teacher
Perla Oervides	Collegiate High School, Teacher-SS
Lezlie Neely	Ramirez Elementary, Teacher-Fifth
Jessica Garcia	Carman Elementary, Reading Coach
David Granadoz	Liberty Middle School, Teacher Math
Miguel Torres	Middle School Social Studies Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher
Laura Ramos Moreno	Sorenson Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher
Myra Perez	Parent Representative
Norma Villegas	Parent Representative
Daniela Zuniga	Business Representative

| Family and Community Empowerment	
Dr. Orlando Noyola	Asst. Supt. For Student Services
Dr. Virna Bazan	Executive Officer For Elementary Schools
Dr. Lauro Davalos	Asst. Supt. of Technology
Virgina Saenz	Counseling and Guidance Director
Claudia Lemus Campos	Communications & Marketing Director
Ruben Garcia	Parental Engagement Director
Laura Campos	Pupil Accounting Dept. Director
Erica Munguia	Migrant Strategist
Nora Galvan	Adult Literacy Coordinator
Rolando Garcia	Chief Of Police
Ruby Lopez	Cesar Chavez Elementary, CLL
Lizette Sosa	Farias Elementary, Teacher-Fourth
Osvaldo Gonzalez	Trevino Elementary, CLL
Vivian Salazar	John McKeever Elementary School, Techer Second
Azeneth Razo	Palmer Elementary, Teacher-Second
Maria Briseno	Vida N. Clover Elem., Teacher-Music
Juan Carlos Reyes	Henry Ford Elementary, Teacher
San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Melissa Sanchez	PSJA High School, Counselor
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Kimberly Ortega	Middle School Reading Language Arts Coordinator
Analynn Gundran	Collegiate High School, CLL
Susana Barbosa	Dr. William Long Elementary, Teacher
Felix Salinas	LBJ Middle School, Teacher
Melissa Ontivieros	Longoria Elementary, PK Teacher
Leticia Garcia	Parent Representative
Gloria Castillo	Parent Representative

2024- 2025 PK3 LION LITERACY DATA
(53 Students)
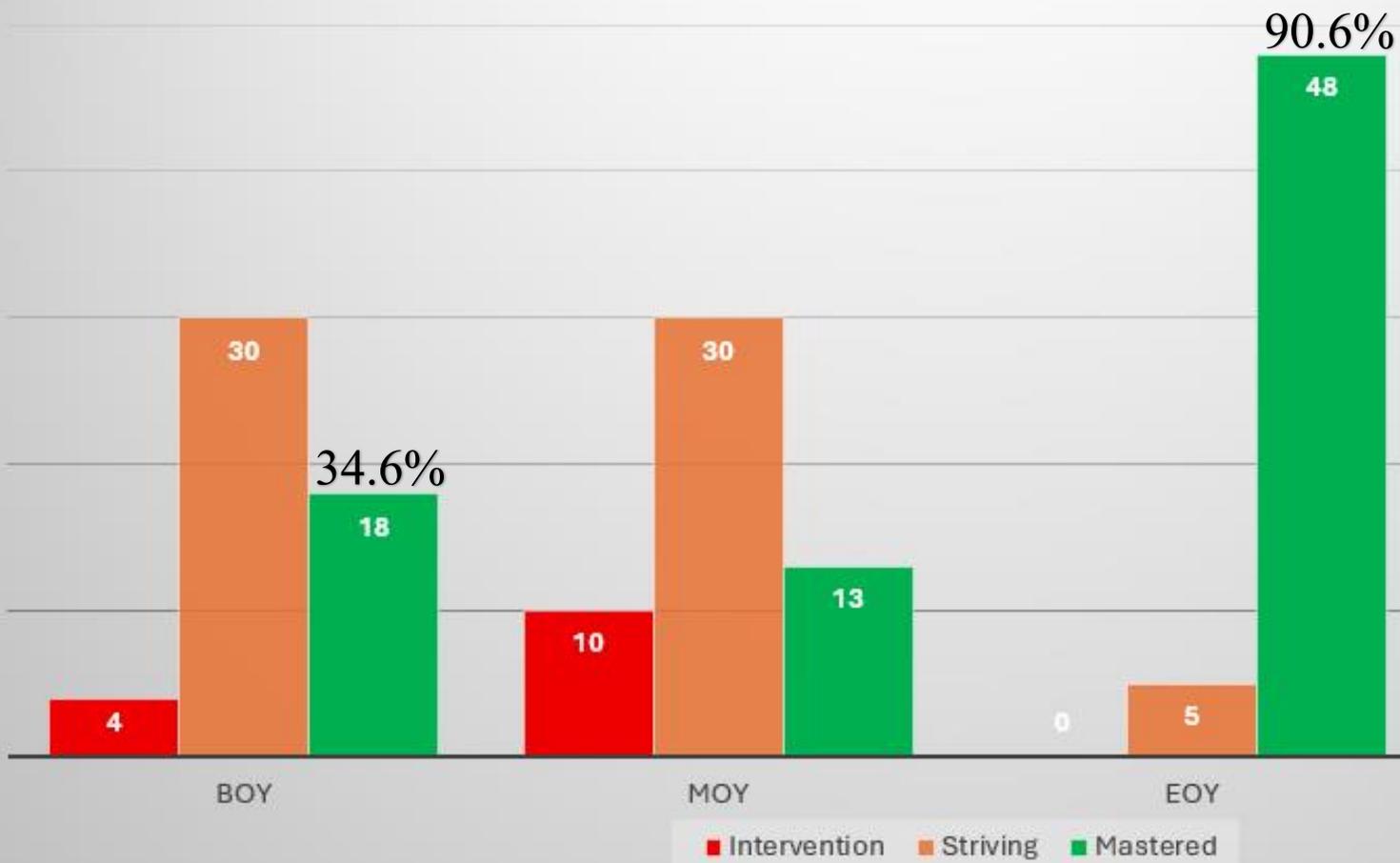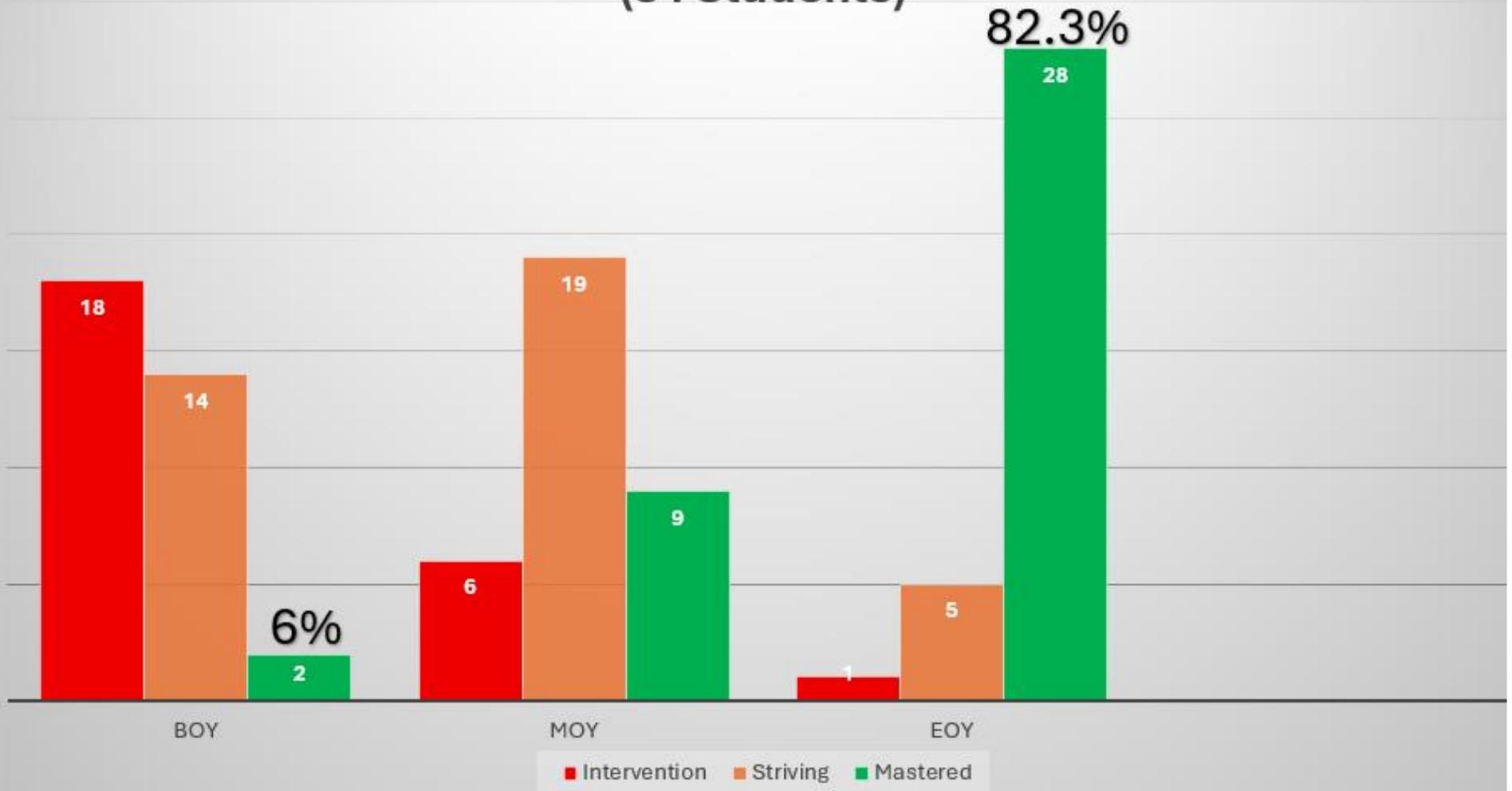
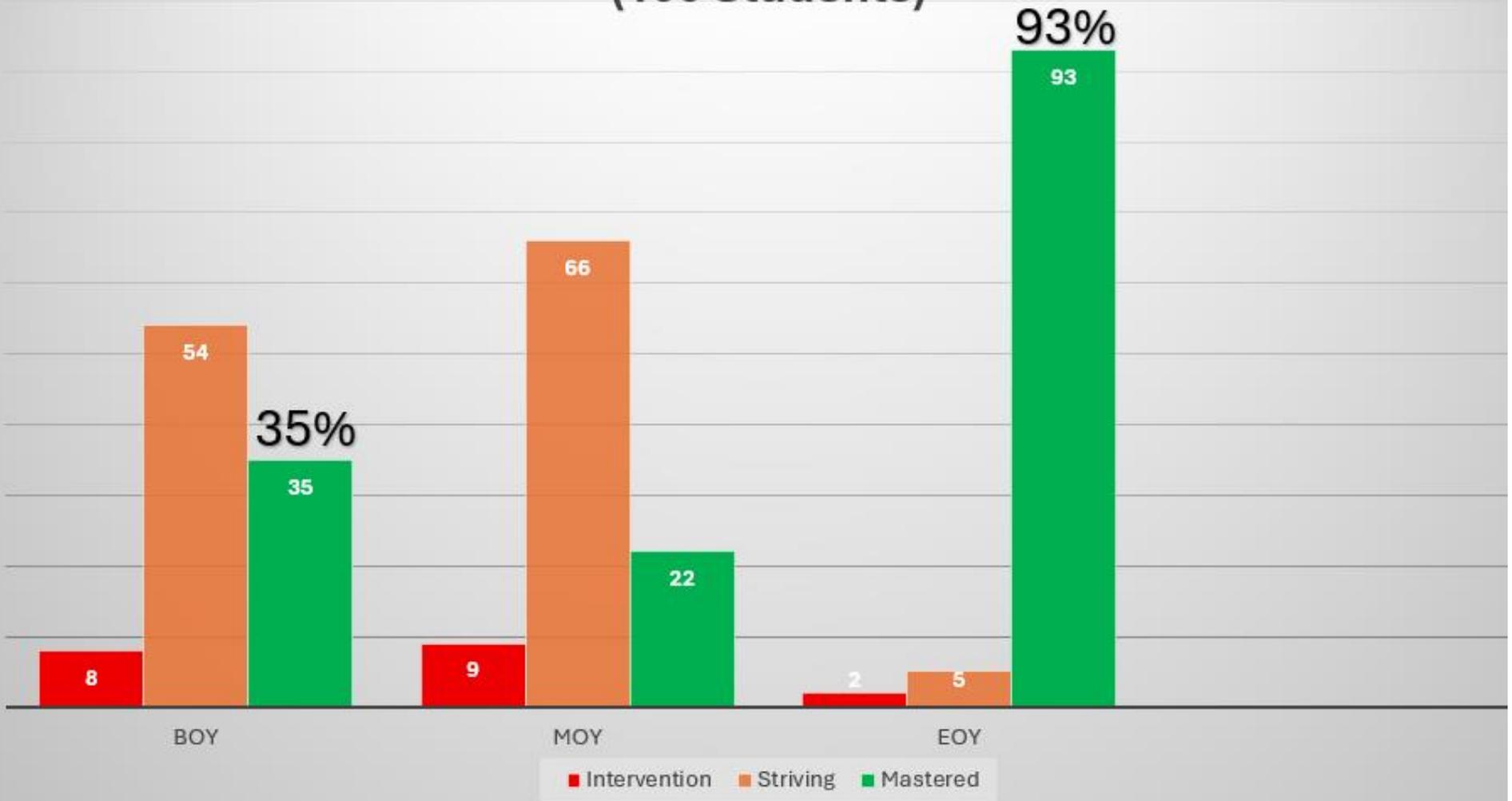2024- 2025 PK3 LEON para Lectura Overall Progress
(47 Students)
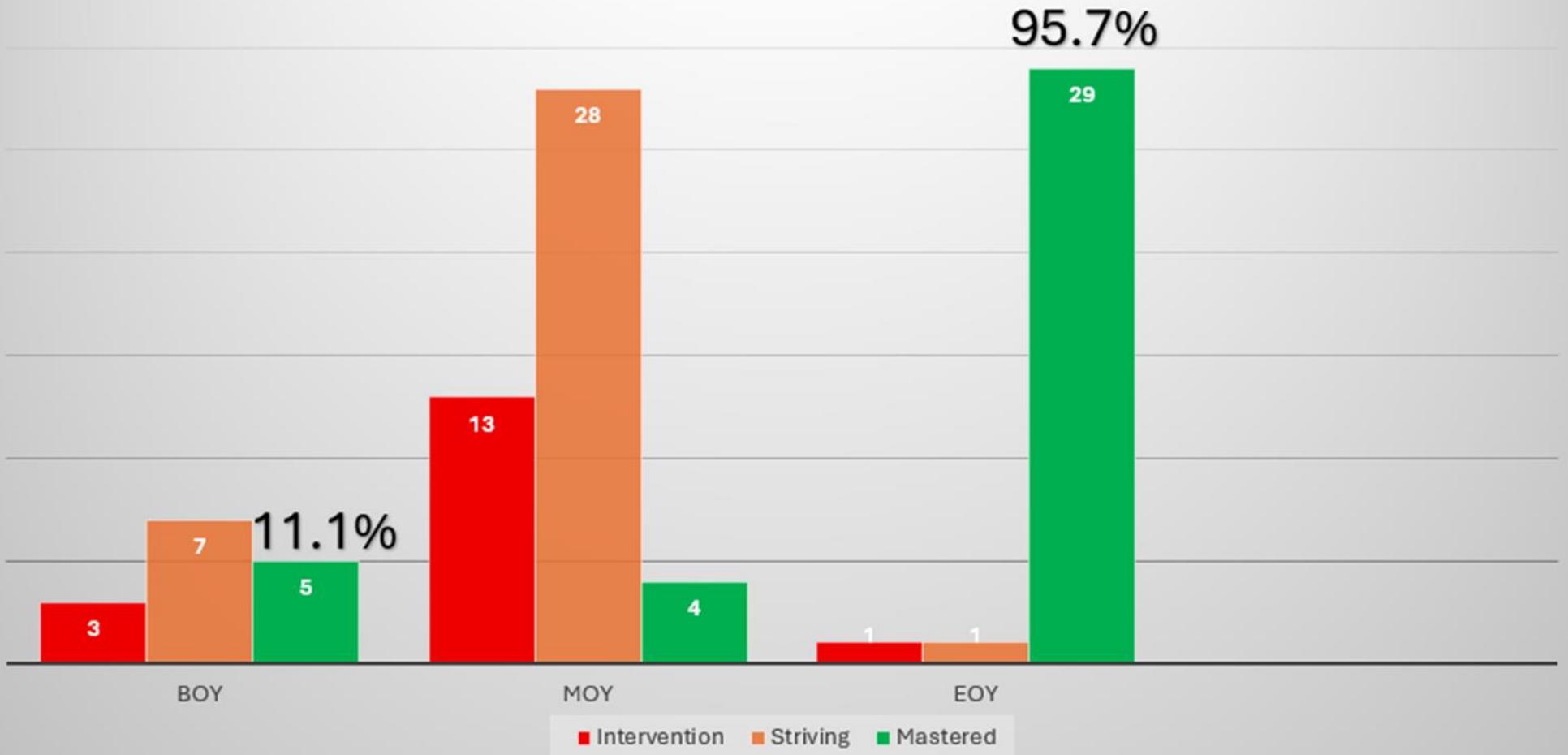
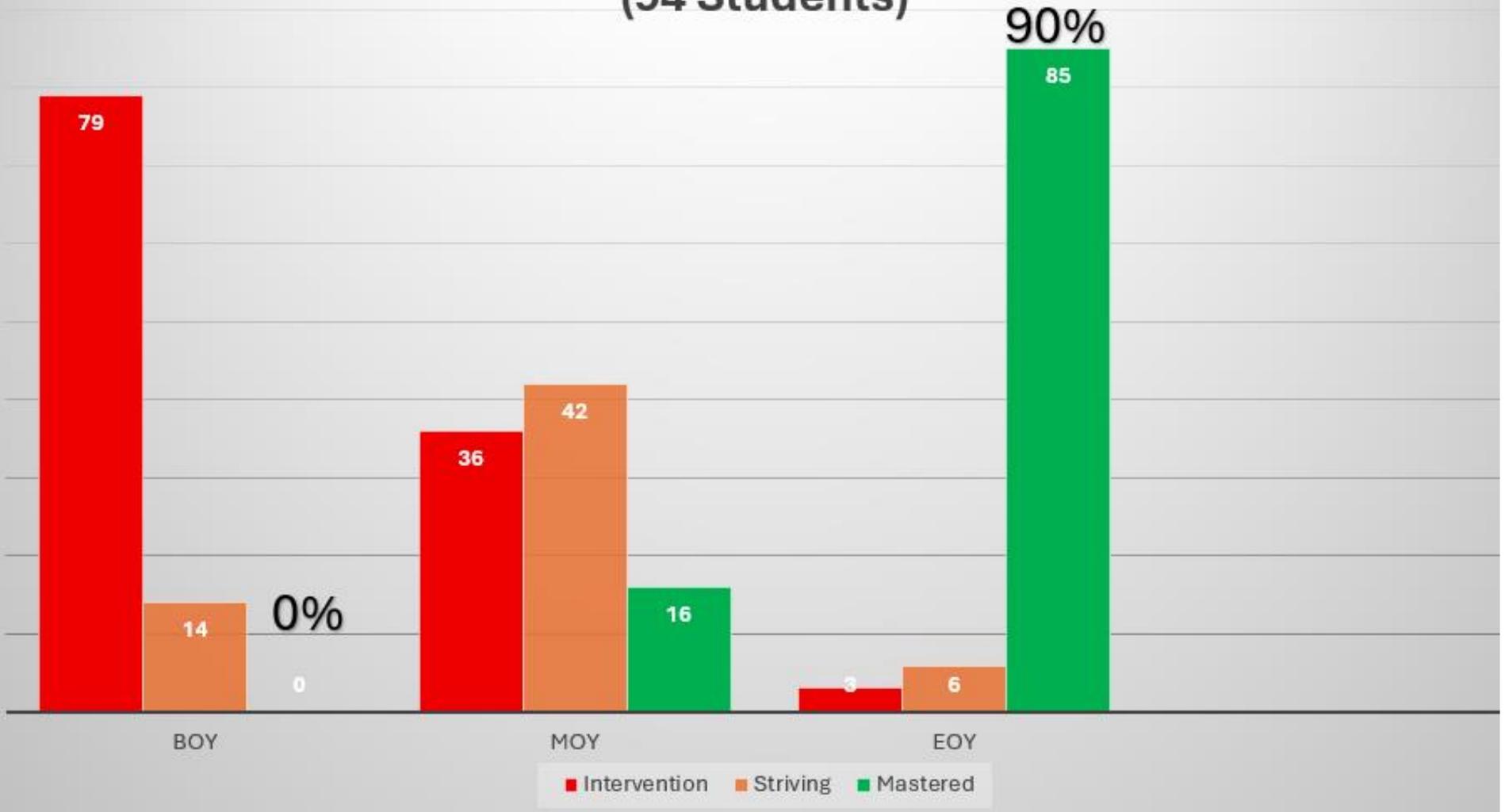2024- 2025 PK4 LION LITERACY Overall Progress (60 Students)
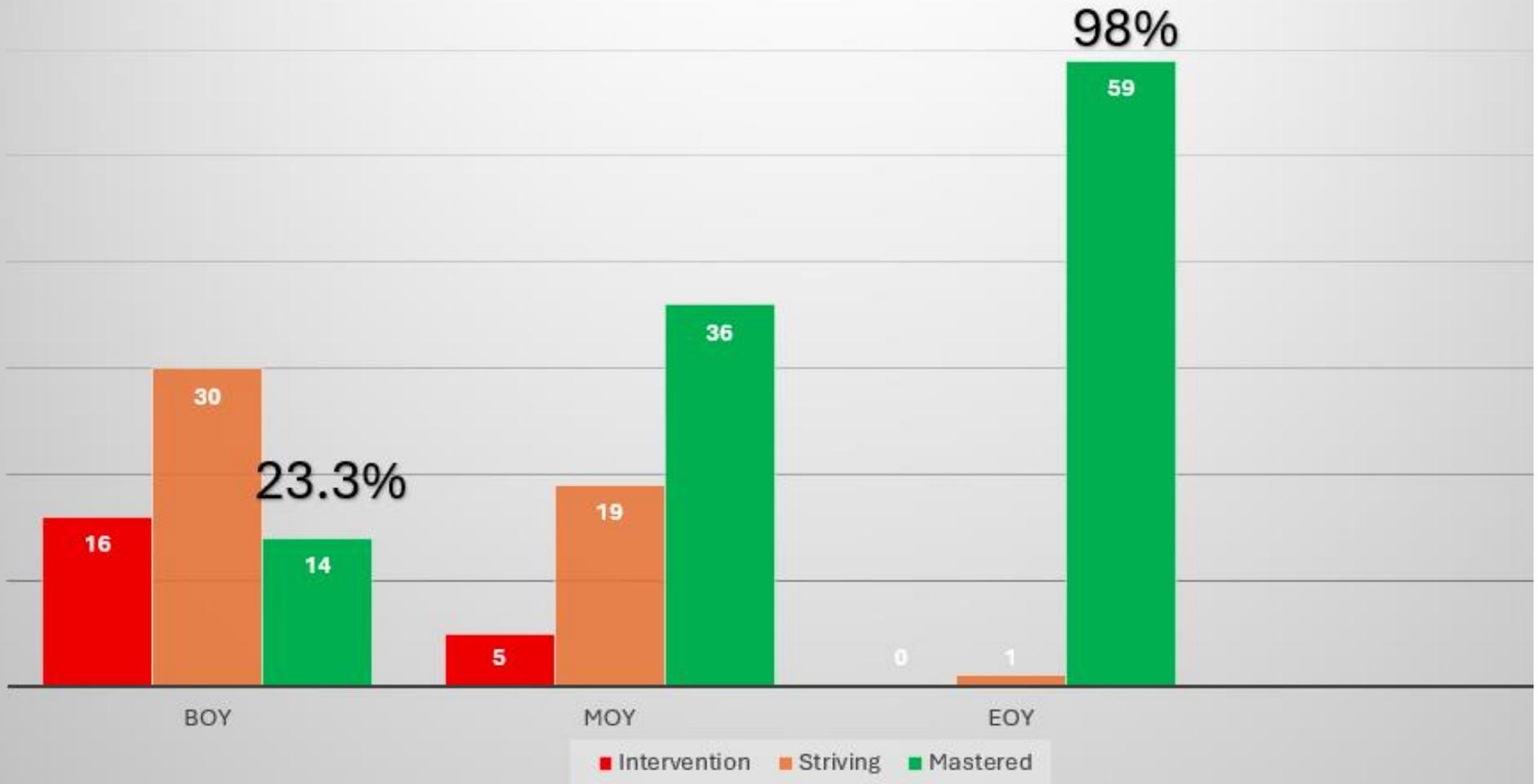
2024- 2025 PK4 LEON para Lectura Overall Progress (34 Students)

2024- 2025 PK3 LION Math Overall Progress (100 Students)

2024- 2025 PK4 LION Math Overall Progress
(94 Students)

k

1st

Comprehensive Needs Assessment

Data Resources Reviewed
1. Reports TPRI, Tejas Lee, CLI, TXKEA
2. 2024-2025 Enrollment/Attendance
3. PEIMS Demographics
4. Parental Involvement Data
5. Professional Development Plan
6. Teacher Certifications
7. Technology Inventories
8. TEEMS (T-TESS)

CAMPUS LEADS:

Denise Garcia, Patricia Viera, María Rubio Villescas, Christina Rubio

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING (Campus Info.)

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2024 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 24%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

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

Annual Goal 1: The percentage of all PK3 students that score Masters level in the the EOY LION assessment will go from 90% to 95% .

Objective 1: The percentage of students performing at Masters Level in the LION assessment will increase by having access to developmentally appropriate guaranteed and viable curriculum.

Strategy 1: Purposeful planning and differentiation of instruction
Timeline: Oct 2025- May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds,
Persons Responsible: Teachers, CLL, Principal, Assistant Principal
Action Steps:
1) Unpacking guidelines
2) analyze data
3) small group individualized instruction lesson plans

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Frog Street • I Ready •Age of Learning •Lakeshore materials • Circle Time •Heggerty •LION/LEON •State and local student data	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization •action plan •data wall	•Student Achievement gains on LION •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BMs] •Fluency Checks •Progress Monitoring •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.
Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principals, CLL
Action Steps:
1) Conduct a minimum of 10 walkthroughs with feedback per week
2) seek professional development for teachers needing support

3) analyzing curriculum every six weeks

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •I-Ready	•Walkthrough documents	•BOY and EOY scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •Progress Monitoring • •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the Kinder and 1st grade RLA and Math curriculum through CLCs.
Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Teachers, Principal, APs, CLLs
Action Steps:
1) Designated days for lesson internalization of Reading and Math Curriculum
2) Walkthroughs using rubric and feedback provided
3) Provide necessary resources for full implementation

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •I-Ready	•Training Agenda •Collaborative Learning Community Meetings	•TPRI BOY-EOY scores show increases in student achievement and student performance growth •Increase level of performance in TPRI/Tejas Lee and iReady Diagonostic	•Formative assessments •Benchmarks [BMs] •Results Driven Accountability •TELPAS •I-Ready

Annual Goal 2: Early Childhood

The percentage of all Early Literacy students that are Kinder Ready will increase from 47% to 62%.

Objective 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from **47% to 62%** by the end of the academic year, demonstrating a **15% increase** through targeted instruction, early interventions, and consistent progress monitoring.

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

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

Strategy 2: Provide Targeted Early Interventions for At-Risk Students
Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
Action Steps:
  1) **Provide Targeted Early Interventions for At-Risk Students:**

Use research-based intervention programs tailored to each student's area of need.

2) **Identify At-Risk Students Using Early Literacy Screeners:**

Administer baseline assessments within the first 4 weeks of school.

3) **Monitor Progress and Adjust Interventions as Needed:**

Conduct progress monitoring using quick, targeted assessments.

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

Strategy 3: Engage Families Through Literacy-Focused Home Learning

Timeline: September 2025 – May 2026

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

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

Action Steps:

- 1) **Host Monthly Family Literacy Nights:**
  Organize interactive workshops where families learn simple literacy strategies
- 2) **Distribute Literacy Take-Home Kits:**
  Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.
- 3) **Communicate Weekly Literacy Tips through Resource binders and other platforms:**
  Use tools like ClassDojo or school newsletters to share weekly reading tips.

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

Goal Area 2:   Student Supports

Annual Goal 2: English Learners student group will increase in the Rapid Letter Name Measure by 5% or higher at the Master level of the LION Progress Monitoring Assessment by June 2026.

Objective 1: English Learners student group will increase by 5% or higher on the Syllable Separating Measure Masters level of the LION Progress Assessment by June 2026.

Strategy 1: Train all Bilingual teachers who serve bilingual students

Timeline: BOY-October 2025, EOY- May 2026

> **Title I School Components: 2. Reform Strategies a,b,c 4. High Quality and Ongoing Professional development a,b**
> **Persons Responsible:** Teachers, Instructional Coach, Grade Level Chairs, Principal, Assistant Principal, Special Ed Teacher

Action Steps:

1) Using Job Embedded professional learning during CLC's to include Pre-K Guidelines outcomes using detailed Lesson plan with dual language instruction.
2) Implement learning walks

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Heggerty Phonemic Awareness Program ·Photo Libraries ·Spanish Materials	District/Campus Data Reviews Morning Message LION Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans Tango Software	Increase the percentage of Mastery in LION Assessment	LION Progress Monitoring Assessment SGM Assessments Pre and Post

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

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

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- **1)Pre-Teach Vocabulary with Visual Supports:**
  Before introducing new content, select key academic vocabulary and pair each word with a gesture.
- **2)Use Realia and Hands-On Materials During Instruction:**
  Bring in **real objects** or **manipulatives** related to your lesson
3) **Create Visual Word Walls**
   Develop word walls with images and have students practice separating of syllables daily

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Heggerty Phonemic Awareness Program ·Photo Libraries ·Spanish Materials	District/Campus Data Reviews Morning Message LION Reports Letter Fluency Progress Monitoring Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans Tango Software	Increase the percentage of Mastery in LION Assessment	LION Progress Monitoring Assessment SGM Assessments Pre and Post

Goal Area 3: Leadership Growth
Annual Goal 1: **All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction**

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

    Strategy 1: Provide a Clear, Streamlined Lesson Plan Template
    Timeline: September 2025 – May 2026
    Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
    Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL
    Action Steps:
    1. Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
    2) Include embedded prompts/examples to guide teachers in completing each section effectively.
    3) Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Heggerty Phonemic Awareness Program ·Photo Libraries ·Spanish Materials District lesson plans One drive folders Laptops Ipads	District/Campus Data Reviews Morning Message LION Reports Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans	Increase the percentage of Mastery in LION Assessment	LION Progress Monitoring Assessment SGM Assessments Pre and Post

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2025 – May 2026

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

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

Action Steps:

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

2) Establish planning dates every 6 weeks to review upcoming lessons and create activities for centers

2) Assign CLL or AP to review, support, and provide feedback before plans are submitted.

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Heggerty Phonemic Awareness Program ·Photo Libraries ·Spanish Materials District lesson plans One drive folders	District/Campus Data Reviews Morning Message LION Reports Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans	Increase the percentage of Mastery in LION Assessment	LION Progress Monitoring Assessment SGM Assessments Pre and Post

Laptops Ipads			

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
·District Curriculum- Frog Street ·Creative Curriculum ·I-Ready/LION ·Title I ·Lakeshore Materials ·Heggerty Phonemic Awareness Program ·Photo Libraries ·Spanish Materials District lesson plans One drive folders Laptops Ipads	District/Campus Data Reviews Morning Message LION Reports Lesson Plans – Dual Language Instruction -LOI Data Wall Walkthroughs Data Action Plans	Increase the percentage of Mastery in LION Assessment	LION Progress Monitoring Assessment SGM Assessments Pre and Post

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child's school will increase by 20%.

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

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

Timeline: September 2025 – May 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters
Action Steps:
- 1) **Design a monthly calendar:**
   Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)
- 2) **Collaborate with Staff and Community Partners**
   Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- 3) P**romote Events and Encourage Participation**
   Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

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

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

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

Action Steps:
- **1) Identify Key Workshop Topics Through Family Input:**
  Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.
- **2) Schedule and Promote Monthly Parent Workshops:**
  Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.
- **3) Send Home Resources for Continued Support:**
  After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

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

- **Strategy 3:** Fostering family cultures
  Timeline: September 2025 – May 2026
  Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
  Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

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

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

Goal Area 4: Family Community

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

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

Timeline: September 2025 – May 2026

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

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

Action Steps:

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

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

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

Timeline: September 2025 – May 2026

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

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

Action Steps:

- **1) Family Nights:**

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

- **2) Communication Plan:**
    Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- **3) Attendance Ambassadors program:**

    This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences

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

Title 1, Part A School Wide Components

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

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

3. Instruction by highly qualified teachers.

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

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

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

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

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

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

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

education, vocational and technical education, and job training.