

John Doedyns Elementary Campus Improvement Plan 2025-2026

Submitted for Board Approval: **August 30, 2025**

Board Approved Date: **September 22, 2025**

Our Vision

Together, we cultivate a joyful learning community that nurtures emotional intelligence, inspires leadership, and drives academic excellence—empowering ALL to grow, lead, and thrive in a global society.

Juntos cultivamos una comunidad de aprendizaje alegre donde florecen la inteligencia emocional, el liderazgo y la excelencia académica empoderando a cada estudiante, educador y familia para crecer, liderar y triunfar en una sociedad global.

Our Mission

Our mission is to foster a safe, inclusive, and emotionally supportive environment where every learner is empowered to lead, grow, and achieve. Learners will be equipped with the skills and mindset to thrive in a diverse and global society.

Nuestra misión es fomentar un entorno seguro, inclusivo y emocionalmente solidario donde cada estudiante sea empoderado para liderar, crecer y alcanzar el éxito preparado con las habilidades y la mentalidad necesarias para triunfar en una sociedad diversa y global.



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John Doedyns Elementary School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Jorge Castilleja	Principal
Administrator	Velma Lopez	Assistant Principal
Teacher	Diana Campos	Pre-Kindergarten
Teacher	Francisca Garza	Kindergarten
Teacher	Maria Castillo	1 st Grade
Teacher	Christina Cantu	2 nd Grade
Teacher	Maria Wiles	3 rd Grade
Teacher	Sandra Martinez	4 th Grade
Teacher	Eliana Delgado	5 th Grade
Teacher	Jesus Alanis	Resource
Non-Classroom Professional	Raquel Guerrero	Counselor
Non-Classroom Professional	Noe Galvan	CLL
Non-Classroom Professional	Cynthia Salinas	Reading Coach
Non-Classroom Professional	Veronica Frias	Librarian
Safety & Security	David Alvarado	Guardian
Community Representative		Community Member

John Doedyns Elementary Executive Summary

Our Mission:

Our mission is to foster a safe, inclusive, and emotionally supportive environment where every learner is empowered to lead, grow, and achieve. Learners will be equipped with the skills and mindset to thrive in a diverse and global society.

Demographic Summary:

Doedyns Elementary serves 378 students from early childhood to 5th grade in the city of San Juan, Texas within the Pharr-San Juan-Alamo ISD. Our population is comprised of 47.2% male, 52.8% female, 89.9% economically disadvantaged, 81.5% at risk, 35.8% identified Emergent Bilinguals, 21.5% receiving Special Education services, 8.5% identified gifted and talented, and 2.4% Migrants.

Comprehensive Needs Assessment Summary

Doedyns Elementary received a preliminary rating of C (76) according to the 2025 Texas Accountability System. In Domain I, we received a scaled score of 71 with only 42% of the tests at the Meets level or higher. We identified deficiencies in 3rd grade reading (39%) and math (33%) and in 5th grade math (41%) and science (28%). In Domain II Part A, we received a scaled score of 68 with 19.8% of the tests in 4th and 5th grade reading and math showing regression. In Domain II Part B, we received a scaled score of 79 when considering our economically disadvantaged population. In Domain III, we received a scaled score of 69, impacting our overall score negatively. We missed the target scores in math for the All Students (-8), Hispanic (-3), and High Focus (-2) groups with regression shown from the prior year. We also came short of the targets in academic growth in reading for the All Students (-5), Hispanic (-3), and High Focus (-4) groups. The percentage of tests that showed progress in the composite rating in the TELPAS was 45%, falling short of the long-term target. We noticed that our attendance was at 96.8% with PK and KG averaging 90.1% and 90.7%, respectively. The two marking periods that showed the lowest attendance percentage were 3rd and 6th grading periods with 95.9% and 95.5%, respectively. We also noticed that our parental involvement team was small but mighty. We found that we have three teachers without a bilingual certification at our campus teacher core content. We also noticed that our facilities are not in the best condition and need upgrading. Our campus enrollment has been on a downward trend in the last five years.

Curriculum and Instruction and Assessment

Doedyns elementary offers a rigorous curriculum with a highly qualified staff of teachers and instructional aids. We offer a one-way Dual Language curriculum and implement a project-based curriculum for gifted and talented students through capstone projects. We offer academic acceleration opportunities for all students utilizing research-based programs and progress monitoring systems to close the gap. We also offer academic and extracurricular programs in the areas of athletics and the fine arts. We plan to expand our range of clubs and extracurricular opportunities.

Goals

In the 2025-26 school year, Doedyns Elementary will attain an overall A rating in the Texas Accountability System by hitting 55% at Meets level for all STAAR exams, academic growth in 80% of the 4th and 5th grade math and reading exams and reach targets in the special education and emergent bilingual subpopulations. We will achieve 50% growth in the composite score for TELPAS exams. We will also strive to reach 65% in the TXRL for Kinder Readiness. We will increase student enrollment to 450 students. We will also reach 97% attendance throughout the school year. Our facilities will also be addressed this year.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

John Doedyns Elementary Student Academic Achievement Summary

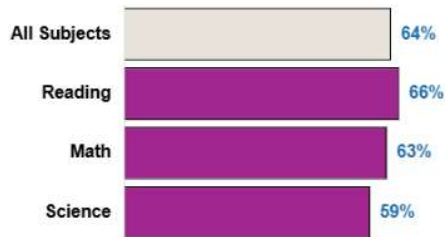
STAAR Performance



71
out of 100

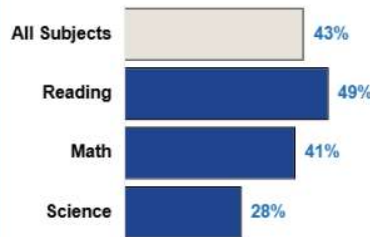
STAAR Performance measures achievement at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on the STAAR test.

Percentage of Students Approaching Grade Level or Above



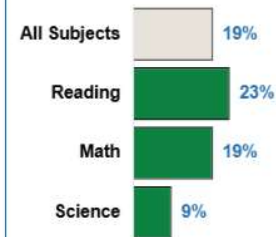
Subject	This School	District
All Subjects	64%	74%
Reading	66%	74%
Math	63%	72%
Science	59%	78%

Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	43%	48%
Reading	49%	52%
Math	41%	46%
Science	28%	45%

Percentage of Students Mastering Grade Level

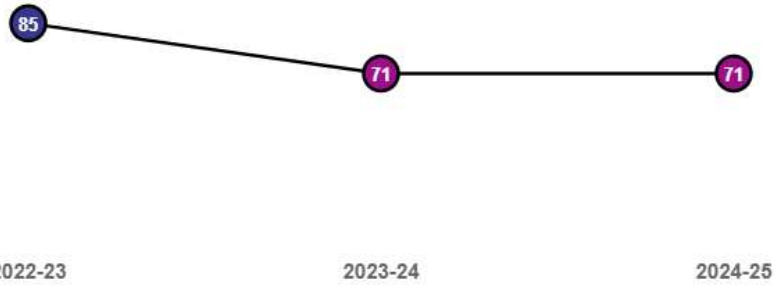


Subject	This School	District
All Subjects	19%	19%
Reading	23%	20%
Math	19%	22%
Science	9%	13%

Academic Growth



71 out of 100



Annual Growth Score



62%

This score approximates the percentage of students that made at least one year of academic progress

Accelerated Learning Score



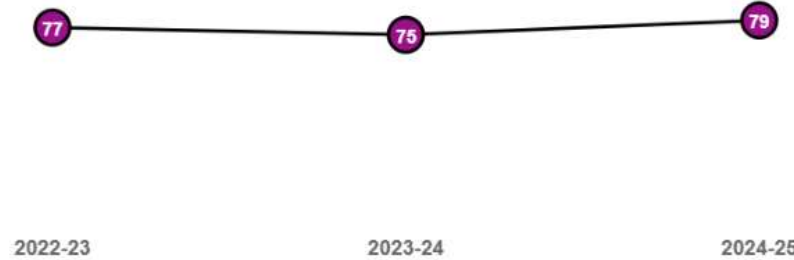
25%

This score represents the percentage of students who were behind academically and made at least one year of academic progress

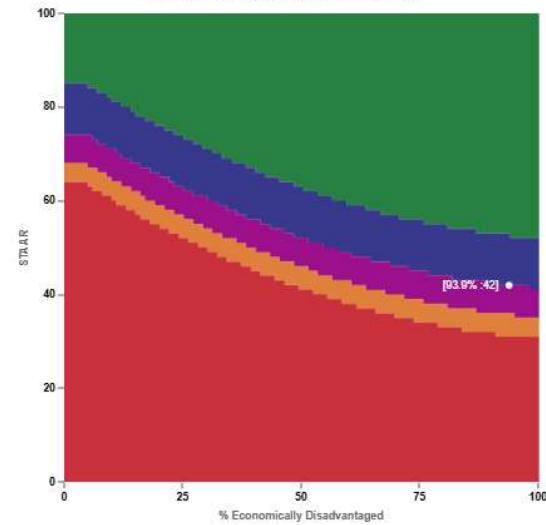
Relative Performance



79 out of 100



STAAR Relative Performance

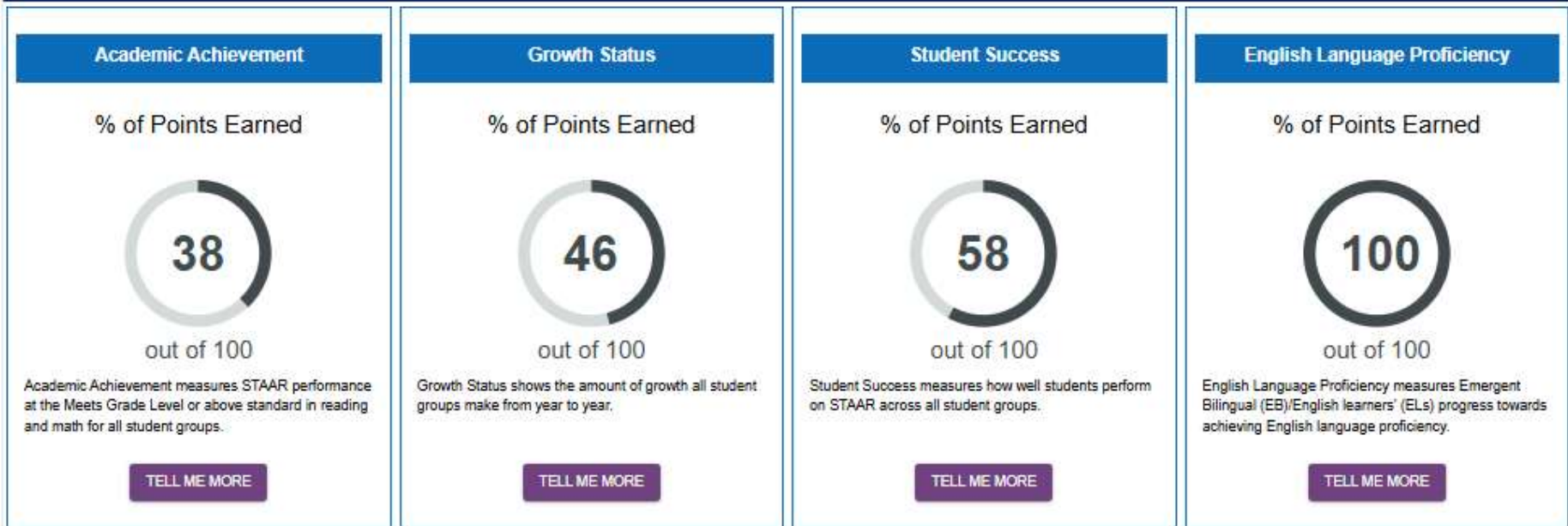


The STAAR relative performance score is based on the Student Achievement STAAR score and the percent of economically disadvantaged students at a school. More information is given in the Dig Into the Data link below.

	Percent Economically Disadvantaged 2022-23	Raw Score	Relative Performance Scale Score
STAAR	93.9%	42	79



Closing the Gaps Summary



Closing the Gaps Details

Student Group	Academic Achievement				Growth Rate				Student Success		English Language Proficiency	
	Reading/Language Arts		Mathematics		Reading/Language Arts		Mathematics					
All Students	Met Interim Target	3	No Growth	0	Met Interim Target	3	No Growth	0	Minimal Growth	1		
Lowest Racial/Ethnic Group 1	Met Interim Target	3	No Growth	0	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3		
Lowest Racial/Ethnic Group 2	N/A		N/A		N/A		N/A		N/A			
High Focus Group	Met Interim Target	3	No Growth	0	Met Interim Target	3	Minimal Growth	1	Met Interim Target	3	Met Long Term Target	4
Total Points	9 out of 24 (38%)				11 out of 24 (46%)				7 out of 12 (58%)		4 out of 4 (100%)	

Comprehensive Needs Assessment

Data Sources

- 2025 STAAR Campus Summary Report
- 2025 TELPAS Summary Report
- 2024-25 Attendance
- Discipline Referrals
- PEIMS Demographics
- Walk-through Data
- Parental Involvement Data
- TTESS Teacher Evaluations
- Professional Development Plan
- Teacher Certifications
- Technology Usage and Purchases
- Progress monitoring reports
- Campus report card
- Maintenance Work Orders

Demographics Summary

Special Education:

State of Texas Assessments of Academic Readiness (STAAR) data, and the Texas Academic Performance Report (TAPR) data were reviewed and used to determine the strengths and needs of our Special Education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

In analyzing Spring 2025 STAAR data, the scores reflect that 20% of special education students met grade level in mathematics and 22% in reading in grades 3-5. There is a 21% gap in math and a 26% gap in reading between special education students and general education students.

Personnel Needs:

John Doedyns Elementary Administration will work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and provide supports to special education students through resource and inclusion.

Professional Development Needs:

Doedyns Elementary administration and leadership team will work collaboratively to ensure that teachers attend provided math and reading trainings, plan intentionally with teachers to provide coaching and feedback to monitor teacher and student progress and will systemically analyze data to monitor the impact and implementation of specific high yield strategies and their correlation on student achievement. Special education teachers will also work closely with students to provide in-class support and on-grade level accelerated instruction.

Emergent Bilinguals (EB):

The State of Texas Assessments of Academic Readiness (STAAR) data was used to review and determine strengths and needs of our Dual Language/English as a Second Language EB students. The campus is supported by the curriculum and instruction coordinators who organize the curriculum to meet the needs of our EB students.

Needs:

In analyzing Spring 2025 STAAR data, the scores reflect that 35% of EB students met grade level in mathematics and 33% in reading grades 3-5. There is a 6% gap in math and a 15% gap in reading.

Personnel Needs:

John Doedyns Elementary Administration will work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and provide supports to emergent bilingual students.

Professional Development Needs:

Doedyns Elementary administration and leadership team will work collaboratively to ensure that bilingual teachers attend provided math and reading trainings, plan intentionally with teachers to provide coaching and feedback to monitor teacher and student progress and will systemically analyze data to monitor the impact and implementation of specific high yield strategies and their correlation on student achievement. We will also seek support from the district bilingual department for additional support in implementing the curriculum in their native language.

Economically Disadvantaged:

The State of Texas Assessments of Academic Readiness (STAAR) data was used to review and determine strengths and needs of our economically disadvantaged students. Our PEIMS department supports the identification of students every school year. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

In analyzing Spring 2025 STAAR data, the scores reflect that 41% of Eco Dis students met grade level in mathematics and 47% in reading grades 3-5. There is no gap in math and a 1% gap in reading.

Personnel Needs:

John Doedyns Elementary Administration will work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and provide supports to economically disadvantaged students.

Professional Development Needs:

Doedyns Elementary administration and leadership team will work collaboratively to ensure that teachers attend provided math and reading trainings, plan intentionally with teachers to provide coaching and feedback to monitor teacher and student progress and will systemically analyze data to monitor the impact and implementation of specific high yield strategies and their correlation on student achievement.

All students:

Our attendance is monitored by a campus level team daily and in real-time to provide accurate data with attendance. We used district PEIMS reports to evaluate the attendance percentage by marking periods.

Needs:

In the 2024-25 school year, the attendance rate was 96.8%, which meets the district goal of 95% but there are two grade levels that need intervention in PreK and Kindergarten.

Interventions:

Attendance will be monitored daily with a campus team that will make parental contact for students tardy or absent. The parent educator will also create a calendar for meetings to address the importance of attendance. Perfect attendance will be incentivized using challenges every 3 weeks and semester long.

John Doedyns Elementary Goals

Focus Area 1: Student Achievement

Annual Goal 1: By May 2025, we will increase the Domain III raw score from 31 to 60 by meeting or exceeding target scores in Math and Reading.

Objective 1: Increase the Domain III score from 31 to 60 by meeting or exceeding target scores in math and reading for All Students, Hispanic, and High Focus groups.

Strategy 1: Launch Subgroup Acceleration Teams for Math and Reading.

Timeline: Aug 2025 - May 2026

Title I School Components: Title I, Title II, Title III, Special Ed.

Persons Responsible: Teachers, administration, lab manager, reading coach and instructional coach.

Action Steps:

1. Form dedicated teams of teachers and interventionists to monitor and support All Students, Hispanic, and High Focus groups.
2. Disaggregate data monthly to track subgroup performance and regression trends.
3. Implement targeted small-group instruction during blended learning or intervention blocks, focused on priority TEKS.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System •District Curriculum •I-Ready, SAVVAS and Bluebonnet •State and local student data •District provided progress monitoring forms 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Walkthrough documents •Instructional technology usage reports •Agendas/Minutes •Target groups list. 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Results Driven Accountability •Educational technology reports •Close instructional gaps daily •Teacher feedback 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •I-Ready Diagnostic exams

Strategy 2: Embed Culturally Responsive and Differentiated Instruction.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Grade level chair, administration, consultants, counselor, special education teachers, and instructional coach.

Action Steps:

1. Train staff on culturally responsive teaching to better engage Hispanic and High Focus students.
2. Use differentiated instructional strategies tailored to subgroup needs, including language supports and scaffolded tasks.
3. Incorporate student voice and choice in reading selections and math problem contexts to increase relevance and motivation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Consultant Visits •Lesson Plans •CIF Protocols •Fundamental 5 book •District coaching forms 	<ul style="list-style-type: none"> •Walkthrough documents •Student work •Sign in sheets and agendas •Student surveys •PD plan 	<ul style="list-style-type: none"> •Relevant lesson plans •Individualized student plans •Testing preparation materials •Differentiated lessons 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •CBAs

Strategy 3: Intensify Progress Monitoring and Feedback Cycles

Timeline: Aug 2025 - May 2026- John Doedyns Elementary

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

Persons Responsible: Administration, all teachers, reading coach, and instructional coach.

Action Steps:

1. Conduct triweekly data reviews with grade-level teams to adjust instruction based on subgroup performance.
2. Use growth trackers for individual students in the identified subgroups to visualize progress and set goals.
3. Provide real-time feedback to students during instruction and interventions to reinforce mastery and correct misconceptions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Progress monitoring booklets •STAAR released items •DMAC •TFAR/Cambium • Pocket folders 	<ul style="list-style-type: none"> •Sign in sheets and agendas •Growth trackers •Lesson internalization annotations 	<ul style="list-style-type: none"> •BM1, BM2, MOY, and STAAR scores show increases in student achievement and student performance growth •Students well-versed on individualized goals 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •i-Ready Diagnostics

Annual Goal 2: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 42% (48% Reading, 41% Math) to 54% by May 2025.

Objective 2: The percentage of students performing at meets grade level or above on STAAR reading in 3rd grade will increase from 39% to 54% through targeted instruction and data-driven interventions.

Strategy 1: Implement tiered small group instruction based on data and progress monitoring.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: All teachers, instructional leadership team, and lab manager.

Action Steps:

1. Use BOY, MOY, and ongoing formative assessments to group students by skill level.
2. Provide daily small group instruction focused on comprehension, vocabulary, and fluency.
3. Monitor progress biweekly and adjust groups as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System •District Curriculum •I-Ready and SAVVAS •District created progress monitoring forms 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Walkthrough documents •Student trackers •Seating charts •Daily schedules 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Met typical and stretch goals on i-Ready •Closing achievement gaps on targeted TEKS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •Diagnostic exams

Strategy 2: Build teacher capacity through ongoing literacy professional development.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: CIT, administration, consultants, and instructional coach.

Action Steps:

1. Offer monthly professional development focused on evidence-based reading strategies (e.g., guided reading, close reading, and vocabulary development).
2. Include coaching cycles with feedback and modeling.
3. Align PD with TEKS and STAAR item types to ensure instructional relevance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Campus PD plan •Region service center trainings •Virtual trainings from organizations •Coaching books and instructional materials 	<ul style="list-style-type: none"> •Sign in sheets, agendas, and certificates •Coaching schedule •Data analysis notes 	<ul style="list-style-type: none"> •Higher performing teachers •Engaging lesson plans •Reach individual reading goals on diagnostic exams 	<ul style="list-style-type: none"> •Teacher surveys •Benchmarks [BMs]/CBAs •STAAR •Diagnostic exams

Objective 3: The percentage of students performing at meets grade level or above on STAAR mathematics in 3rd grade will increase from 33% to 50% through differentiated instruction and focused skill development.

Strategy 1: Implement small-group math instruction based on formative assessment data

Timeline: Aug 2025 - May 2026

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

Persons Responsible: All teachers, administration, and instructional coach.

Action Steps:

1. Administer weekly formative assessments to identify student proficiency in key math standards.
2. Group students by skill level and provide targeted instruction during math small group time.
3. Monitor progress weekly using formative assessments and exit tickets and adjust groups as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •I-Ready and Bluebonnet •State and local student data •District provided progress monitoring forms 	<ul style="list-style-type: none"> •Curriculum documents •Annotated instructional materials •Walkthrough documents •Seating charts 	<ul style="list-style-type: none"> •Educational technology reports •Increased performance on math standards •Exit ticket completion 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •Diagnostic exams

Strategy 2: Integrate math fluency and problem-solving routines into daily instruction.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers, administration, and instructional coach.

Action Steps:

1. Introduce daily math fluency warm-ups to build computational abilities.
2. Use real-world problem-solving tasks weekly to strengthen critical thinking and application of math concepts.
3. Provide professional development for teachers on effective math discourse and scaffolding strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum/HQIM •Consultant Visits •CIF & Fundamental 5 book 	<ul style="list-style-type: none"> •Walkthroughs •Lesson internalization •Sign in sheets and agendas 	<ul style="list-style-type: none"> •BM1, BM2, and scores show increases in student achievement and performance growth •TELPAS Speaking growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •I-Ready Diagnostic

Objective 4: The percentage of students performing at meets grade level or above on STAAR mathematics in 5th grade will increase from 41% to 54% through targeted remediation and conceptual reinforcement.

Strategy 1: Use spiral review and reteach cycles to reinforce foundational math concepts.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Grade level chair and classroom teachers

Action Steps:

1. Design weekly spiral review activities that revisit previously taught TEKS, especially those with low mastery.
2. Schedule reteach blocks within the instructional week to address misconceptions identified through formative assessments.
3. Track student mastery using a digital data wall and adjust instruction accordingly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum/HQIM •i-Ready and Bluebonnet •District provided progress monitoring forms •Part-time tutors 	<ul style="list-style-type: none"> •Lesson plans annotations •Walkthrough documents •Student trackers 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR • 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •i-Ready Diagnostic exams

Strategy 2: Implement math intervention groups during blended learning time or tutorials.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers and interventionists

Action Steps:

1. Identify students needing intervention using BOY, MOY, and benchmark data.
2. Create targeted intervention plans focusing on priority standards and problem-solving strategies.
3. Monitor growth biweekly and communicate progress with students and families.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

<ul style="list-style-type: none"> •I-Ready and Bluebonnet •District created progress monitoring forms 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Walkthrough documents •Student trackers •Seating charts •Daily schedules 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Met typical and stretch goals on i-Ready •Closing achievement gaps on targeted TEKS 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •Diagnostic exams
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Objective 5: The percentage of students performing at meets grade level or above on STAAR science in 5th grade will increase from 28% to 45% through hands-on learning and vocabulary development.

Strategy 1: Increase student engagement through hands-on labs and inquiry/project-based instruction.

Timeline: Aug 2025 - May 2026

Title I School Components: Title I, Title II, Title III

Persons Responsible: Teachers and science lab teacher.

Action Steps:

1. Incorporate weekly lab experiences aligned to tested TEKS using campus or district science kits.
2. Use interactive notebooks to help students record observations, reflect on learning, and make connections.
3. Provide planning support for teachers to integrate inquiry/project-based lessons into their pacing guides.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •IXL •Interactive notebooks •Lab materials •Field activities 	<ul style="list-style-type: none"> •Student interactive notebooks •Lesson plans •CLC minutes 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Engaging student learning •Educational technology reports 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR

Strategy 2: Strengthen academic vocabulary and reading comprehension in science.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers, science lab teacher, and instructional coach.

Action Steps:

1. Introduce science word walls and anchor charts in every classroom to reinforce key terms.
2. Use close reading strategies with nonfiction science texts to build comprehension and content knowledge.
3. Conduct monthly vocabulary checks and reteach using visual aids, games, and peer discussion.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Charts •Curricular resources 	<ul style="list-style-type: none"> •Walkthrough documents •Student work •Sign in sheets and agendas 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs]/CBAs •STAAR

Objective 6: The percentage of students demonstrating growth in STAAR reading and math in 4th and 5th grade will increase by reducing regression from 38% to less than 15%.

Strategy 1: Develop and implement individualized growth plans for students showing regression.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers, administration, interventionists and instructional coach.

Action Steps:

1. Identify students who regressed using STAAR, BOY, and benchmark data, and flag them for targeted support.
2. Create personalized growth plans that include academic goals, instructional strategies, and progress checkpoints.
3. Schedule biweekly student conferences to review goals, celebrate progress, and adjust supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System •District provided progress monitoring forms •DMAC and TFAR 	<ul style="list-style-type: none"> •Data analysis sessions •Individualized plans •Student conferences using data tracker 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR and formative assessments •Students track their growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR

Strategy 2: Strengthen Tier 1 instruction with embedded scaffolds and real-time progress monitoring.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Administration, instructional coach, consultants, and special education teachers.

Action Steps:

1. Provide professional development on scaffolding techniques, differentiation, and formative assessment use.

2. Integrate scaffolds such as sentence stems, manipulatives, and visual aids into daily reading and math instruction.
3. Use weekly formative assessments and exit tickets to monitor growth and adjust instruction dynamically.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Consultant Visits •Lesson Plans •CIF •Fundamental 5 book •District coaching forms 	<ul style="list-style-type: none"> •Walkthrough documents •Student work •Sign in sheets and agendas •Print-rich environment 	<ul style="list-style-type: none"> •Amplify teacher toolbox •Annotated structured reading •Growth tracking 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Diagnostic Assessments

Annual Goal 3: The percentage of EB students that demonstrate composite score progress will increase from 45% to 55% by May 2025.

Objective 7: The percentage of students demonstrating progress in the TELPAS composite rating will increase through enhanced language instruction, integrated supports, and consistent progress monitoring.

Strategy 1: Strengthen daily language development through integrated ELPS instruction.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Grade level chair, all teachers, administration, instructional and reading coach.

Action Steps:

1. Embed ELPS (English Language Proficiency Standards) into daily lesson plans across all content areas.
2. Use structured academic talk routines (e.g., sentence stems, peer discussions, think-pair-share) to build oral language fluency.
3. Provide professional development on integrating listening, speaking, reading, and writing into Tier 1 instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •SIOP strategies •Fundamental 5 and CIF protocols •Summit K12 	<ul style="list-style-type: none"> •Summit K12 reports •Walkthrough documents •Annotated lesson documents •Sign in sheets and agendas 	<ul style="list-style-type: none"> •Student Achievement gains on the TELPAS •Increased reading comprehension and language acquisition. 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •TELPAS

Strategy 2: Implement targeted TELPAS growth plans for EB students.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers and interventionists

Action Steps:

1. Analyze prior TELPAS domain scores to identify areas of weakness for individual students.
2. Develop personalized growth plans with goals for each domain and strategies for improvement.
3. Monitor progress monthly using campus-created rubrics aligned to TELPAS descriptors and provide feedback to students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District coaching forms •Student progress monitoring trackers 	<ul style="list-style-type: none"> •Student trackers •Feedback forms on writing assignments 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student growth •Summit K12 mastery 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •TELPAS

Focus Area 2: Student Support

Annual Goal 1: By May 2025, the special education student group will meet or exceed the STAAR performance targets set in Domain 3 of the Texas Accountability System, through data-driven instruction, targeted interventions, and fidelity to IEP accommodations and modifications.

Objective 1: Improve academic performance of special education students to meet or exceed STAAR Domain 3 Closing the Gaps targets in Reading and Math by May 2025.

Strategy 1: Strengthen Tier 1 instruction with embedded accommodations.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers, special education teachers, CTC and administration.

Action Steps:

1. Ensure IEP accommodations are consistently implemented and monitored during instruction and assessments.
2. Train general and special education teachers on co-teaching models and Universal Design for Learning (UDL).
3. Use scaffolded strategies (e.g., graphic organizers, chunked texts, visual aids) to support access to rigorous content.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> •TEKS Resource System •District Curriculum 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Walkthrough documents 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic exams
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Strategy 2: Implement targeted intervention plans based on STAAR domain data.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers, Special education teachers, CIT, administration and instructional coach.

Action Steps:

1. Disaggregate STAAR results by student, domain, and standard to identify specific learning gaps.
2. Create individualized academic growth plans aligned with IEP goals and STAAR readiness standards.
3. Provide small-group instruction using research-based interventions at least 3 times per week.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Consultant Visits •Lesson Plans •SuccessEd 	<ul style="list-style-type: none"> •Student IEP and trackers •Walkthrough documents •Student work •Interventionist schedules 	<ul style="list-style-type: none"> •Close gaps between subpopulations 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •SGMs

Annual Goal 2: By May 2025, the Emergent Bilingual (EB) student group will meet or exceed STAAR performance targets outlined in Domain 3 of the Texas Accountability System in Reading and Math.

Objective 1: Improve EB performance in Math and Reading through focused language development and data-driven instructional supports.

Strategy 1: Strengthen Academic Language Development Across All Content Areas.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Grade level chair, teachers, administration and instructional coach.

Action Steps:

1. Facilitate monthly planning sessions for teachers to integrate academic language and ELPS into core instruction.
2. Conduct biweekly focused walkthroughs to monitor fidelity of ELPS implementation and sheltered instruction practices.
3. Provide quarterly professional development on SIOP, ELPS, and culturally responsive teaching strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •TEKS Resource System •District Curriculum •District provided progress monitoring forms •SIOP resources •Regions ESC services 	<ul style="list-style-type: none"> •Curriculum documents •Lesson annotations •Walkthrough documents •Sign in sheets and agendas 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •ELPS mastery •Closing gaps 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Student Growth Measures [SGMs] Pre/Post Test •Diagnostic exams

Strategy 2: Use TELPAS and STAAR Data to Drive Targeted Interventions.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Teachers and interventionists.

Action Steps:

1. Analyze TELPAS and STAAR data to identify EB students below Domain 3 interim targets in Reading and Math.
2. Develop individualized support plans for EB students, including long-term EBs, with progress monitoring every 3 weeks.
3. Review Domain 3 performance data quarterly and adjust interventions based on student progress and needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •District Curriculum •Consultant Visits •Progress monitoring sheets •Individualized plans 	<ul style="list-style-type: none"> •Walkthrough documents •Data analysis sessions 	<ul style="list-style-type: none"> •Closing gaps with ALL students group 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR

Focus Area 3: Family and Community Empowerment

Annual Goal 1: By May 2025, overall student attendance will increase from 96.8% to at least 97.5%, with PK and KG reaching a minimum of 94%, and the 3rd and 6th grading periods improving to at least 96.5%, through proactive engagement, targeted interventions, and family partnerships.

Objective 1: Improve Student Attendance with Emphasis on PK, KG, and Low-Attendance Periods

Strategy 1: Boost PK and KG attendance through family-centered outreach.

Timeline: Aug 2025 - May 2026

Title I School Components: Title I

Persons Responsible: Parent educator, public relations, PEIMS clerk, lower grade level teachers, nurse, and administration

Action Steps:

1. Host monthly parent workshops emphasizing the importance of early attendance and routines.
2. Implement a “Start Strong” campaign at the beginning of each semester to encourage consistent attendance.
3. Use incentives like classroom celebrations, certificates, or “Perfect Week” shout-outs for PK and KG students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Poster machine •Funds for incentives •Colored ink •Facilities and security for events 	<ul style="list-style-type: none"> •Agendas and sign in sheets •Calendar of events •Social media outreach •Calls 	<ul style="list-style-type: none"> •Increase student attendance •Meeting daily attendance goals •Increased kinder readiness 	<ul style="list-style-type: none"> •PEIMS reports •Events and outreach data

Strategy 2: Address attendance dips in 3rd and 6th grading periods

Timeline: Aug 2025 - May 2026

Title I School Components: Title I

Persons Responsible: Attendance committee

Action Steps:

1. Analyze root causes (e.g., seasonal illness, testing fatigue, holidays) and adjust calendar or supports accordingly.
2. Launch mid-year and end-of-year attendance challenges with grade-level competitions and rewards.
3. Increase communication during these periods via automated calls, texts, and teacher-led reminders.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Incentives for students •Outside services •Blackboard and social media 	<ul style="list-style-type: none"> •Agendas and sign in sheets •Calendar of events •Social media outreach •Calls 	<ul style="list-style-type: none"> •Increase student attendance •Meeting attendance goal percentage 	<ul style="list-style-type: none"> •PEIMS reports •Events and outreach data

Annual Goal 2: By May 2025, the campus will increase parental involvement by expanding the family engagement team, hosting at least four culturally responsive events, and conducting quarterly meetings to strengthen school-family partnerships and support student achievement.

Objective 1: Improve communication and parent empowerment.

Strategy 1: Expand and Empower the Family Engagement Team.

Timeline: Aug 2025 - May 2026

Title I School Components: Title I

Persons Responsible: Parent educator, public relations, librarian, counselor, and administration

Action Steps:

1. Recruit additional members to the family engagement team, including parents, community leaders, and bilingual staff.
2. Establish a quarterly meeting schedule with clear agendas focused on student support, communication, and community-building.
3. Provide leadership training for team members on family engagement best practices and inclusive outreach strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Funds for parent meetings •Literacy nights •SMORE 	<ul style="list-style-type: none"> •Agendas and sign in sheets •Calendar of events •Social media outreach •Calls 	<ul style="list-style-type: none"> •Increased parental involvement •Improved campus culture 	<ul style="list-style-type: none"> •Parent surveys •Hours logged by parents

Strategy 2: Increase Frequency and Quality of Family Engagement Events

Timeline: Aug 2025 - May 2026

Title I School Components: Title I

Persons Responsible: All staff

Action Steps:

1. Plan and host at least four family engagement events during the school year, aligned to academic goals and cultural celebrations.
2. Collect feedback from families after each event to improve future programming and identify unmet needs.
3. Collaborate with teachers and support staff to integrate family engagement into classroom activities and student recognition efforts.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> •Funds for parent meetings •Literacy nights •SMORE 	<ul style="list-style-type: none"> •Agendas and sign in sheets •Calendar of events •Social media outreach •Calls 	<ul style="list-style-type: none"> •Increased parental involvement •Improved campus culture •Increased student enrollment 	<ul style="list-style-type: none"> •District PEIMS reports
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Annual Goal 3: Increase campus enrollment by 20% by May 2025 by implementing targeted branding, outreach, and family engagement strategies that improve campus visibility, strengthen community relationships, and enhance the overall student experience.

Objective 1: Reverse the five-year downward trend in campus enrollment by increasing student recruitment and retention through strategic outreach, improved campus culture, and community engagement.

Strategy 1: Strengthen Campus Branding and Outreach.

Timeline: Aug 2025 - May 2026

Title I School Components: Title I

Persons Responsible: Public relations administration, librarian, and counselor

Action Steps:

1. Create a branding toolkit with consistent visual identity (logo, tagline, colors) and messaging that highlights campus strengths, programs, and student success stories.
2. Launch a monthly social media campaign to share student achievements, teacher highlights, and upcoming events across platforms to build digital presence and community pride.
3. Host quarterly “Showcase Nights” for prospective families by inviting families to tour the campus, meet staff, and experience student-led presentations that reflect academic and extracurricular excellence.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Funds for parent meetings •Security •Community partners 	<ul style="list-style-type: none"> •Agendas and sign in sheets •Calendar of events •Social media outreach •Calls 	<ul style="list-style-type: none"> •Increased parental involvement •Improved campus culture •Increased student enrollment 	<ul style="list-style-type: none"> •District PEIMS reports •Parent surveys

Strategy 2: Build Stronger Relationships with Families

Timeline: Aug 2025 - May 2026

Title I School Components: Title I

Persons Responsible: Front office staff, students, parent educators, and administration.

Action Steps:

1. Implement a “Welcome Ambassador” Program by training selected staff and parent volunteers to greet new families, conduct tours, and provide personalized follow-up after enrollment.
2. Conduct Biannual Family Feedback Forums by hosting listening sessions to gather input from current and former families about their experiences, concerns, and suggestions for improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Survey software •Printing materials •Shirts and SWAG •Letters to be sent 	<ul style="list-style-type: none"> •Photos •Tours •Call logs 	<ul style="list-style-type: none"> •Increased parental involvement •Improved campus culture •Increased student enrollment 	<ul style="list-style-type: none"> •District PEIMS reports •Parent surveys

Focus Area 4: Leadership Growth

Annual Goal 1: By May 2025, the campus will implement a robust professional development system that increases staff participation in both in-house and external learning opportunities, resulting in improved instructional practices and measurable gains in student achievement across core content areas.

Objective 1: Develop and execute a comprehensive professional development plan that includes monthly in-house sessions and at least three external training opportunities per semester, aligned to campus instructional priorities and staff needs.

Strategy 1: Build a Cohesive In-House Professional Development Program.

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Grade level chair, CIT, administration and leadership team

Action Steps:

1. Conduct a staff needs assessment to identify priority topics for in-house PD (e.g., data use, inclusive practices, classroom management).
2. Develop a PD calendar with monthly sessions facilitated by instructional coaches, teacher leaders, or admin team.
3. Create feedback loops after each session to evaluate impact and adjust future topics and formats.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> •Coaching materials •Survey software/services •Calendar 	<ul style="list-style-type: none"> •Sign in sheets and agendas •Coaching calendar 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Results Driven Accountability •Educational technology reports 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •Staff survey •Student Growth Measures [SGMs] Pre/Post Tests
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Strategy 2: Expand Access to High-Quality External Learning Opportunities

Timeline: Aug 2025 - May 2026

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

Persons Responsible: Administration, CIT, and interventionists

Action Steps:

1. Identify and promote external PD opportunities aligned to campus goals (e.g., ESC workshops, conferences, online courses).
2. Allocate funding and time for staff to attend at least three external PD sessions per semester.
3. Establish a “PD share-out” system where attendees present key takeaways to colleagues during staff meetings or PLCs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Coaching materials •Survey software/services •Calendar 	<ul style="list-style-type: none"> •Sign in sheets and agendas •Coaching calendar •Share out time 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Results Driven Accountability 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Teacher surveys

Professional Development Plan

Focus Area	Objective	PD Focus
Academic Growth (Domain 2 & 3)	Improve STAAR performance in grades 3–5	Data-driven instruction, STAAR alignment, progress monitoring
SPED and EB Support	Increase TELPAS growth and IEP fidelity	ELPS integration, accommodations, co-teaching
Parent Engagement	Strengthen family involvement and satisfaction	Event planning, ambassador programs, feedback forums

Attendance & Culture	Improve PK/K attendance and campus climate	Relationship-building, routines, culturally responsive teaching
PD System	Build a sustainable PD cycle with leadership coaching	Monthly PD, coaching, reflection
Enrollment Recovery	Increase enrollment by 10% by May 2026	Branding, outreach, feeder school connections

Professional Development Monthly Calendar

Month	Session Title	Focus Area	CIP Goal Alignment	Facilitator
September	Building the Foundation: Inclusive Instruction for All Learners <i>Explore strategies for supporting SPED and Emergent Bilingual students through inclusive, differentiated instruction that meets diverse learning needs.</i>	SPED & EB instructional strategies	SPED/EB Support	SPED & Bilingual Leads
	Why Families Leave: Understanding Enrollment Decline <i>Analyze campus data to uncover root causes of declining enrollment and begin crafting responsive strategies to retain and attract families.</i>	Enrollment root cause analysis	Enrollment Recovery	Principal & PEIMS
October	Scaffolding for Success: Differentiation That Works <i>Learn practical techniques for scaffolding instruction to ensure all students access grade-level content, with a focus on Tier 1 practices.</i>	Tier 1 instruction & accommodations	Academic Growth	Instructional Coach
	Marketing Your Magic: Telling Your Campus Story	Branding & outreach	Enrollment Recovery	Librarian/PR

	<i>Discover how to showcase your campus strengths through storytelling, branding, and outreach to boost community engagement and enrollment.</i>			
November	<p>Language-Rich Classrooms: Embedding ELPS Daily <i>Dive into the English Language Proficiency Standards (ELPS) and learn how to integrate language development into daily instruction for EB students.</i></p>	TELPAS & EB support	SPED/EB Support	Bilingual Strategist and Lead
	<p>Retention Starts with Relationships <i>Strengthen student and family relationships through intentional engagement strategies that foster trust, belonging, and long-term commitment.</i></p>	Student & family engagement	Parent Engagement	Counselor, Lead Teachers, and Parent Educator
December	<p>Co-Teaching & Collaboration: Making Inclusion Work <i>Develop effective co-teaching models and collaborative practices between SPED and Gen Ed teachers to support inclusive classrooms.</i></p>	SPED & Gen Ed collaboration	SPED/EB Support	SPED Strategist/Coordinator and Inclusion Lead
	<p>Mid-Year Data Dive: Adjusting for Growth <i>Review academic data to assess progress toward STAAR goals, identify gaps, and adjust instructional plans for the second semester.</i></p>	STAAR progress monitoring	Academic Growth	Admin Team
January	Reigniting Rigor: STAAR-Aligned Instructional Practices	STAAR readiness	Academic Growth	Instructional Coach

	<i>Refresh instructional strategies to align with STAAR rigor, focusing on high-impact practices that drive student achievement.</i>			
	<p>Social Media That Works: Engaging the Digital Parent <i>Learn how to use social media platforms to connect with families, share campus updates, and build a vibrant online presence.</i></p>	Digital outreach	Enrollment Recovery	PR and CIT
February	<p>TELPAS Tune-Up: Strategies for Language Growth <i>Prepare for TELPAS by strengthening instruction in listening, speaking, reading, and writing domains for Emergent Bilingual students.</i></p>	TELPAS domains & EB support	SPED/EB Support	Bilingual Strategist and Lead
	<p>Family Ambassadors: Empowering Parent Advocates <i>Train parents to become campus ambassadors who promote school culture, support outreach efforts, and build community trust.</i></p>	Parent leadership development	Parent Engagement	Parent Educator and PR
March	<p>Attendance Matters: Building Routines & Relationships <i>Address attendance challenges in early grades by creating welcoming routines and fostering strong student-teacher relationships.</i></p>	PK/K attendance & campus culture	Attendance & Culture	Counselor, Parent Educator & Liaison
	<p>Instructional Leadership: Coaching for Impact <i>Build a sustainable PD system through effective coaching, feedback cycles, and leadership</i></p>	PD system & feedback	PD System	Admin Team

	<i>practices that elevate teaching quality.</i>			
April	STAAR Countdown: Final Prep & Student Motivation <i>Focus on last-minute STAAR prep strategies and motivational techniques to boost student confidence and performance.</i>	STAAR strategies & student engagement	Academic Growth	Grade-Level Leads
	Celebrating Our Campus: End-of-Year Showcase Prep <i>Plan a community celebration that highlights student achievements, strengthens school pride, and supports enrollment efforts.</i>	Community celebration planning	Enrollment Recovery	Event Planning Committee
May	Reflect & Reset: PD Planning for 2026–27 <i>Reflect on the year’s PD impact, gather staff input, and collaboratively design next year’s professional learning priorities.</i>	PD system review & goal setting	PD System	Admin Team
	Staff as Recruiters: Everyone Plays a Role <i>Empower staff to serve as campus ambassadors, promoting your school’s strengths and contributing to enrollment growth.</i>	Enrollment advocacy	Enrollment Recovery	Principal

List 10 Components of a Title 1, Part A Schoolwide