Campus Improvement Plan

2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ *2025*

Vision

Sgt. Leonel Treviño Elementary School is a learning environment where all students will achieve academic and social success through the collaboration of dedicated educators, families, and community members through the effective implementation of research-based education pedagogy.

Mission

To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

Texas Accountability System

D

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

2025 Sgt.L. Trevino Elementary Accountability Report
2024 Sgt. L. Trevino Elementary Accountability Report
2023 Sgt. L. Trevino Elementary Accountability Report

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 Executive Summary

Demographics:

Sgt. L. Trevino Elementary 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:

Percent	Sgt. Trevino EL
Hispanic	88.6%
Economically Disadvantaged	92.6%
EB	58.4%

With the district's proximity to Mexico, 58.4% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home, and 88.6% of the population is Hispanic.

Student Performance:

Using preliminary student performance data, Sgt. L. Trevino Elementary has been rated a "D" campus by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a score of a 64 (D).

In Domain II, School Progress 72 (C), Academic Growth 59 (F) and Relative Performance 72 (C) with an Eco Dis at a 98%, Trevino earned a scale score of 72 (C). Domain III, Closing the Gaps Domain, Trevino's scale score was an 63 (D).

The overall 2025 Accountability Rating for Sgt L. Trevino Elementary was a score of
69 (D). In grades 3-5 all tested STAAR subjects Trevino Elementary administered 369 tests which translates to over 99% participation for the 2024-2025 school year.

Executive Summary Continued

Overall Performance Trend

From 2023 to 2025, the campus showed progress in 2024 followed by a sharp decline in 2025 across nearly all accountability domains. The steepest declines were in Academic Growth and Closing the Gaps, while TELPAS performance remained steady.

Key Strengths

■ English Language Proficiency (TELPAS): Steady at 56–57% across all three years, consistently earning full points.
■ RLA Achievement: Improved in 2024 with Meets rising to 51% before slipping in 2025.
■ Relative Performance: Reached its peak in 2024 (Scaled Score = 82).
■ Emergent Bilingual Students: Notable gains in 2024 before the 2025 dip.

Areas of Concern

■ STAAR Performance: Declined in 2025 across all subjects (Approaches 74% → 62%; Meets 47% → 37%).
■ Academic Growth (Part A): Dropped from 77 (2023) → 67 (2024) → 55 (2025), with Math showing the steepest decline.
■ Relative Performance (Part B): Fell from 82 (2024) → 72 (2025) as Eco Disadvantage % rose (96.1% → 98.0%).
■ Closing the Gaps (Domain III): Collapsed from 74 (2023) → 61 (2024) → 18 (2025).
■■ SPED Outcomes: Approaches decreased to 38% in 2025, widening performance gaps.

<u>Root Causes</u>

• Misalignment between instruction and STAAR-tested standards.
• Gaps in intervention systems for Math and Science.
• Weaknesses in monitoring and sustaining accelerated learning interventions.
• Barriers related to attendance and consistency of instructional delivery.

<u>Priorities for 2026</u>

■ Improve Math & Science outcomes with stronger Tier 2 & 3 interventions. (increase approaches and meets for Math, Science, & RLA)
■ Strengthen SPED & continuously enrolled supports and differentiated instruction
■ Sustain TELPAS progress while closing STAAR gaps in RLA and Math.
■ Rebuild Accelerated Learning systems and growth monitoring.
■ Improve attendance and engagement to support overall achievement.

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.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

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

Name	Title
Rose Hernandez	Principal
Mirtala Frias	Assistant Principal
Marisa Rubio	Counselor
Osvaldo Gonzalez	CLL
Marisa Campa	Special Ed Teacher
Maria Jimenez	Teacher
Vernonica Chavero	Teacher
Teresa Chavarin	Teacher
Rosabella Garza	Teacher
Norma Cardenas	Teacher
Robin Watts	Teacher
Jose Villescas	Teacher
Mario Cantu	Business Representative
Lizbeth Ramirez	Parent

STAAR Performance Comparison Report
(2023, 2024, 2025)

1. All Subjects Performance

Year	Approaches %	Meets %	Masters %
2023	71	42	17
2024	74	47	14
2025	62	37	12

2. Reading/Language Arts (RLA) Performance

Year	Approaches %	Meets %	Masters %
2023	71	43	19
2024	73	51	17
2025	69	41	14

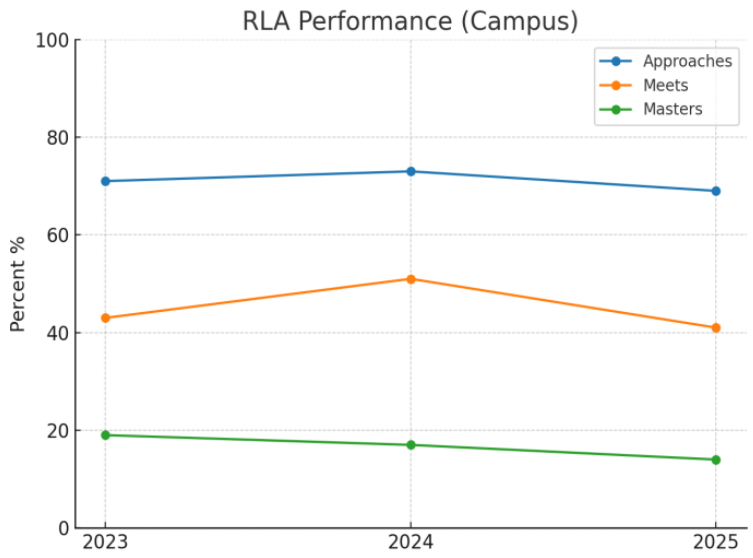
3. Mathematics Performance

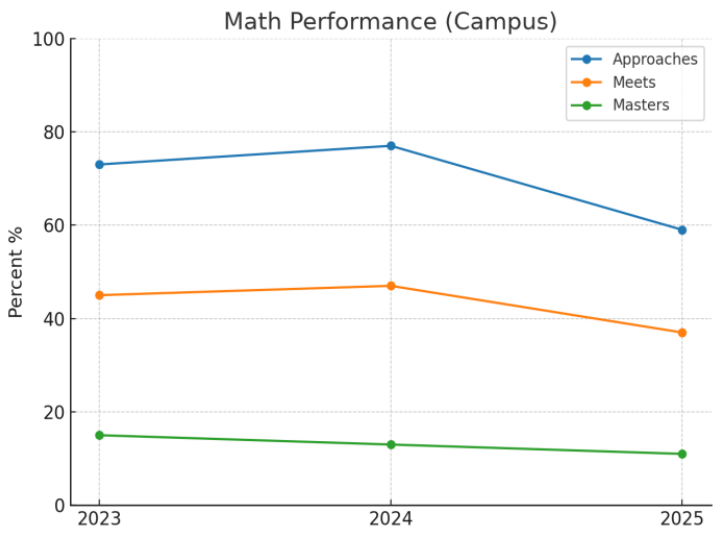
Year	Approaches %	Meets %	Masters %
2023	73	45	15
2024	77	47	13
2025	59	37	11

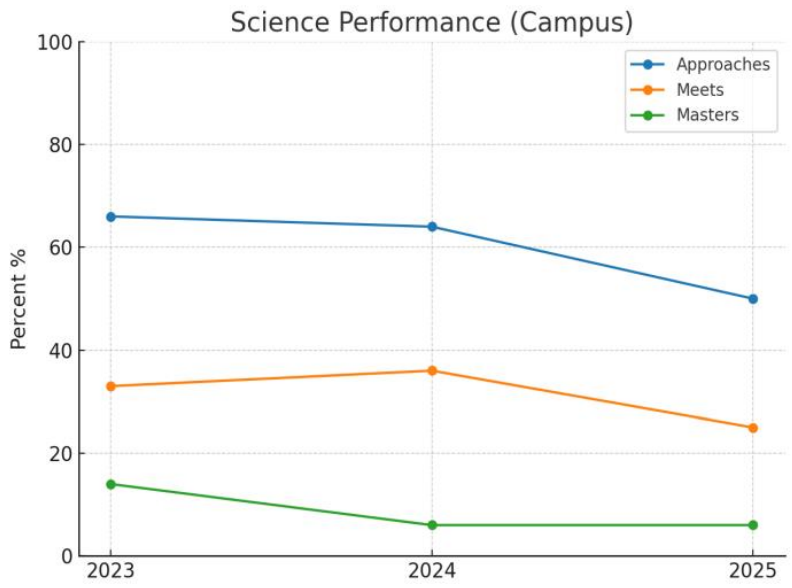
4. Science Performance

Year	Approaches %	Meets %	Masters %
2023	66	33	14
2024	64	36	6
2025	50	25	6

5. Subject-Level Charts (Campus Only)







6. Region vs State Comparison (All Students)

Year	Region App %	State App %	Region Meets %	State Meets %	Region Masters %	State Masters %
2023	77	81	44	48	20	23
2024	79	82	47	49	21	24
2025	75	80	42	46	18	22

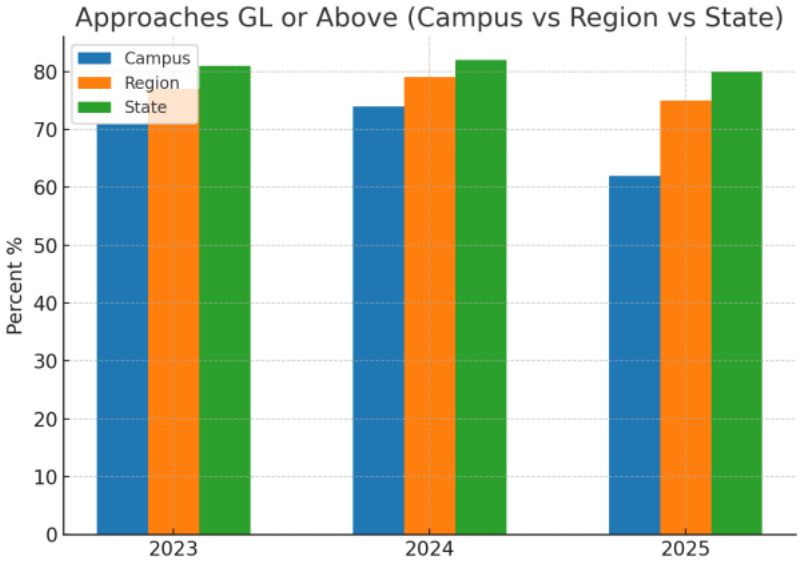
7. Gap Analysis – Campus vs State

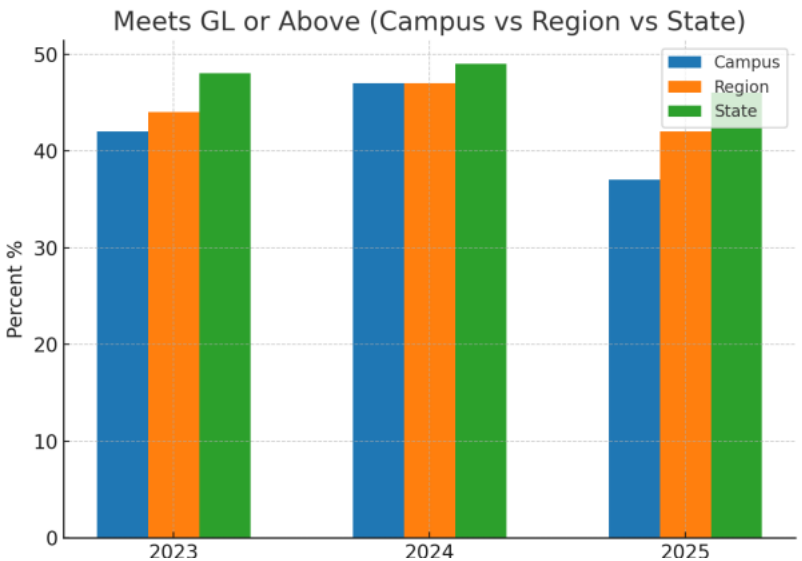
Year	Approaches Gap	Meets Gap	Masters Gap
2023	-10	-6	-6
2024	-8	-2	-10
2025	-18	-9	-10

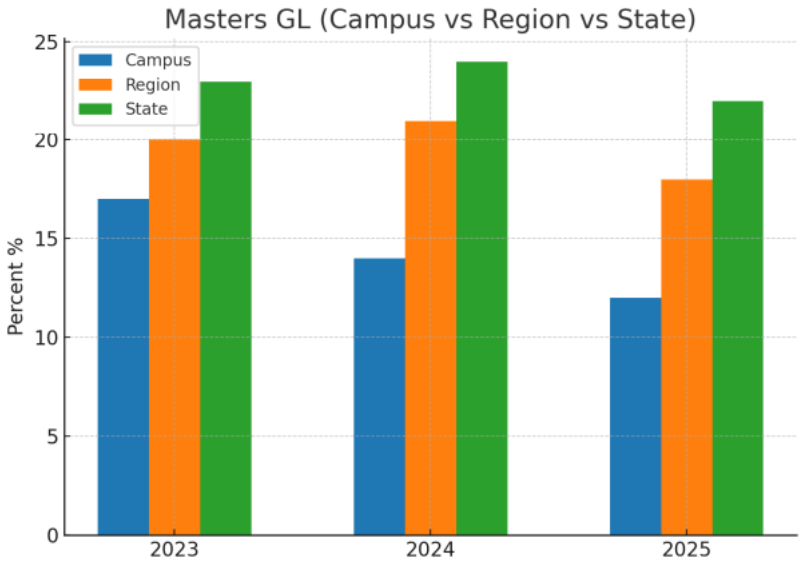
8. Campus vs Region vs State (Direct Comparison)

Year	Campus App %	Region App %	State App %	Campus Meets %	Region Meets %	State Meets %	Campus Masters %	Region Masters %	State Masters %
2023	71	77	81	42	44	48	17	20	23
2024	74	79	82	47	47	49	14	21	24
2025	62	75	80	37	42	46	12	18	22

Campus vs Region vs State







10. Key Takeaways

- RLA: Peaked in 2024, then declined in 2025.
  - 2024 was the peak year across all subjects before steep declines in 2025.
  - 2025 drops: Campus Approaches fell -12 pts, Meets -10 pts, Masters -2 pts.
  - SPED group most impacted: Approaches dropped from 58% → 38%.
- Math: Sharpest drop-off in 2025 (Approaches fell nearly 20 points).
- Science: Lowest performing subject area, only 50% Approaches in 2025.
- Campus performance trails Region and State each year, widening in 2025.
- Priority for 2026: Math & Science interventions, stronger EB and SPED supports.

School Progress Part A: Academic Growth Comparison Report
(2023, 2024, 2025)

1) Overall Academic Growth (All Subjects – RLA + Math)

Year	Annual Growth Points	Annual Tests	Annual Growth Rate %	Annual Growth Score	Accelerated Points	Accelerated Tests	Accelerated Rate %	Accelerated Score	Academic Growth Score
2023	150.5	207	72.7	73	32	81	39.5	40	77
2024	127.5	196	65.1	65	13	45	28.9	29	67
2025	117.5	216	54.4	54	9	66	13.6	14	55

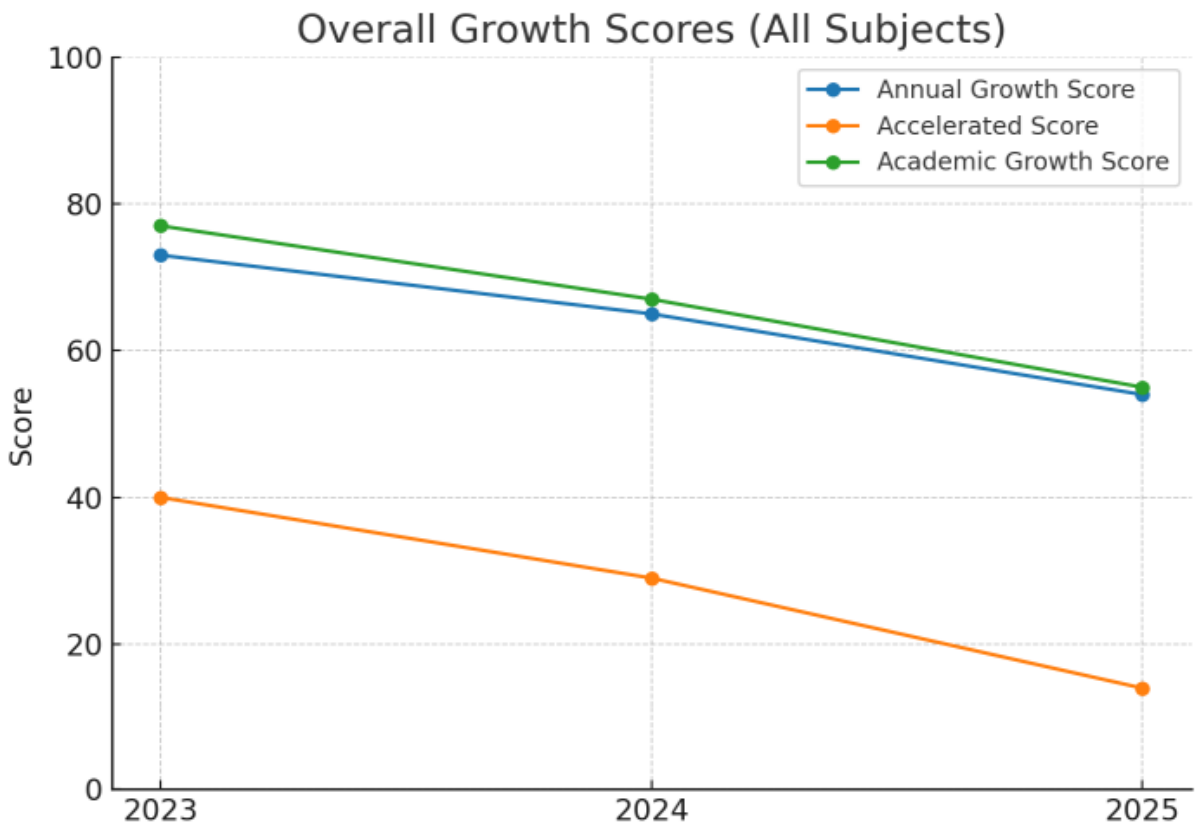
2) Reading/Language Arts (RLA) – Annual & Accelerated

Year	Annual Points	Annual Tests	Annual Rate %	Accel Points	Accel Tests	Accel Rate %
2023	65.5	104	63.0	9	36	25.0
2024	64.5	98	65.8	3	23	13.0
2025	62.0	108	57.4	6	33	18.2

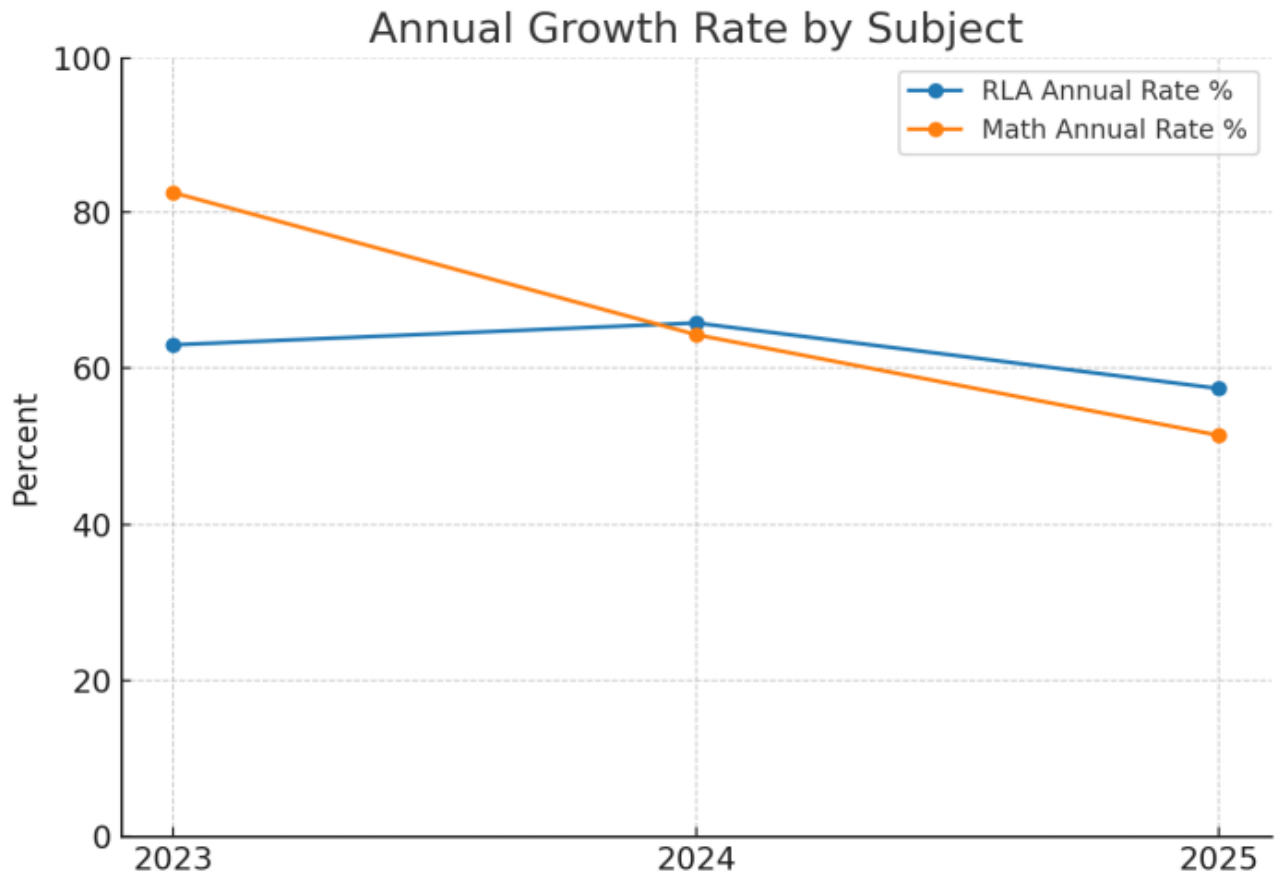
3) Mathematics – Annual & Accelerated

Year	Annual Points	Annual Tests	Annual Rate %	Accel Points	Accel Tests	Accel Rate %
2023	85.0	103	82.5	23	45	51.1
2024	63.0	98	64.3	10	22	45.5
2025	55.5	108	51.4	3	33	9.1

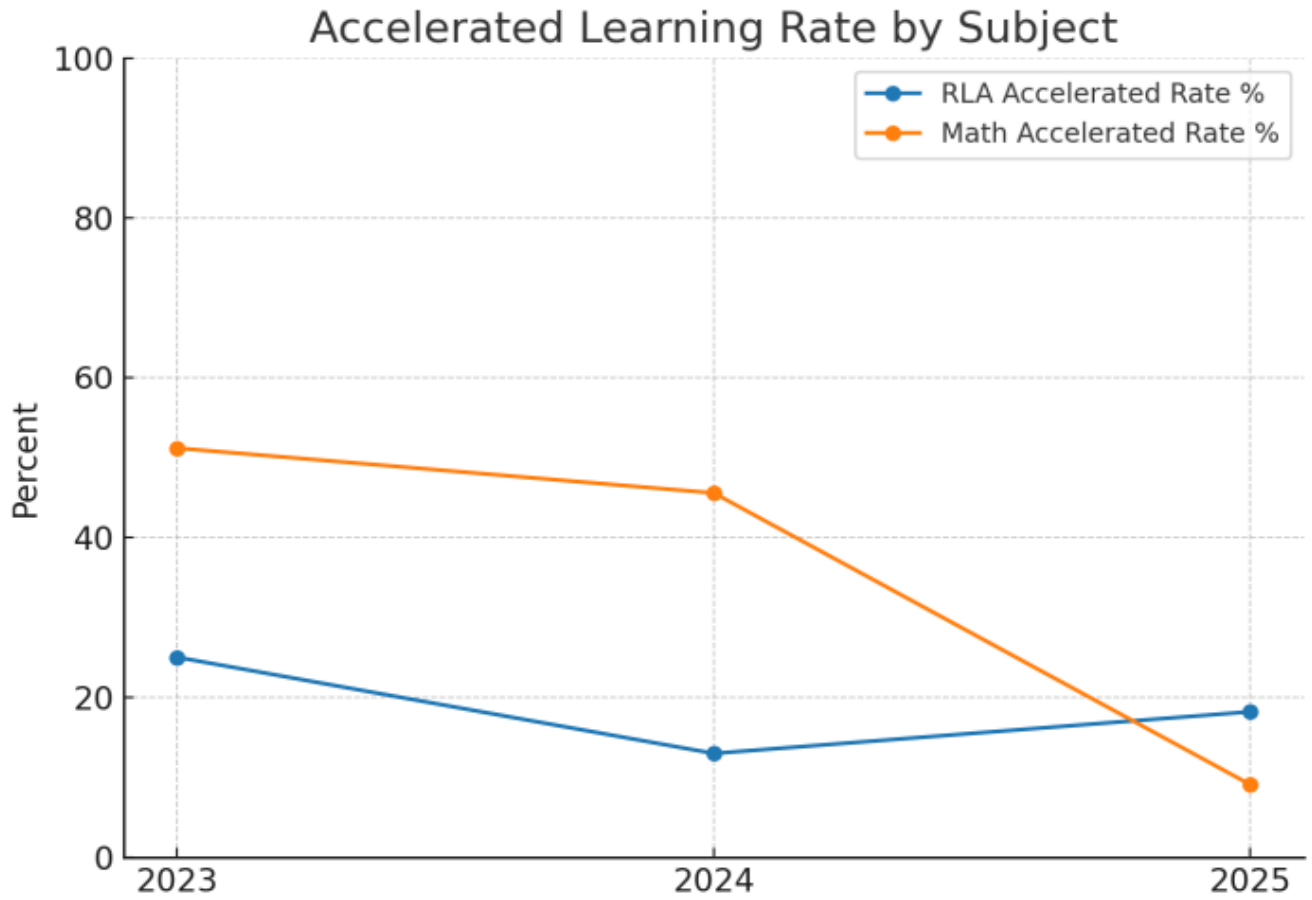
4a. Overall Growth Scores (All Subjects)

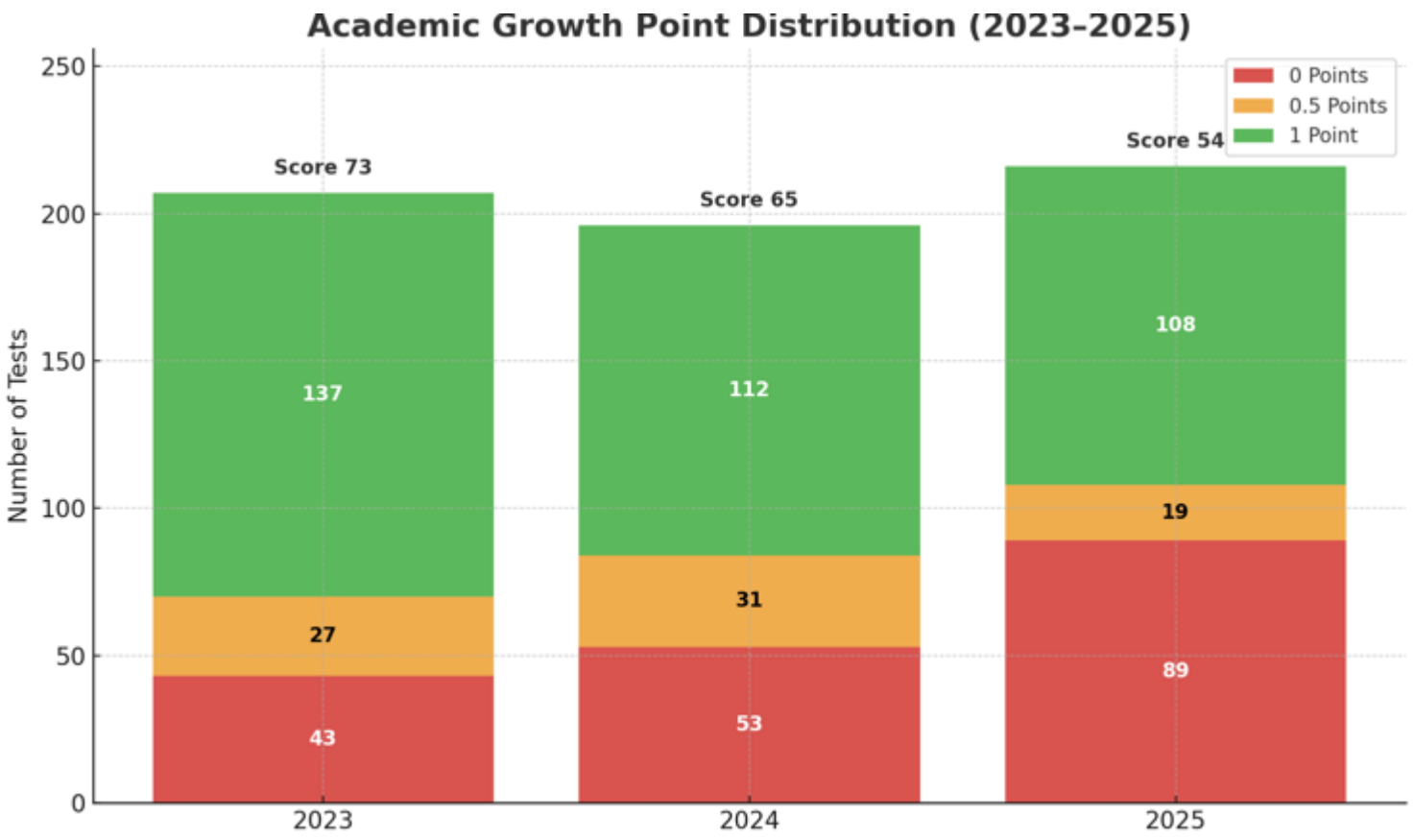


4b. Annual Growth Rate by Subject



4c. Accelerated Learning Rate by Subject





Key Takeaways

- 2023 was the strongest year (Academic Growth Score = 77).
- Overall decline in 2024 and a larger drop in 2025, driven largely by Math.
- RLA annual growth rate dipped from ~65.8% (2024) to ~57.4% (2025).
- Math annual growth rate fell from ~82.5% (2023) to ~51.4% (2025).
- Accelerated Learning participation/results weakened in 2025 (overall score = 14).

School Progress Part B: Relative Performance Comparison Report
(2023, 2024, 2025)

Year	% Eco Disadvantaged	Component Score	Scaled Score	Relative Performance
2023	96.1	43	80	80
2024	97.0	45	82	82
2025	98.0	37	72	72

Key Takeaways

- 2023 → 2024: Improvement from Component Score 43 to 45; Scaled Score from 80 to 82.
- 2025: Decline – Component Score dropped to 37, Scaled Score to 72.
- % Economically Disadvantaged increased yearly (96.1% → 98.0%).
- 2024 was the strongest year (Scaled Score = 82).
- 2025 shows the most concern (Scaled Score = 72, Relative Performance = 72)

Closing the Gaps Comparison Report
(2023, 2024, 2025)

Overview

Year	Acad Ach (Score)	Growth Status	ELP (TELPAS)	Student Success (STAAR)	Overall C2G
2023	43	75.0	56	43	74
2024	45	50.0	57	45	61
2025	37	0.0	57	37	18

1) Overall Closing the Gaps – Component Scores

Year	Academic Achievement	Growth Status	ELP (TELPAS)	Student Success	Overall C2G Score
2023	66.7	75.0	100	66.7	74
2024	66.7	50.0	100	58.3	61
2025	25.0	0.0	100	0.0	18

2) Academic Achievement (Meets % – All Students)

Year	RLA Meets %	Math Meets %	STAAR Component Score
2023	43	45	43
2024	51	47	45
2025	41	37	37

3) Academic Growth

Year	RLA Growth %	Math Growth %	Overall Growth Status
2023	65	88	75.0
2024	67	0	50.0
2025	59	52	0.0

4) English Language Proficiency (TELPAS)

Year	TELPAS Progress %	Status (Points Earned)
2023	56	100% (4/4)
2024	57	100% (4/4)
2025	57	100% (4/4)

5) Student Success (STAAR Outcomes)

Year	Approaches %	Meets %	Masters %	STAAR Comp. Score
2023	71	42	17	43
2024	74	47	14	45
2025	62	37	12	37

Key Takeaways

- Overall Closing the Gap Score fell from 74 (2023) → 61 (2024) → 18 (2025).
- Academic Achievement peaked in 2024 but dropped sharply in 2025.
- Growth Status collapsed in 2025, pulling down the overall score.
- TELPAS remained steady across all three years at ~56–57%.
- Student Success peaked in 2024 but lowest in 2025 (STAAR score = 37).

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023, 2024, 2025 STAAR Campus Summary Report
2. 2024-2025 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS
13. Attendance Report

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: 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-12 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 from PK3-5th grade are well versed in best practices that support the learning of special education students.

■ Special Education (SPED) Students

Category	Details
■ Strength	In 2023, SPED Approaches was 58%, showing access potential.
■ Strength	Some RLA growth gains noted in 2023–2024.
■■ Need	Sharp decline in 2025: Approaches 38%, Meets 23%, Masters 0%.
■■ Need	Academic Growth collapsed; progress gaps widened.
■■ Need	Need Tier 3 supports, co-teaching, and explicit accommodations.
■■ Need	Increase progress monitoring aligned to IEP goals.

Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment

Demographics Summary Continued:

Emergent Bilingual (EB): The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: 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 EB students. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EB students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

■ Emergent Bilingual (EB) Students

Category	Details
■ Strength	Performance improved in 2024, especially RLA Meets.
■ Strength	TELPAS progress steady at ~56–57%, earning 100% points.
■ Strength	Participation in accelerated growth evident, showing capacity for gains.
■■ Need	STAAR performance dropped in 2025 (Approaches 72%→64%; Meets 46%→37%).
■■ Need	EB Meets lag behind state/region averages.
■■ Need	Need stronger Math & Science language integration.
■■ Need	Targeted vocabulary, comprehension, and academic discourse strategies required.

***TELPAS: progress is two domains out of four**

Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment

Demographics Summary Continued:

Economically Disadvantaged: The District Education Improvement Council reviewed data related to Economically Disadvantaged students using multiple sources from across the district, including State of Texas Assessments of Academic Readiness (STAAR) results and System Safeguards, to identify areas of strength and opportunities for growth.

■ Economically Disadvantaged Students

Category	Details
■ Strength	Majority of campus (96–98%), interventions here impact most students.
■ Strength	Relative Performance strong in 2023–2024 (Scaled Score 80–82).
■■ Need	Relative Performance dropped to 72 in 2025.
■■ Need	STAAR Approaches fell from 74%→62% (2024→2025).
■■ Need	Higher vulnerability to attendance and intervention gaps.
■■ Need	Need wraparound supports: attendance, SEL, tutoring, parental engagement.

■ Cross-Group Priorities

Priority Area	Details
■ Priority	Math & Science: Largest drops for all groups, urgent for CIP goals.
■ Priority	SPED: Most at risk, systemic intervention required.
■ Priority	Accelerated Learning: Decline in 2025 shows urgent recovery need.
■ Priority	Closing the Gaps Domain fell from 74→18, indicating subgroup performance crisis.

GOAL AREA 1: Effective Teaching and Learning

Areas Reviewed: Student Performance

Annual Goal 1: By June 2026 all identified student groups in the Student Achievement domain will improve **RLA/SLA** in all standards (approaching, meets, and masters) by at least 10%.

Objective 1: Reading: By June 2026 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of at least 10% in all standards.

Strategy 1: Create, collect and assess
data to monitor student progress (PK-5th) weekly and biweekly and drive interventions based on data
Timeline: June 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, Teacher, Campus Reading Specialist, District Literacy Specialist
Action Steps:
1) Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) .
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.
4)Provide instruction along with instructional supplies and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday cam2ps,
provide proper school uniforms and tutoring).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template DMR resources IReady IXL RLA SAVVAS and Magnetic/Mosaico Bluebonnet Cannon Printers Paper	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Ink/Toner	-Teacher created assessments		

Strategy 2 (Reading) : Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS) and ensure that TXRL shifts are embedded PK-3rd grade level.

Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist
Action Steps:
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
3) Provide multiple opportunities for development of research-based ELA/ SLA Reading skills and strategies with iPads.
4) Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Curriculum / Pearson -Cannon Printers -iPads (Tablets) -Paper -Technology -Ink/Toner -Instructional Materials from various vendors. - HQIM Curriculum	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Strategy 3 (Reading) : Develop a fluency intervention & acceleration plan to address student reading Lexile levels 1st through 3rd.

Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist
Action Steps:
1)Support instructional programs in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, HQIM Materials. Intervention Strategies Schedule additional computer time before/ after school.
2) Implement fluency intervention blocks for all grade levels. 3rd to 5th grade teachers provide small group intervention during Computer Lab block.
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies.
4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
-DMAC DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports STAR Reports (Library) IReady CLI Reports LION Reports -Cannon Printers -Paper -Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Fluency Progress Monitoring Reports -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Annual Goal 2: By July 2026 all identified student groups in the Student Achievement domain will improve ELA/ SLA Reading in all standards (approaching, meets, and masters) by at least 10%.
Objective: 2 Reading: All identified student groups in the Academic Achievement component will increase in all standards by 10% by improving fluency throughout the 2025-2026 school year.
Strategy 1 : Create, collect and assess data to monitor student fluency progress weekly and biweekly and drive interventions based on data for all grade levels
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist
Action Steps:

1)Support instructional programs in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, HQIM Materials. Intervention Strategies Schedule additional computer time before/ after school.
2) Implement fluency intervention blocks for all grade levels. 3rd to 5th grade teachers provide small group intervention during Computer Lab block.
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies.
4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Fluency progress monitoring template SAAVAS IReady Frog Street -Cannon Printers -Paper -Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Strategy 2 : Create a fluency block across all grade levels.
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist
Action Steps:
1) Teachers will analyze data and create fluency groups.
2) Implement fluency strategies that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
3) Provide multiple opportunities for development of research-based fluency skills and strategies.
4) All grade levels will align schedules to implement fluency block.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Fluency schedule DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports StarReports IReady SAVVAS CLI Reports -Cannon Printers -Paper -Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Fluency progress monitoring reports -Walk-through feedback -LPAC notes -Lesson Plans -Various data reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments. - Increase in WPM (words per minute)	Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Annual Goal 3: By June 2026 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by at least 10%.

Objective: 1 Math: By June 2026 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of at least 10% in all standards.

Strategy 1 : Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.

Timeline: September 2025 - May 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Math Specialist

Action Steps:

1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II).

2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments. Additional minutes added to CLC on Wednesdays to allow
discussion and sharing of ideas along with modeling on how to implement what was learned into the classroom.

3)Use assessment data to drive intervention plans and build intervention time into the day at every grade level.

4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet I Ready IXL -Cannon Printers -Paper -Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 2 (Math): Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists
Action Steps:
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings with extended conference periods.
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
3) Provide multiple opportunities for development of research-based Math skills and strategies.
4)Align TEKS activities and materials to meet the needs of all student subgroups in Math.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet I Ready IXL -Cannon Printers -Paper -Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 3 (Math) : Develop a math fluency intervention & acceleration plan to address basic Math arithmetic.
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists
Action Steps:
1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format.
2) Implement basic facts lessons across all grade levels.
3) Provide multiple opportunities for development of research-based Math skills and strategies.
4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet IReady IXL -Cannon Printers -Paper -Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments -Various data reports	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR

Annual Goal 4: By June 2026 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by at least 10%.
Objective 2 (Math) : By June 2024 all identified student groups in the Student Achievement domain will be monitored to ensure an increase in Category 2 by at least 10%.
Strategy1: Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists
Action Steps:
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II).
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.

3)Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report.
4)Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet I Ready -Cannon Printers -Paper -Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 2 (Math) : Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists
Action Steps:
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
3) Provide multiple opportunities for development of research-based Math skills and strategies for Category 2.
4)Align TEKS activities and materials to meet the needs of all student subgroups in Math.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet I Ready -Cannon Printers -Paper -Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 3 (Math) : Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic.
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists
Action Steps:
1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format for students in 3rd to 5th grade.
2) Exit tickets will be developed aligned to the skill of the day with an emphasis on Category 2.
3)Provide additional computer time as needed before and after school using Imagine Math. Scheduled computer lab time provided to all teachers/students.
4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks by grade level chairs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet IReady IXL -Cannon Printers -Paper -Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR

Annual Goal 5: By June 2026, all identified student groups in the Student Achievement domain will improve **Science** in all standards (approaching, meets, and masters) by at least 13%.

Objective 1 (Science) : By June 2026, all students will increase by 10% in all standards.

Strategy 1 :. Create, collect and assess data to monitor student progress biweekly based on data from student products.

Timeline: September 2025 - May 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher

Action Steps:

1)Create and use teacher created lab activities/lessons. Purchase items through Amazon for hands-on experiments and activities.

2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.

3)Provide a science enrichment block (Summit K12).

4)Use data to reinforce specific areas to develop Science vocabulary.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mentoring Minds DMAC Reports STAAR released test STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential Summit K12 Journals Binders Amazon products Cannon Printers Paper Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	- Increase in Student Achievement in the level of Science. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 2 (Science) :. Use best instructional practices to improve delivery of classroom writing lessons.

Timeline: September 2025 - May 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher

Action Steps:

1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.

2) Implement campus wide Science trainings by Science lab teacher. Purchase items through Amazon, Wal-Mart, and/or but not limited to HEB for teacher trainings.

3) Provide multiple opportunities for development of research-based Science strategies. Participate in district and out of district trainings.

4) Use of technology to enhance and develop vocabulary in all students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mentoring Minds DMAC Reports STAAR released test STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential Summit K12 Amazon Products Wal-Mart HEB Hands-on Activities Positive Promotions Oriental Trading Sam's Cannon Printers Paper Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	- Increase in Student Achievement in the level of Science. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Goal Area 1: Student Achievement
Annual Goal 6: By June 2026, all identified student groups in the Student Achievement domain will improve Science in all standards (approaching, meets, and masters) by at least 10%.
Objective 12(Science) : By June 2026, all students will increase by 10% in all SCIENCE STAAR standards.
Strategy 1 : Create, collect and assess data to monitor student progress biweekly based on data from student product.
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher
Action Steps:
1)Create and use teacher created lab activities/lessons. Purchase items through Amazon for hands-on activities and experiments.
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
3)Provide a Science enrichment block (Summit K12).

4)Use data to reinforce specific areas to develop Science vocabulary. 40

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mentoring Minds DMAC Reports STAAR released test STAAR aligned Science •Question Stems •Progress monitoring template Science Lab Essential Summit K12 Journals Binders Amazon products Cannon Printers Paper Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	- Increase in Student Achievement in the level of Science. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 2 (Science): Use best instructional practices to improve delivery of classroom writing lessons.
Timeline: September 2025 - May 2026
Title I School Components: -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher
Action Steps:
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
2) Implement campus wide Science trainings by Science lab teacher.
3) Provide multiple opportunities for development of research-based Science strategies in district and out of district.
4) Use of technology to enhance and develop vocabulary in all students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

Mentoring Minds DMAC Reports STAAR released test STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential Summit K12 Amazon products Wal-Mart products HEB products Cannon Printers Paper Ink/Toner	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	- Increase in Student Achievement in the level of Science. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Goal Area 2: Student Support

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.

Objective 1: Special Education students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by June 2026.

Strategy 1 : Monitor all student progress on a monthly basis in the areas of Reading and Mathematics

Timeline: September 2025 - May 2026

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist

Action Steps:

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels

3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet Frogstreet DMR Resources I Ready IXL Frog Street Sing, Spell, Read, and Write Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Strategy 2 (Rdg, Math-SPED) : Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist
Action Steps:
1)Provide training for teachers on district curriculum and testing strategies.
2)Peer coaching and observation opportunities to enhance instructional practices.
3)Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans by school counselor and other district personnel.
4)Provide specific instructional training for instructional aides to best serve special education students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready IXL Sing, Spell, Read, and Write	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Frog Street Cannon Printers Paper Ink/Toner	-Lesson Plans -Teacher created assessments -Various data reports		

Strategy 3 (Rdg, Math-SPED) : Ensure the general ed teacher, LPAC committee member, campus testing coordinator or any other program representative is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist
Action Steps:
1)Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students.
2)Collaborate with all general education teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.
3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.
4) Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready IXL Sing, Spell, Read, and Write Frog Street Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR

Annual Goal 2: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.

Objective 1: Emergent Bilingual (EB) students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by June 2026.

Strategy 1 : Monitor all student progress on a monthly basis in the areas of Reading and Mathematics

Timeline: September 2025 - May 2026

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members

Action Steps:

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).

2)EB student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.

3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready IXL Sing, Spell, Read, and Write Frog Street Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS

Strategy 2 (EB): Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction.

Timeline: September 2025 - May 2026

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC Members

Action Steps:
1)Provide training for teachers on district curriculum and testing strategies during conference, afterschool, and/or Saturdays.
2)Peer coaching and observation opportunities to enhance instructional practices.
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants during the week and/or Saturdays.
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers ,TPRI/Tejas LEE Strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready IXL Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS

Strategy 3 (EB): Ensure the teachers serving EB students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist LPAC members District Literacy Specialist
Action Steps:
1)EB teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students during conference period, afterschool, and/or Saturdays.
2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.
3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.
4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS DMR Resources I Ready IXL Age of Learning Summit K12 Sing, Spell, Read, and Write	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS

Annual Goal 3: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.

Objective 2: Emergent Bilinguals (EB) students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by providing high-quality research-based instruction throughout the 2025-2026 school year.

Strategy 1 : Monitor all student progress on a monthly basis in the areas of Reading and Mathematics

Timeline: September 2025 - May 2026

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members

Action Steps:

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).

2)EB student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.

3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready IXL Magnetic Reading Mosaico Reading Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS

Strategy 2 : Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members
Action Steps:
1)Provide training for teachers on district curriculum and testing strategies during CLC, conference periods, afterschool, and/or Saturdays.
2)Peer coaching and observation opportunities to enhance instructional practices.
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants.
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, TPRI/Tejas LEE Strategies during CLC, conference periods, afterschool, and/or Saturdays.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

IXL Age of Learning Summit K12 Magnetic Reading Mosaico Reading Cannon Printers Paper Ink/Toner	-Lesson Plans -Teacher created assessments		

Strategy 3 : Provide technology resources to facilitate reading and math development to differentiate student learning.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members
Action Steps:
1)EB teachers will provide students with digital E-books in both English and native language to support the acquisition of language 2 (L2).
2) Allocate resources (e.g., Summit K12, I Ready, Accelerated Reading/Star software, etc) to facilitate Reading and Math development for student groups.
3)Ensure that campus schedules allow for instructional time for program implementation.
4) Monitor usage of programs to track student progress and adjust instructional delivery or interventions. Usage monitored weekly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready IXL Age of Learning Summit K12 Magnetic Reading Mosaico Reading Cannon Printers Paper	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Ink/Toner headphones			

Annual Goal 4: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.

Objective 1 (SPED & EB): Special Education and EB students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by June 2026.

Strategy 1 : Monitor all student progress on a monthly basis in the areas of Reading and Mathematics

Timeline: September 2025 - May 2026

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members SPED Teacher(s)

Action Steps:

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).

2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.

3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended
learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet I Ready IXL Magnetic Reading Mosaico Reading Cannon Printers Paper	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS

Ink/Toner			

Strategy 2 : Provide professional development for teachers and instructional aids assigned to the areas of reading and math to deliver high quality instruction.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members SPED Teacher(s)
Action Steps:
1)Provide training for teachers on district curriculum and testing strategies.
2)Peer coaching and observation opportunities to enhance instructional practices.
3)Provide trainings on the implementation of interventions for Dual Language Model, RTI, 504, and IEP's plans.
4)Provide specific instructional training for instructional aides to best serve special education and ELL students remotely or in class.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready IXL Age of Learning Summit K12 Magnetic Reading Mosaico Reading Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Strategy 3 : Well-planned tutorials that respond to the CBA and Benchmark data will be scheduled after-school, on Saturdays, and during the day through learning academies.
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members SPED Teacher(s)
Action Steps:
1)Provide additional support to students identified at-risk of failing K-5th grade with tutoring after school/before school and/or Saturdays.
2)During CLC's teachers of ELL students and special education teacher will collaborate to discuss effective teaching strategies and align support structures.
3)Create and implement spiraling activities based on student needs during CLC, conference periods, and/or Saturdays.
4) Monitor monthly tutoring or enrichment lesson plan calendars that target high needed skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready IXL Age of Learning Summit K12 Magnetic Reading Mosaico Reading Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments. .	-Bi-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS

Goal Area 2: Closing the Gaps
Annual Goal 5: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.
Objective 2 : All Emergent Bilinguals will advance by at least one level of TELPAS composite ratings by June 2026.
Strategy 1 (TELPAS) : Effectively implement and monitor adopted Dual Language program across all grade levels.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers LPAC Members Dual Language department
Action Steps:

1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) during CLC, conference periods, and/or Saturdays.
2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA,TELPAS benchmark and Benchmarks.
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template Pearson I Ready Summit K12 Footsteps 2 Brilliance	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains. .	-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS -District TELPAS BM

Strategy 2 (TELPAS) : Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.
Timeline: September 2025 - May 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers LPAC Members Dual Language department, computer lab teacher
Action Steps:
1)Provide training for teachers on ELPS and testing strategies during CLC, conference periods, and/or Saturdays. .
2)Create and implement a TELPAS block across all grade levels.
3)Provide trainings on the implementation of language acquisition strategies.
4)Create and implement TELPAS progress monitoring practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS DMR Resources I Ready IXL Age of Learning Summit K12	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains. .	-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS -District TELPAS BM

Strategy 3(TELPAS) : Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.
Timeline: September 2025 - June 2026
Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE
Persons Responsible: Principal Assistant Principal CLL Teachers LPAC Members Dual Language department
Action Steps:
1) Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders.
2) Create a calendar of writing samples for all grade level to align and support TELPAS writing structures.
3) Create and implement spiraling activities based on student needs.
4) Monitor monthly writing calendars that target TELPAS writing skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS DMR Resources I Ready IXL	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created	Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains. .	-Weekly Assessments -CBA I -BM I & II -STAAR TELPAS -District TELPAS BM

Age of Learning Summit K12	assessments		

Goal Area 3: Family and Community Empowerment

Annual Goal 1: Throughout the 2025-2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, staff members, and community in a variety of areas.

Objective 1: By June 2025, parental participation will increase by at least 10%

Strategy 1: Provide a welcoming environment by extending invitations for school events and activities.

Timeline: September 2025 - July 2026

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

1) Hold teacher/parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus-based progress monitoring virtually or in person during assigned period.

2) Hold parent/student in school activities for students in PK3 to second grade.

3) Invite parents to a monthly Parent Café and/or breakfast.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 2: Staff ensures every interaction and engagement with parents is positive and valuable.

Timeline: September 2025 - July 2026

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:
1) Teacher invites parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.
2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in.
3)Provide professional development training on how to improve communication with all stakeholders. (CARE Training)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data C.A.R.E Resources	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 3: Communication with parents is timely and is provided through a variety of communication methods.
Timeline: September 2025 - July 2026
Title I School Components: – Title I: #2, #4, and #10
Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program
Action Steps:
1) Share a monthly calendar of events through digital and /or hard copy.
2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.
3) Provide important information to parents through various district/campus online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Action Plan Campus data C.A.R.E Resources			

Annual Goal 2: Throughout the 2025-2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective 2: By June 2026, the campus will monitor the effectiveness of staff responding to parent concerns and complaints to ensure student academic needs are met.

Strategy 1: School staff and parents ensure mutual support for each other's roles as partners to increase student success.

Timeline: Aug 2025 - July 2026

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

1) Hold timely parent conferences after parent concern has been communicated.

2) Implement and monitor an effective response system for parents to facilitate communication between both parties.

3) Invite parents to a monthly informative Parent Café and/or breakfast sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 2: Staff ensures every interactions and engagement with parents is positive and valuable.

Timeline: Aug 2025 - July 2026

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.

2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in.
3)Provide professional development trainings on how to improve communication with all stakeholders

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 3: Communication with parents is timely and is provided through a variety of communication methods
Timeline: Aug 2025 - July 2026
Title I School Components: – Title I: #2, #4, and #10
Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program
Action Steps:
1) Share a monthly calendar of events through digital and / or hard copy.
2)Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.
3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

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

Annual Goal 3: Throughout the 2025-2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective (SEL): By June 2026 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and higher academic achievement.

Strategy 1: Provide a welcoming environment by extending invitations for school events and activities.

Timeline: September 2025 - July 2026

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

1) Continued use of the bullying/suicide support app.
2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students.
3) Integrate district policy on bullying/ cyberbullying .
4) Provide information on the use of STOPit application.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC •Radio System Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Strategy 2: Increase the safety of all students and staff by providing support services including determent of bullying, cyberbullying, emotional abuse, and suicide risk.

Timeline: Aug 2025 - July 2026Title I School Components: – Title I School

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

1) Continued use of the bullying/suicide support app.
2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students.
3) Integrate district policy on bullying/ cyberbullying .
4) Provide information on the use of district application on prevention of bullying.

Resources	Evidence of	Evidence of Impact	Formative Evaluation

	Implementation		
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Strategy 3: Promote the development of each student as a whole person.
Timeline: Aug 2025 - July 2026
Title I School Components: – Title I School
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF
Action Steps:
1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.
2)Encourage the participation rate in extracurricular activities.
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Annual Goal 4: Throughout the 2025-2026 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.
Objective 2 (SEL): Throughout the school year we will implement a discipline management plan to maintain a positive school environment that is safe and conducive to learning.

Strategy 1(SEL): Identify and implement a school wide common set of rules and consequences.
Timeline: Aug. 2025 - July 2026

Title I School Components: – Title I School
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF
Action Steps:
1) Teacher will develop, implement, and post in their classroom a list of rules and consequences.
2) Integrate a campus wide set of rules and display campus rules in main traffic areas.
3) Communicate our school wide rules through daily school announcements.
4) Implement a reward system as an incentive for positive behavior by teacher and/or grade level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data STOPit application data

Strategy 2 (SEL): Provide professional development training on behavior management.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I School
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF
Action Steps:
1)Provide behavior management trainings within the district, campus, or other during CLC, conference periods, afterschool, and/or Saturdays.
2)Teachers will share behavior management strategies during CLC meetings.
3) Teachers will participate in peer observations to acquire classroom management ideas from one another.
4) CLL with administration support, will model appropriate classroom management and provide ideas or strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading	•Ongoing one to one assistance of emotional needs •Nurse develops a trusting relationship and rapport with student.	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data STOPit application data

Amazon	•Drills run yearly throughout district		

Strategy 3 (SEL): Promote the development of each student as a whole person.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I School
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF
Action Steps:
1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.
2)Encourage the participation rate in extracurricular activities.
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) •Curriculum Anti- bullying Materials •Positive Promotions •Oriental Trading •Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	• Ongoing one to one assistance of emotional needs • Counselor develops a trusting relationship and rapport with student Drills run yearly throughout district	Surveys Questioning and discussions. Safe to Speak Up application data STOPit application data

Annual Goal 4: By June 2026, the campus positive culture and climate will increase.
Objective 1 (Attendance): Increase school attendance from a 92.9% to a 97 % attendance rate to ensure student academic success.
Strategy 1: Develop a campus attendance reward system for students and staff.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #10
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, PIEMS Clerk, All Campus STAFF
Action Steps:
1) As a grade level teacher will create a system to reward classroom student attendance.
2) Campus will reward students at the end of every marking period in various ways such as but not limited to field trips, snacks, certificates, awards, etc.
3) Campus will reward and recognize staff with perfect attendance by marking period in various ways but not limited to extended lunch, snacks, certificates,

awards, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus Data Eschool Report Substitute System Report Amazon products Wal-Mart HEB Peter Piper Pizza	•Daily attendance monitoring •Eschool Data •PEIMS Update Trainings •Monthly Incentive Calendar	• Improvement in student academic scores • Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data

Strategy 2(Attendance) : Develop an interactive curriculum to engage students in hand on activities.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #10
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor
Action Steps:
1) Provide professional development training on how to integrate STEM activities to daily lessons.
2)During CLC's teachers will collaborate, plan, and create hands on activities that are aligned to state standards (TEKS).
3)Provide opportunities for student choice of projects, presentations and activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Positive Promotions Oriental Trading Amazon Wal-Mart HEB, SAM's	Student Product display Student Product Presentation STEM Activities Final Products	Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.

Strategy 3(Attendance) : Utilize technology resources to enhance curriculum instruction and increase student engagement.Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #10
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor

Action Steps:
1)Utilize Google Classroom or any other digital platform to enhance learning through various subjects.
2) Increase usage of Imagine Learning program for Reading and Math using computer labs.
3) Plan ahead of time to embed technology within teacher lessons to make learning interactive and engaging (Power Points, games, internet homework assignments, online grading systems, IPAD's).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• State Standards (TEKS) • STEM Resources • GT Department • District Adoptions • Teacher Created Material • Google Classroom • Class Dojo • Google Meets • Amazon • Wal-Mart • HEB • Sam's	•Student Product display •Student Product Presentation •STEM Activities •Final Products •Google Meets Video •Google Classroom	Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.

Goal 4: Leadership Growth
Annual Goal 1: Throughout the 2025-2026 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.
Objective 1 (Lessons): All teachers will use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.
Strategy 1: Provide professional development training on research based instructional strategies.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF
Action Steps:
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS).
2) Campus based training on the implementation of interactive journals.
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students.
4) Teachers will implement higher level questioning in all lessons across all subjects.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

DMAC Reports STAAR released test Progress monitoring template Pearson Write from the Beginning Bluebonnet Magnetic Reading Mosaico Reading	•DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	•Increase in Student Achievement across all grade levels. •Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS

Strategy 2: Use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF
Action Steps:
1)Heterogenous grouping that builds trust and promotes open communication.
2) Set the rules and assign a role to each member of the group during collaborative group work.
3) During CLC meetings, teacher will plan and create collaborative learning strategies to implement in their classroom.
4)Set guidelines and expectations on classroom discussions, group work, and interactions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Pearson Write from the Beginning Bluebonnet Magnetic Reading Mosaico Reading Fundamental 5	DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Report Walk-through feedback Lesson Plans Teacher created writing prompts Student product	Increase in Student Achievement across all grade levels. Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS

Strategy 3 (Lessons): Promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF
Action Steps:
1) Teachers will use scaffolding strategies during lessons.
2) Use graphic organizer to map out thinking.
3) Implement higher order thinking question stems.
4) Use big idea questions at the beginning of lessons and guiding questions to check for understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Pearson/SAVVAS Write from the Beginning Bluebonnet Magnetic Reading Mosaico Reading Fundamental 5	•DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Report •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	•Increase in Student Achievement across all grade levels. •Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS

Annual Goal 2: Throughout the 2025-2026 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.
Objective 2 (Lessons): Monitor teachers in the use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.
Strategy 1: Monitor professional development training on research based instructional strategies.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF
Action Steps:
1)Monitor and assist during CLC meetings as teachers learn how to align learning objectives to state standards (TEKS).
2) Administration supports and monitors campus-based training and the implementation of interactive journals.
3) Monitor and adjust teacher communications feedback to individual students.
4) Review of lesson plans during grade level meetings to ensure higher order thinking questions are implemented.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

DMAC Reports STAAR released test Progress monitoring template Pearson Write from the Beginning Bluebonnet Magnetic Reading Mosaico Reading	•DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	•Increase in Student Achievement across all grade levels. •Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS

Strategy 2 (Lessons): Monitor the use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF
Action Steps:
1) Model and assist during CLC meetings on how to create heterogenous grouping.
2) Help teachers implement student roles in classroom lessons.
3) Monitor the implementation of creation of collaborative learning strategies.
4) Support teacher input on guidelines and expectations on classroom discussions, group work, and interactions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Pearson Write from the Beginning Bluebonnet Magnetic Reading Mosaico Reading CIF Fundamental 5	•DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	•Increase in Student Achievement across all grade levels. •Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS

Strategy 3(Lessons) : Monitor and support the use of strategies that encourage higher order thinking, problem solving, and critical thinking skills.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:
1)Continuous feedback and support on the delivery of scaffolding strategies during lessons.
2) Monitor the use of authentic student created work in hallways and classrooms that promotes higher order thinking.
3) Facilitate the use of higher order thinking question stems.
4) Review and revise lesson plans on big idea questions that will be implemented to check for understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Pearson Write from the Beginning Bluebonnet Magnetic Reading Mosaico Reading CIF Fundamental 5	•DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	•Increase in Student Achievement across all grade levels. •Increase academic performance of all student groups in all BM and STAAR assessments.	Weekly Assessments CBA I BM I & II STAAR TELPAS

Annual Goal 3: Throughout the 2025-2026 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.
Objective 1 (Evaluation): Throughout the 2025-2026 school year, use evaluation systems to improve staff quality, recruitment that will increase teacher retention rate by 5%.
Strategy 1: Use different components of TTESS evaluating system to provide low inference data to teachers
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers
Action Steps:
1) Create a supportive management environment.
2) Provide training on standards and strands of the TTESS evaluation system.
3) Peer to peer classroom observations with constructive feedback.
4) Model expectations for different proficiency levels and provide training at the beginning of school year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

TTESS Evaluation System District Resources District Walkthrough Form	TTESS Observation Tool Walkthroughs Feedback Sessions CLC Peer to Peer Observation Schedule Campus Data	Increase of teacher retention Higher TTESS teacher rating Increase in Student Achievement Teacher Attendance Student Enrollment	Increase in student achievement -Increase in proficiency levels in TTESS

Strategy 2 (Evaluation): Establish and maintain a mentoring program for first- and second- year teachers.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers
Action Steps:
1) Assign a mentor to first- and second-year teachers.
2) District mentoring program.
3)TTESS development sessions with first- and second-year teachers.
4) Create a support group that provides professional insights and development to ensure growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TTESS Evaluation System District Resources District Walkthrough Form	TTESS Observation Tool Walkthroughs Feedback Sessions CLC Peer to Peer Observation Schedule Campus Data	Increase of teacher retention Higher TTESS teacher rating Increase in Student Achievement Teacher Attendance Student Enrollment	Increase in student achievement -Increase in proficiency levels in TTESS

Strategy 3 (Evaluation): Teacher will become certified for their teaching assignment.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers
Action Steps:
1) Trainings on certification exam.

2) Teachers will develop a better understanding of the correlation between state standards and TTESS.
3) Aware of assessment dates and certification process.
4) Explore test requirements.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TTESS Evaluation System District Resources District Walkthrough Form	TTESS Observation Tool Walkthroughs Feedback Sessions CLC Peer to Peer Observation Schedule Campus Data	Increase of teacher retention Higher TTESS teacher rating Increase in Student Achievement Teacher Attendance Student Enrollment	Increase in student achievement -Increase in proficiency levels in TTESS

Annual Goal 4: Throughout the 2025-2026 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.
Objective 2 (Evaluation): Throughout the 2025-2026 school year, the campus will decrease personnel turnaround by 10% by improving recruitment process.
Strategy 1: Campus will develop recruitment campaigns and networking opportunities.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Campus will host in house job fairs and develop URL link for recruitment purposes will be included in our school website.
2) Campus will work on events to promote school name.
3) Promotion of school events and accomplishments through various social media platforms.
4) Create, post, and distribute pamphlets that highlight campus accomplishments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

School Pushcard District Website School Website Social Media	Sign-In Sheets Social Media Visits School Calendar Events Campus Presentations Campus Tours	•Increase of social media audience •Increase in number of job applicants •Increase in retention rate of staff	•Increase in student achievement •Increase in highly qualified staff •Positive images and stories will be publicized on social media highlight to successes

Strategy 2 (Evaluation): Opportunities for growth within the school organization.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Assign a mentor to first- and second-year teachers.
2) Provide leadership opportunities (peer assistance, teacher coaches, planners, administrative interns).
3) Provide opportunities for conferences outside of the district.
4) Create partnership with universities to support any staff member who is interested in pursuing or continuing their education.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLC Bright Spot Intervisitation Coaching Opportunities	•Sign In Sheets •Campus Presentations •Agenda	•Increase of social media audience •Increase in number of job applicants •Increase in retention rate of staff	•Increase in student achievement •Increase in highly qualified staff •Positive images and stories will be publicized on social media highlight to successes

Strategy 3 (Evaluation): Use best hiring practices to recruit highly qualified staff.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Gather hiring data and analyze why staff leaves and address any concern areas that may arise.

2)Use the TTESS Evaluation System to align and create focused interview questions.
3) Establish a prescreened that aligns to campus mission and vision statement .
4) Create a hiring committee consisting of several stakeholders such as but not limited to Administration, Teachers, CLL, Counselor and School Liaison.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Pushcard District Website School Website Social Media	•Sign-In Sheets •Social Media Visits •School Calendar Events •Campus Presentations •Campus Tours	•Increase of social media audience •Increase in number of job applicants •Increase in retention rate of staff	•Increase in student achievement •Increase in highly qualified staff •Positive images and stories will be publicized on social media highlight to successes

Annual Goal 5: By July 2026, the campus positive culture and climate will increase.
Objective 1 (Culture): By July 2026, the campus positive culture and climate will increase staff retention by 10%.
Strategy 1: Create a culture of value in which all staff feel a sense of being accepted, valued, welcomed, and supported in all school settings.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Staff is part of campus decision making.
2) Staff input to develop cultural practices in school.
3) Survey on staff needs and areas of improvement.
4) Promote and model great character.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

Campus vision and mission statement School Social Media Kindness Humor Music Oasis Game Room	•Surveys •Weekly CLC •Meetings •Committee •Agendas Sign In Sheets	•Positive School Culture •Retention of Staff •Higher Staff Attendance •Higher Student Attendance	•Increase of Student Achievement •Increase in teacher overall TTESS ratings •Positive images and stories will be publicized on social media to highlight successes.

Strategy 2(Culture): Staff motivation
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Recognizing accomplishments and personal celebrations.
2) Publicly praise staff members in all social media platforms.
3) Encourage collaboration and recognize staff who work as a team.
4) Creating and implementing a reward system for all staff: six weeks breakfasts, perfect attendance awards/certificates, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement Campus Bright Spot School Social Media Kindness Humor Music Oasis Game Room Super Honey Badger Amazon (rewards) Sam's, HEB Positive Promotions Oriental Trading	•Surveys •Weekly CLC Meetings •Committee Agendas Sign In Sheets •SEL Activities	•Positive School Culture •Retention of Staff •Higher Staff Attendance •Higher Student Attendance	•Increase of Student Achievement •Increase in teacher overall TTESS ratings •Positive images and stories will be publicized on social media to highlight successes.

Strategy 3(Culture): Promote and apply a positive atmosphere.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Empower staff to give input in the school decision making process.
2) Team building activities.
3) Creating and implementing a reward system for all staff.
4) Celebrate staff members through Badger of the month and Sprit of PSJA Awards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement Campus Bright Spot School Social Media Kindness Humor Music Oasis Game Room Super Honey Badger Amazon (rewards) Sam's, HEB Positive Promotions Oriental Trading	•Surveys •Weekly CLC Meetings •Committee Agendas Sign In Sheets •SEL Activities	•Positive School Culture •Retention of Staff •Higher Staff Attendance •Higher Student Attendance	•Increase of Student Achievement •Increase in teacher overall TTESS ratings •Positive images and stories will be publicized on social media highlight successes

Annual Goal 6: By July 2026, the campus positive culture and climate will increase
Objective 2(Culture): By July 2026, the campus positive culture and climate will increase student attendance and retention by 3%.
Strategy 1: Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings.
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Students and family take part in campus decision making.
2) Student and family provide input to develop cultural practices in school.
3) Campus provides a climate of support for academic learning and social emotional learning.
4) Promote and model great character.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

Campus vision and mission statement School Social Media Kindness Humor Music Oasis Game Room	•Surveys •Student feedback •Individual Student Conferencing •Counseling and Guidance Lessons •Teacher student conferences	•Positive School Culture • Increasing Student Attendance •Meeting Attendance Goals •Decrease of Student Discipline Referrals	•Increase of Student Achievement •Positive images and stories will be publicized on social media to highlight successes.

Strategy 2 (Culture): Campus will provide different opportunities to increase student motivation
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Recognizing accomplishments and personal celebrations.
2) Publicly praise students in all social media platforms.
3) Celebrate student achievement with a Super Star Parade every six weeks.
4) Creating and implementing a reward system for all students to celebrate achievements.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement School Social Media Kindness Humor Music Oasis Game Room	•Surveys •Student feedback •Individual Student Conferencing •Counseling and Guidance Lessons • Teacher student conferences	•Positive School Culture • Increasing Student Attendance •Meeting Attendance Goals •Decrease of Student Discipline Referrals	•Increase of Student Achievement •Positive images and stories will be publicized on social media to highlight successes.

Strategy 3 (Culture): Promote and apply a positive atmosphere in a classroom setting
Timeline: Aug. 2025 - July 2026
Title I School Components: – Title I #5
Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff
Action Steps:
1) Empower students to be active participants.

2) Providing a safe and inclusive classroom environment.
3) Creating and implementing classroom rules.
4) Celebrate student academic achievements every marking period and daily personal celebrations: birthdays, perfect attendance, honor roll, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement School Social Media Kindness Humor Music Oasis Game Room Oriental Trading Amazon Sam's Wal-Mart HEB Positive Promotions Oriental Peter Piper Pizza	•Surveys •Student feedback •Individual Student Conferencing •Counseling and Guidance Lessons •Teacher student conferences	•Positive School Culture •Meeting Attendance Goals •Decrease of Student Discipline Referrals • Increasing Student Attendance	•Increase of Student Achievement •Positive images and stories will be publicized on social media to highlight successes.

Professional Development

Sgt. Trevino Elementary August Staff Development Day

Date	Time	Topic	Audience	Location	Lead Person	ERO #
Monday August 18	8:00 – 8:15	Sgt. Treviño Elementary Back to School Clap-in/Breakfast	All Staff	Library	Admin and Leadership Team	383939
	8:15 – 9:00	Campus Expectations & CARE Standards				
	9:00 – 11:45	State Mandates: - Copyright - Family Educational Rights and Privacy Act (FERPA) - Human Trafficking - Improper Relationships - Understanding E Cigarettes - Supporting Students with ADHD - Child Protective Services - Social Media - Texas School Safety Center Audit Requirements - Fentanyl - Bullying and Cyberbullying - School Behavioral Threat Assessment Update - Sexual Harassment - Civil Rights Training (PPT)				
	11:45 – 12:45 12:45 – 1:00	**LUNCH** **Travel to PD**				
	1:00 – 4:00	2025-2025 SAVVAS RLA MyView/MiVision Training	Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade	Ramirez Cafeteria Carman Cafeteria Garza-Pena Cafeteria Sorensen Library McKeever Cafeteria Palmer Cafeteria	District Coordinators	377249 377251 377257 377307 377323 377325
	1:00 – 2:45	Age of Learning	PreK 3-4	PSJA Sotomayor BBA Bldg. B		

Tuesday August 19	8:00 – 11:45 11:45 – 12:45	Convocation **LUNCH**		Bert Ogden Arena		
	1:00 – 4:00	Special Education Paraprofessional Roles & Responsibilities Teacher Standards & Expectations ½ day Workday	Special Ed Paraprofessionals SPED Teachers All Staff except SPED teachers and paras	Napper Library Napper Cafeteria	Maritza Garza and Olga Rivera Veronica Quintana, Melissa Arevalo, Sandra Chavez	343532 343541
Wednesday August 20	8:00 – 4:00 8:00 – 4:00	Best Practice Conference ***K-2nd Magnetic Foundation Initial Training Training - see schedule below** PE – Review Policy, Procedures and Fitness gram Music -	Teachers PE Teacher Music Teacher	Southwest ECHS Kennedy MS Palmer Music Room		364790 375300
Thursday August 21	8:00 – 11:00 8:00 – 12:00	K-5th: RLA Lesson Internalization N2Y Unique TELPAS ALT	Kindergarten 1st Grade 1st Grade (Span) 2nd Grade 3rd Grade 4th Grade 5th Grade Life Skills Teachers	Ramirez Cafeteria Lecture Hall Kelly-Pharr Library Garza-Pena Cafeteria Trevino Library Sorensen Library Cesar Chavez Library Napper Library	District Coordinators Melissa Arevalo, Maritza Garza, Olga Rivera	371784 371759 377431 371779 377525 377550 377553 367425

Title I, 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, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

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

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

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

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

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

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