

B. Palacios Elementary



Campus Improvement Plan 2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to

foster multi-generational prosperity.

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

Texas Accountability System



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

Retrieve on Nov. 11, 2024 from: [Texas School Report Cards | Berta S Palacios Elem | Accountability Overview](#)

Strategic Direction



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PALACIOS ELEMENTARY

CAMPUS REPORT CARD

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

Domain	Scaled Score	Better of Part A or B	Better of Domain I or Domain II	Weight	Weighted Points
Domain I - Student Achievement	88				
Domain II - School Progress Part A	89	91	91	70%	63.7
Domain II - Relative Performance Part B	91				
Domain III - Closing the Gaps	92			30%	27.6

OVERALL SCORE	91	
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Campus Executive Summary

Demographics:

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

The student body at Berta S. Palacios is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	EB	Mig	ECD	GT	At Risk
Count	242	220	95	276	7	459	22	414
Percent	52.40%	47.60%	20.60%	59.70%	1.50%	99.40%	4.80%	90%

With the
proximity
59.70% of

considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

district's
to Mexico,
the students are

Student Performance:

Using preliminary student performance data, **Berta S. Palacios** has been rated an "A" Campus on the 2025 Accountability. In Domain I, Student Achievement component score of 58 (88), STAAR School Progress Domain 2A was at a component score of a 79 (89), Domain 2B Relative Performance component score 57 (91), and Domain III component score 78 (92). **Berta S. Palacios earned a grade of 91.**

The overall 2025 Accountability Rating for Berta S. Palacios was a score of **91**. In grades 3rd-5th all tested STAAR subjects, Berta Palacios administered 415 tests which translates to over 100% participation for the 2024-2025 school year.

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, Mathematics, and Science will increase from 61% in May 2025 to 65% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Reading will increase by five percentage points from 60% to 65% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Mathematics will increase from at 58% to 60% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Math will increase from 64% to 68% by June 2025.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Reading will increase from 66% to 68% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 5th grade STAAR Mathematics will increase from 63% to 67% by June 2026.
- The percentage of students in Domain 2A who perform at MEETS grade level or above on 5th grade STAAR Reading will increase 68% to 70% by June 2026.

BERTA PALACIOS ELEMENTARY SCHOOL
an International Baccalaureate School**Vision:**

Teachers and staff at Berta Palacios Elementary commit themselves to the fundamental principle that all students can learn. We can make the difference through positive actions. In the course of our endeavor as professional educators, we must provide all students with opportunities to excel to their fullest. Furthermore, our top priority is for students to attain academic recognition in all areas of the curriculum. Commitment from administrators, teachers, parents, and students play an integral part in accomplishing our school vision.

Mission

Through a supportive partnership with parents and the school community we, the staff of Berta Palacios Elementary School, are committed to provide all students with a strong foundation for life-long learning through inquiry that will produce internationally-minded and productive bilingual/biliterate, caring, global citizens.

Campus Leadership Committee



1. Velma Villarreal, Principal
2. Sandra Garza, Assistant Principal
3. Sandra Gonzalez, Counselor
4. Ashely Clark, CLL
5. Aurora Vasquez, Parent
6. Maricuz De Anda, Special Education Teacher
7. Dalia Garcia, Lead Teacher
8. Giselle Morelius, Lead Teacher
9. Sandra Castro, Lead Teacher
10. Vanessa Morin, Para-Professional
11. Juan C. Moreno, Head Custodian

Site -Based Decision -Making Committee



- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.
- **Scheduled Meeting Dates: September 4, 2025, November 6, 2025, January 29, 2026, May 30, 2026**
- **Committee Roles and Responsibilities:**
 - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
 - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
 - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
 - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

Site -Based Decision - Making Committee



SBDM will address the following areas:

- Planning
- Budgeting
- Curriculum
- Staffing patterns
- Staff development
- School organization

PALACIOS ELEMENTARY

DOMAIN II PART B – RELATIVE PERFORMANCE

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	54	8	15%	46	85%	32	59%	12	22%	55	90
Grade 4 Mathematics	67	15	22%	52	78%	43	64%	18	27%	56	91
Grade 5 Mathematics	56	10	18%	46	82%	36	64%	17	30%	59	91
Grade 3 Reading (English)	39	3	8%	36	92%	27	69%	14	36%	66	93
Grade 4 Reading (English)	51	2	4%	49	96%	34	67%	16	31%	65	93
Grade 5 Reading (English)	43	7	16%	36	84%	29	67%	18	42%	64	92
Grade 3 Reading (Spanish)	15	4	27%	11	73%	6	40%	3	20%	44	82
Grade 4 Reading (Spanish)	16	2	13%	14	88%	10	63%	6	38%	63	92
Grade 5 Reading (Spanish)	13	3	23%	10	77%	7	54%	2	15%	49	86
Grade 5 Science	56	11	20%	45	80%	28	50%	9	16%	49	86
TOTAL TESTS	410	65	16%	345	84%	252	61%	115	28%	Domain I - Student Achievement Scaled Score (84 + 61 + 28) ÷ 3 = 58	
											91

PALACIOS ELEMENTARY

DOMAIN II PART A - SCHOOL PROGRESS

Annual Growth			2025 STAAR					
			Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters
2024 STAAR	Did Not Meet LOW	MATH	3	3	0	0	0	0
		RLA	3	2	0	1	0	0
	Did Not Meet HIGH	MATH	3	11	3	0	2	0
		RLA	1	6	2	7	3	0
	Approaches LOW	MATH	0	3	2	5	3	2
		RLA	1	0	4	6	2	2
	Approaches HIGH	MATH	1	0	1	6	7	4
		RLA	0	0	2	2	9	6
	Meets	MATH	1	0	0	1	24	13
		RLA	0	0	1	2	18	18
Meets	MATH	0	0	0	1	8	16	
	RLA	0	1	1	1	6	16	
Accelerated Growth			2025 STAAR					
			Did Not Meet	Approaches		Meets	Masters	
2024	Did Not Meet	MATH	20	3		2	0	
		RLA	12	10		3	0	
Annual Growth Points Earned						(41 x 0) + (31 x 0.5) + (174 x 1) = 189.5		
Accelerated Growth Points Earned						(18 x 0.25) = 4.5		
# of Total Tests Included in Calculation						246		
Domain II - School Progress Raw Score						(189.5 + 4.5) ÷ 246 = 79		

Domain II - School Progress Scaled Score

89

PALACIOS ELEMENTARY

DOMAIN I – STUDENT ACHIEVEMENT

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	54	8	15%	46	85%	32	59%	12	22%	55	83
Grade 4 Mathematics	67	15	22%	52	78%	43	64%	18	27%	56	85
Grade 5 Mathematics	56	10	18%	46	82%	36	64%	17	30%	59	89
Grade 3 Reading (English)	39	3	8%	36	92%	27	69%	14	36%	66	92
Grade 4 Reading (English)	51	2	4%	49	96%	34	67%	16	31%	65	91
Grade 5 Reading (English)	43	7	16%	36	84%	29	67%	18	42%	64	91
Grade 3 Reading (Spanish)	15	4	27%	11	73%	6	40%	3	20%	44	72
Grade 4 Reading (Spanish)	16	2	13%	14	88%	10	63%	6	38%	63	91
Grade 5 Reading (Spanish)	13	3	23%	10	77%	7	54%	2	15%	49	77
Grade 5 Science	56	11	20%	45	80%	28	50%	9	16%	49	77
TOTAL TESTS	410	65	16%	345	84%	252	61%	115	28%		
Domain I - Student Achievement Scaled Score (84 + 61 + 28) ÷ 3 = 58										88	

PALACIOS ELEMENTARY

DOMAIN III – CLOSING THE GAPS

			All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	RLA	2025-27 Interim	46	39	37		18	24	75	30%	22.5
		2028-32 Next Interim	55	49	48						
		2038 Long Term	73	70	69						
		2024	55	55	55						
		2025	64	64	64						
		POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	49	44	42						
		2028-32 Next Interim	58	53	52						
		2038 Long Term	75	72	71						
		2024	52	52	51						
		2025	63	63	63						
		POINTS EARNED	3	3	3						
Academic Growth	RLA	2025-27 Interim	64	62	61		18	24	75	50%	37.5
		2028-32 Next Interim	74	72	71						
		2038 Long Term	94	92	91						
		2024	80	80	80						
		2025	82	82	82						
		POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	69	68	66						
		2028-32 Next Interim	78	77	76						
		2038 Long Term	95	95	95						
		2024	68	68	68						
		2025	75	75	75						
		POINTS EARNED	3	3	3						
English Language Proficiency	2025-27 Interim				49	4	4	100	10%	10	
	2028-32 Next Interim				51						
	2038 Long Term				55						
	2024				70						
	2025				75						
	POINTS EARNED				4						
Student Achievement Domain Score	2025-27 Interim	47	41	40		9	12	75	10%	7.5	
	2028-32 Next Interim	57	51	50							
	2038 Long Term	77	71	70							
	2024	51	51	51							
	2025	58	58	58							
	POINTS EARNED	3	3	3							
Domain III - Closing the Gaps Raw Score							(22.5 + 37.5 + 10 + 7.5) = 78				
Domain III - Closing the Gaps Scaled Score										92	

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

The following accountability sources were used to review the Special Education data by the Campus Site-Based Decision-Making Committee (SBDM): State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-5 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

Align student goals and objectives outlined in IEP with TEKS being assessed on STAAR, STAAR Online, STAAR-Alt 2, TELPAS and TELPAS-ALT.

Personnel Needs:

Campus Administrators will work closely with Human Resources (HR) to ensure the selection of highly qualified employee(s) holding valid state issued certification.

Professional Development Needs:

Special Education Staff will be included in all Professional Development (PD) provided by the campus/district in the areas that are to be addressed by individual students. The Special Education Department will work closely with the Campus and provide PD in the area of co-teaching to implement the inclusion model effectively. Resource teachers will work collaboratively with homeroom teachers to ensure IEP implementation.

Emergent Bilinguals (EB):

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the SBDM Committee: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department was very involved in the curriculum writing and revision for grades K-5 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program.

GOAL AREA 1: Student Achievement

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.

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 (Spanish) at Meets Grade Level Standard or Above was at **55%**.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **49%**.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **48%**.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **38%**.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. **31%** of 3rd grade students scored 0 points on the **ECR (16 students)**.
- 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 **58%**.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at **52%**.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at **54%**.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at **41%**.
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Goal Area 1: Student Achievement

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 61% in to 65% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/math 3rd-5th 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, RLA, SLA and Math based on needs assessment using data and trends will be executed. Data will be used to inform instruction for differentiated lessons to identify spiraled skills and highly tested student expectations.

Timeline: Sept. 2025- Aug. 2026

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

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

Action Steps:

- 1)CLC meetings will address lesson planning and the TEKS.
- 2) Data will be shared with parents regarding their child's level of performance and expected outcome by June 2024 at parent meetings (STAAR, TPRI, Tejas LEE, TXKEA, BM1, BM2, CBA).
- 3) Conduct data analysis every six weeks by leadership team to monitor root cause, improvement and drive action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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•TEKS Resource System •Curriculum Templates/Calendar •I-Ready, Lead4ward, My Reading and Math Aca,, Summit K12, Region 1, Forde-Ferrier •State and local student data - Purchase supplies such as paper, colored paper, sent. strips, binders, markers, folders, skill boxes, poster boards, chart paper for small group interv. Project-based learning act. Tri-folds, copier machine, mat. Need,	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization - DMAC data, Tutorial/Intervention	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports - STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic
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Strategy 2: Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc.. to meet the needs of students at each performance level (Approaches, Meets, Masters) and address all five components of reading.

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

Persons Responsible: Principal, Assistant Principal, Instructional Coach, Teachers

Action Steps:

1) Data will be used to identify students in need of extended learning opportunities and purchase supplies such as paper, chart tablets, colored paper, sentence strips, markers, painting supplies for small group instr/interventions and enrichment camp. (need copier machine/materials for teachers)

2) Implement quality instructional reading programs that focus on the five essential components of a reading program to meet the needs of all students. (Accelerated Reader, purchase books of different genres, SSRW, Estrellitas Phonics practice, Savaas, Mosaico)

3) Provide compensation for intentional tutoring groups.

4). Meet with grade level chairs to plan action plans, interventions, data analysis and identify areas for improvement. Teachers will be meet during the summer or on Saturday's.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready Provide supplemental tutorial programs and summer school/enrichment for students identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc.. to meet the needs of students at each performance level (Approaches, Meets, Masters) and address all five components of reading. - Phonemic Awareness - Phonics - Fluency - Comprehension & Vocabulary	•Walkthrough documents - Lesson plans - Tutoring/Int. Plans - Fluency Progress - Monitoring	•BM1 and BM2 scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic
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Strategy 3: Ongoing support for the implementation of the RLA and Math curriculum through CLCs. Monitor student writing samples every six-weeks to make certain writing is occurring throughout the curriculum.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, LIFE Coach, Teachers

Action Steps:

- 1) Use WFTB writing rubric to score and analyze student writing from PK-5th grade.
- 2) Purchase writing journals and quality literature (trade books) for teachers to model effective writing strategies and use mentors.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level

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	•Training Agenda •Collaborative Learning Community Meetings	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •TELPAS •I-Ready

•Lexia Core 5 •Power Up •I-Ready Accelerated Reader software program and licenses			
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Goal Area 2: Closing the Gap

Annual Goal 1: Emergent Bilingual Students will demonstrate 60% or above on progress composite to composite on Telpas domain by June 2026.

Objective 1: All student groups will be monitored weekly to ensure that at least 90% of each domain is met by June 2026 to meet the 10% of the Closing Gap.

Strategy 1: Monitor implementation of ELP strategies to accelerate the progress of EB's.

Timeline: June 2025- June 2026

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

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

Action Steps: ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Teachers will schedule observations for administration feedback on ELPS implementation.
- 2) Teachers will provide TELPAS based assessment practice throughout the school year, embedded throughout the curriculum.
- 3) Teachers and administrators will monitor student growth on proficiency levels and set goals for each students' proficiency level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - I-Ready Reading - ELPS - TELPAS Release Assessment - Biliteracy Benchmarks - Summit K12	DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Teacher-student conference Follow the yearly Success Plan for Summit Walk-through feedback LPAC notes Lesson Plans (Accelerate) Language Acquisition Monitoring	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR	Weekly Assessments CBA I BM I & II Telpas BM 1 assessments Summit K12 summative/interim STAAR TELPAS

Strategy 2: Monitor the progress of all EB’s through district formative assessments.

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Leadership team will monitor EB students marking period grades each period.
- 2) Team will monitor EB’s via EB instructional and assessment checklist at BOY, MOY and EOY.
- 3) Monitor biliteracy journals for attainment towards TELPAS writing growth.

Strategy 3: Teachers in grades K-2 will use the Footsteps to Brilliance program to implement biliteracy.

3rd-5th grade DL teachers will implement biliteracy curriculum with fidelity.

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Leadership will conduct periodic walk-throughs for implementation of curriculum K-5th.
- 2) Leadership team will monitor biliteracy journals for fidelity of implementation.
- 3) Provide support for students having difficulty with domains.

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal 3: All students will receive balanced instruction on Social Emotional Learning and implementation of the 21st century skills.

Objective 1: All students will be monitored weekly to ensure that all students receive balanced instruction on SEL and implementation of 21st century skills.

Strategy 1: Teachers will implement International Baccalaureate's Approaches to Learning throughout the curriculum to address positive social skills.

Timeline: June 2025- June 2026

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

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

Action Steps: ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Embed planning days for each unit of inquiry throughout each six-weeks.
- 2) Complete IB progress forms on essential elements and unit of planner in Science and Social Studies curriculum.
- 3) Attend any IB trainings to gain further knowledge on the Enhanced Programme of Inquiry.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - IB Unit Planners - Campus IB Coordinator - Lead Teachers - Teachers - Toddle - Manage BAC	Progress Monitoring Reports Teacher-student conference Walk-through feedback Lesson Plans IB student journals	IB Verification Report Feedback IB Authorization	Unit of Inquiry -Programme of Inquiry

Strategy 2: Campus-wide implementation of Project RESSPECT Skills and SEL curriculum.

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

Persons Responsible: Principal, Assistant Principal, CLL, Counselor, Campus IB Coordinator, Teachers

Action Steps:

- 1). School counselor will conduct weekly classes with all grade levels.
- 2). Project RESSPECT skill of the Week will be reviewed with students by the counselor, AP, Principal during weekly meetings.
- 3). SEL journal implementation by counselor.

Strategy 3: Campus-wide implementations of IB Learner profile attributes and attitudes celebrated monthly.

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

Persons Responsible: Principal, Assistant Principal, CLL, Counselor, Campus IB Coordinator, Teachers

Action Steps:

- 1). Teachers and staff will highlight IB Attribute of the Month throughout the curriculum.
- 2). Students will be recognized and awarded for demonstrating attribute of the month (Scholar of the Month).

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal 3: All students will receive balanced instruction on Social Emotional Learning and implementation of the 21st century skills.

Objective 1: All students will be monitored weekly to ensure that all students receive balanced instruction on SEL and implementation of 21st century skills.

Strategy 1: Teachers will implement International Baccalaureate's Approaches to Learning throughout the curriculum to address positive social skills.

Timeline: June 2025- June 2026

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

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

Action Steps: ELPS training will be provided for all staff members to serve the needs of our EB students.

- 1) Attend IB-Categories 1, 2, and 3 trainings for each of the stages of IB (Consideration, Candidacy, Authorization, Re-Authorization)
- 2) Embed planning time into weekly CLCs to plan, prepare, implement and re-evaluate units of inquiry. Compensations for IB trainings.
- 3) Analyze Units of Inquiry assessment and policies for implementation for unit of inquiries (purchase manipulatives and materials for all units and IB exhibitions. Payment of IB yearly fees.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Implement the following stages of the IB philosophy to all students on campus to promote international-mindedness via science and social studies units of inquiry. -Consideration Stage -Candidate Stage -Authorization Stage -Authorized IB World School -Re-authorization -Yearly IB School	Progress Monitoring Reports Teacher-student conference Walk-through feedback Lesson Plans IB student journals Progress Monitoring Reports Walk-through feedback Lesson Plans NAEYC Portfolios	IB Verification Report Feedback IB Authorization NAEYC Consultant Report Feedback NAEYC Accreditation	Unit of Inquiry Programme of Inquiry Student journals

Continued:

Strategy 2: Implement the following stages of the NAEYC accreditation for PK students to promote international-mindedness via science and social studies units of inquiry:

- Stage 1: Enrollment & Self-Study
- Stage 2: Application for Accreditation
- Stage 3: Candidacy
- Stage 4: Meeting and Maintaining Status
- Re-authorization
- Yearly IB School Fee

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1). Attend NAEYC trainings for each of the stages (Enrollment, Application, Candidacy, Meetings, and Maintaining).
- 2). Embed planning time into weekly CLC's to plan, prepare, implement and re-evaluate NAEYC standards. Compensations for trainings.
- 3). Analyze assessment and policies for implementation for all unit age-appropriate activities (purchase manipulatives and

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal 3: By June 2026, 100% of staff will be trained on campus safety protocols and procedures.

Objective 1: All staff will be monitored to ensure 100% are trained on campus safety protocols and procedures.

Strategy 1: Campus will continue to implement an Emergency Response Team (ERT) to ensure all safety protocols and procedures are in place.

Timeline: June 2025- June 2026

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

Persons Responsible: Principal, Assistant Principal, Nurse, Head Custodian, Emergency Response Team, Teachers, Campus Guardian

Action Steps:

- 1) Conduct monthly ERT drills and post-drill feedback meetings.
- 2) Train all staff on state and district-mandated trainings such as, but not limited to sexual harassment, Leana's law, David's law, diabetes, allergic reactions, seizures, stop the bleed, CPR, and CPI.
- 3) Staff will be trained on crisis situations with assigned roles and responsibilities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map All Doors must be numbered District Safety Plan Campus Safety Plan	Safety Org, Chart of ERT Monthly ERT Meetings Safety Meetings Safety Trainings	Emergency Response Team Drills	Health Service campus drills District Safety Audits

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Map All Doors must be numbered District Safety Plan Campus Safety Plan	Safety Org, Chart of ERT Monthly ERT Meetings Safety Meetings Safety Trainings Monthly Safety documentation	Firedrills Lockdowns Bus evacuation for Headstart students Inclement weather drills for students	Health Service campus drills District Safety Audits

Strategy 2 : Campus will conduct monthly fire drills and lockdowns twice a year.

Timeline: June 2025- June 2026

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

Persons Responsible: Principal, Assistant Principal, Nurse, Head Custodian, Emergency Response Team, Teachers, Campus Guardian

Action Steps:

- 1) District and campus security guard will conduct weekly safety audits to ensure safety protocols are in place consistently.
- 2) Head custodian will attend district safety meetings.
- 4) Headstart will conduct safety drills and staffing's on student health concerns.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 4: Increase Staff Quality, Recruitment and Retention

Objective 1: All staff will be monitored to ensure 50% receive a rating of ACCOMPLISHED OR ABOVE on T-TESS Dimension 1.4

Strategy 1: Conduct CLC's on critical thinking in alignment with the T-TESS rubric.

Timeline: Aug. 2025- June 2026

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

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

Action Steps:

- 1) Conduct weekly CLC's on Dimension 1.4.
- 2) Conduct artifact analysis on Dimension 1.4.
- 3) Monitor walk-throughs, intervisitations, and PD goals for teachers below Accomplished Dimension 1.4.
- 4). Curriculum alignment to drive instruction and create learning centers to address differentiation in the classroom.

Resources

Evidence of Implementation

Evidence of Impact

Formative Evaluation

T-Tess Rubrics T-Tess Appraiser training guide TEKS planning guide	Walk-through feedback	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.
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Strategy 2: Teachers will participate in curriculum writing to enhance academic performance in all content areas.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Teachers will align curriculum with state standards.
- 2) Attend professional development meetings to gain clarity on curriculum expectations and timelines.
- 3) Teachers will stay current with research-based instructional strategies.
- 4). Teachers will develop learning objectives, essential questions and performance tasks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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T-Tess Rubrics T-Tess Appraiser training guide TEKS planning guide	TEKS District Curriculum	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.
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Timeline: Aug. 2025- June 2026

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

Persons Responsible: Parent Educator

Action Steps:

- 1) All parent meetings and events will be monitored monthly to ensure parent involvement and interaction increase by 25% by June 2026.
- 2) Snacks will be provided during parent meetings. Etc. Creamer, water, coffee, sugar, cookies, cakes, bottle water, fruit trays, and utensils.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Provide Parent Orientation Meetings on: -Parent Involvement Policy -supplies for parent education program -Parent/Teacher/Student Compact -STAAR Campus Report Card -Attendance -Title I -Safety -Ways to assist children at home -Drug Awareness -Nutrition -Dual Language Program -Health and Hygiene	Parent Sign-In Log from meetings	agendas artifacts	Yearly Parent Participation Log

Strategy 2:

Provide events for parents to feel welcome on campus such as:

- Report Card Night
- Data Night/STAAR Night
- Curriculum Night
- Meet the Teacher Night
- Open House
- Choir presentations
- Dance presentations
- Exhibition Night

