

John McKeever Elementary Campus Improvement Plan 2025-2026

Vision

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

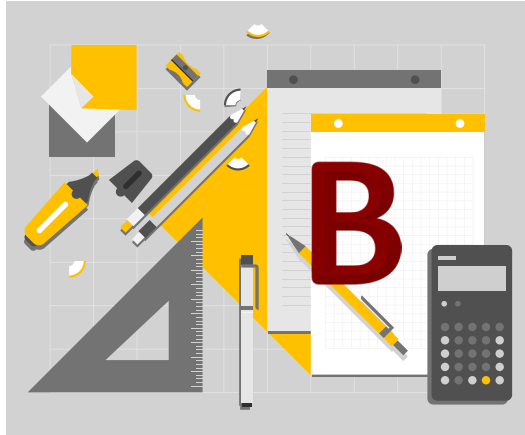
Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020, by the PSJA School Board of Trustees

Texas Accountability System



Texas Education Agency

2025 Accountability Rating Overall Summary JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

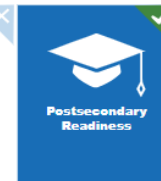
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		73	C	0%
STAAR Performance	45	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		82	B	70%
Academic Growth	69	78	C	
Relative Performance (Eco Dis: 92.4%)		82	B	✓
Closing the Gaps	74	90	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



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

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

Strategic Direction



PSJA School Board

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

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

Senior Staff

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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:

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

The student body at John McKeever Elementary is majority Hispanic with the following breakdown of student populations:



Pharr-San Juan-Alamo ISD Campus Special Pops Breakdown Matrix

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
101	J. McKeever Elementary	P3	44	20	45.5%	24	54.5%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	9.1%	0	0.0%	0	0.0%
		PK	63	37	58.7%	26	41.3%	7	11.1%	22	34.9%	0	0.0%	0	0.0%	0	0.0%	49	77.8%	0	0.0%	0	0.0%
		KG	100	54	54.0%	46	46.0%	8	8.0%	38	38.0%	0	0.0%	0	0.0%	0	0.0%	90	90.0%	0	0.0%	0	0.0%
		01	88	45	51.1%	43	48.9%	12	13.6%	37	42.0%	0	0.0%	0	0.0%	1	1.1%	79	89.8%	0	0.0%	0	0.0%
		02	96	53	55.2%	43	44.8%	14	14.6%	29	30.2%	0	0.0%	0	0.0%	2	2.1%	89	92.7%	3	3.1%	0	0.0%
		03	93	56	60.2%	37	39.8%	15	16.1%	34	36.6%	0	0.0%	0	0.0%	2	2.2%	84	90.3%	5	5.4%	0	0.0%
		04	92	35	38.0%	57	62.0%	13	14.1%	41	44.6%	1	1.1%	0	0.0%	1	1.1%	85	92.4%	12	13.0%	0	0.0%
		05	99	53	53.5%	46	46.5%	7	7.1%	34	34.3%	2	2.0%	0	0.0%	2	2.0%	94	94.9%	11	11.1%	0	0.0%
	J. McKeever Elementary		675	353	52.3%	322	47.7%	77	11.4%	235	34.8%	3	0.4%	0	0.0%	8	1.2%	574	85.0%	31	4.6%	0	0.0%
District			675	353	52.3%	322	47.7%	77	11.4%	235	34.8%	3	0.4%	0	0.0%	8	1.2%	574	85.0%	31	4.6%	0	0.0%

With the district's proximity to Mexico, 34.8% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, **McKeever Elementary** has been rated a "B" Campus on the 24-25 Accountability. In Domain I, Student Achievement component score of 45 (73), STAAR School Progress Domain 2A was at a component score of a 69 (78), Domain 2B Relative Performance component score 45 (82), and Domain III component score 73 (89). **McKeever Elementary earned a grade of 84.**

The overall 2024 Accountability Rating for **McKeever Elementary** was a score of 84. In grades 3rd-5th all tested STAAR subjects, **McKeever Elementary** administered 672 tests which translates to 100% participation for the 2024-2025 school year.

Executive Summary Continued

Student Performance:

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

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 48% (57% Reading, 46% Math, & 27% Science) in June 2025 to 50% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by three percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase 5-10 percentage points by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by ten percentage points by June 2026.

Effective Teaching and Learning:

Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in a project-based learning approach where students inquire topics related to instruction and aligned to teacher's rubric. McKeever is a one-way Dual Language Program Campus. The mission for our campus is to align our instruction to district goals and campus needs. Our main goal is that all students be grade-level fluent readers.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 7% in all subject areas and subgroups. Each grade level will show a 10% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 10%. Close the achievement gap by 10% between the economically disadvantaged, special education, and EB populations. 100% of parents will have the opportunity to participate in school events and engagement activities. McKeever will continue to partner with community stakeholders to ensure student/campus success.

Campus Educational Improvement Committee Members

<u>School Administration</u> Jessica Zuniga, Principal Christina Telles, Asst. Principal Dina Yoder, Asst. Principal, Diana Lucio, Counselor Ana Ortiz, Counselor <u>Support Staff</u> Elia Arteaga, Librarian	<u>Professionals</u> Melissa Guerra- PK Alejandra Hernandez-K Karina Arteaga- 1st Judy Salinas– 2nd Jessica Zenil– 3rd Ruby Lucio Farias-4th Cindy Reyes– 5th <u>Resource</u> Jamie Enriquez, SPED <u>Parent</u> Elda Rodriguez
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2024-2025 STAAR (PRELIMINARY) OVERALL RATING ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	82	85	85	85	59.5	90	27	87	B
Anaya Elementary	77	88	86	88	88	61.6	92	27.6	89	B
Arnold Elementary	80	92	88	92	92	64.4	92	27.6	92	A
Cantu Elementary	72	76	81	81	81	56.7	81	24.3	81	B
Carman Elementary	77	87	86	87	87	60.9	91	27.3	88	B
Chavez Elementary	86	93	91	93	93	65.1	92	27.6	93	A
Clover Elementary	74	90	82	90	90	63	85	25.5	89	B
Doedyns Elementary	11741	73	78	78	11741	8219	77	23.1	8242	A
Dr Long Elementary	74	81	82	82	82	57.4	77	23.1	81	B
Escobar Elementary	88	82	91	91	91	63.7	92	27.6	91	A
Farias Elementary	67	71	75	75	75	52.5	73	21.9	74	C
Ford Elementary	71	75	80	80	80	56	74	22.2	78	C
Garcia Elementary	82	90	90	90	90	63	92	27.6	91	A
Garza Elementary	76	91	85	91	91	63.7	91	27.3	91	A
Garza-Pena Elementary	76	80	85	85	85	59.5	88	26.4	86	B
Guerra Elementary	78	85	88	88	88	61.6	92	27.6	89	B

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Kelly-Pharr Elementary	69	63	75	75	75	52.5	74	22.2	75	C
Liwas Elementary	73	73	82	82	82	57.4	83	24.9	82	B
Longoria Elementary	75	89	84	89	89	62.3	91	27.3	90	A
McKeever Elementary	74	78	82	82	82	57.4	90	27	84	B
Palacios Elementary	86	89	91	91	91	63.7	92	27.6	91	A
Palmer Elementary	77	85	86	86	86	60.2	84	25.2	85	B
Ramirez Elementary	65	75	73	75	75	52.5	72	21.6	74	C
Reed-Mock Elementary	76	79	86	86	86	60.2	91	27.3	88	B
Sorensen Elementary	80	83	88	88	88	61.6	92	27.6	89	B
Trevino Elementary	62	62	70	70	70	49	64	19.2	68	D

2025 Accountability Rating Overall Summary
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Summary

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STAAR Performance	45	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		82	B	70%
Academic Growth	69	78	C	
Relative Performance (Eco Dis: 92.4%)		82	B	✓
Closing the Gaps	74	90	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

MCKEEVER ELEMENTARY

DOMAIN I – STUDENT ACHIEVEMENT

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

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	85	29	34%	56	66%	36	42%	8	9%	39	67
Grade 4 Mathematics	97	23	24%	74	76%	50	52%	24	25%	51	78
Grade 5 Mathematics	101	29	29%	72	71%	42	42%	16	16%	43	72
Grade 3 Reading (English)	84	26	31%	58	69%	37	44%	9	11%	41	70
Grade 4 Reading (English)	97	21	22%	76	78%	50	52%	17	18%	49	77
Grade 5 Reading (English)	102	30	29%	72	71%	48	47%	17	17%	45	73
Grade 3 Reading (Spanish)	2	1	50%	1	50%	0	0%	0	0%	17	45
Grade 4 Reading (Spanish)											
Grade 5 Reading (Spanish)	1	0	0%	1	100%	1	100%	0	0%	67	92
Grade 5 Science	103	18	17%	85	83%	38	37%	14	14%	45	73
TOTAL TESTS	672	177	26%	495	74%	302	45%	105	16%		
Domain I - Student Achievement Scaled Score $(74 + 45 + 16) \div 3 = 45$										73	

MCKEEVER ELEMENTARY

DOMAIN II PART A - SCHOOL PROGRESS

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

Annual Growth			2025 STAAR					
			Did Not Meet LOW	Did Not Meet HIGH	Approaches LOW	Approaches HIGH	Meets	Masters
2024 STAAR	Did Not Meet LOW	MATH	11	9	4	2	0	0
		RLA	12	7	2	5	2	0
	Did Not Meet HIGH	MATH	5	14	7	7	5	0
		RLA	11	6	10	5	6	0
	Approaches LOW	MATH	1	3	5	3	3	0
		RLA	1	4	1	2	5	2
	Approaches HIGH	MATH	1	6	2	8	6	3
		RLA	1	4	5	5	9	2
	Meets	MATH	0	1	5	7	30	22
		RLA	1	2	4	8	33	17
Meets	MATH	0	0	0	1	7	15	
	RLA	0	0	1	1	8	13	
Accelerated Growth			2025 STAAR					
			Did Not Meet	Approaches		Meets	Masters	
2024	Did Not Meet	MATH	39	20		5	0	
		RLA	36	22		8	0	
Annual Growth Points Earned						(113 x 0) + (39 x 0.5) + (236 x 1) = 255.5		
Accelerated Growth Points Earned						(55 x 0.25) = 13.75		
# of Total Tests Included in Calculation						388		
Domain II - School Progress Raw Score						(255.5 + 13.75) ÷ 388 = 69		

Domain II - School Progress Scaled Score

78

MCKEEVER ELEMENTARY

DOMAIN II PART B – RELATIVE PERFORMANCE

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

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	85	29	34%	56	66%	36	42%	8	9%	39	74
Grade 4 Mathematics	97	23	24%	74	76%	50	52%	24	25%	51	87
Grade 5 Mathematics	101	29	29%	72	71%	42	42%	16	16%	43	80
Grade 3 Reading (English)	84	26	31%	58	69%	37	44%	9	11%	41	77
Grade 4 Reading (English)	97	21	22%	76	78%	50	52%	17	18%	49	85
Grade 5 Reading (English)	102	30	29%	72	71%	48	47%	17	17%	45	82
Grade 3 Reading (Spanish)	2	1	50%	1	50%	0	0%	0	0%	17	46
Grade 4 Reading (Spanish)											
Grade 5 Reading (Spanish)	1	0	0%	1	100%	1	100%	0	0%	67	93
Grade 5 Science	103	18	17%	85	83%	38	37%	14	14%	45	82
TOTAL TESTS	672	177	26%	495	74%	302	45%	105	16%		
Domain I - Student Achievement Scaled Score $(74 + 45 + 16) \div 3 = 45$										82	

MCKEEVER ELEMENTARY

DOMAIN III - CLOSING THE GAPS

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

			All Students	Hispanic	High Focus	EB	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement	RLA	2025-27 Interim	46	39	37		16	24	66.7	30%	20
		2028-32 Next Interim	55	49	48						
		2038 Long Term	73	70	69						
		2024	45	45	42						
		2025	48	47	46						
		POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	49	44	42						
		2028-32 Next Interim	58	53	52						
		2038 Long Term	75	72	71						
		2024	43	43	40						
		2025	45	45	44						
POINTS EARNED		1	3	3							
Academic Growth	RLA	2025-27 Interim	64	62	61		18	24	75	50%	37.5
		2028-32 Next Interim	74	72	71						
		2038 Long Term	94	92	91						
		2024	65	65	66						
		2025	68	69	68						
		POINTS EARNED	3	3	3						
	MATH	2025-27 Interim	69	68	66						
		2028-32 Next Interim	78	77	76						
		2038 Long Term	95	95	95						
		2024	50	50	49						
		2025	70	70	70						
POINTS EARNED		3	3	3							
English Language Proficiency	2025-27 Interim					49	4	4	100	10%	10
	2028-32 Next Interim					51					
	2038 Long Term					55					
	2024					61					
	2025					66					
	POINTS EARNED					4					
Student Achievement Domain Score	2025-27 Interim	47	41	40		7	12	58.3	10%	5.8	
	2028-32 Next Interim	57	51	50							
	2038 Long Term	77	71	70							
	2024	41	41	39							
	2025	45	45	44							
	POINTS EARNED	1	3	3							
Domain III - Closing the Gaps Raw Score							(20 + 37.5 + 10 + 5.8) = 73				
Domain III - Closing the Gaps Scaled Score										89	

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Student Success (Domain I Score All Contents)

	ALL	HISPANIC	HIGH FOCUS	EB	ECD	SPED	Points Earned				Pts Possible	Raw Score	Weight	Component Points
							All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	47	41	40	37	38	23								
2028-32 Next Interim	57	52	49	48	48	33								
2038 Long Term	77	72	69	68	68	53								
PSJA ISD	74	47	46	46	45	30	3	3	3	9	12	75	10%	7.5
Anaya Elementary	78	49	49	49	46	41	4	3	3	10	12	83	10%	8.3
Arnold Elementary	78	53	51	50	48	38	4	3	3	10	12	83	10%	8.3
Cantu Elementary	69	44	41	41	39	22	3	3	3	9	12	75	10%	7.5
Carman Elementary	74	51	48	49	57	15	3	3	3	9	12	75	10%	7.5
Chavez Elementary	85	57	57	57	56	46	4	3	3	10	12	83	10%	8.3
Clover Elementary	71	45	43	43	32	25	3	3	3	9	12	75	10%	7.5
Doedyns Elementary	66	42	41	41	36	21	3	3	3	9	12	75	10%	7.5
Dr Long Elementary	73	45	44	44	42	23	3	3	3	9	12	75	10%	7.5
Escobar Elementary	81	59	56	55	55	31	4	3	3	10	12	83	10%	8.3
Farias Elementary	65	38	38	38	38	18	3	0	0	3	12	25	10%	2.5
Ford Elementary	72	43	42	42	39	25	3	3	3	9	12	75	10%	7.5
Garcia Elementary	84	54	54	53	54	32	4	3	3	10	12	83	10%	8.3
Garza Elementary	78	48	48	48	46	33	4	3	3	10	12	83	10%	8.3
Garza-Pena Elementary	75	48	47	46	45	33	3	3	3	9	12	75	10%	7.5
Guerra Elementary	78	51	50	50	50	34	4	3	3	10	12	83	10%	8.3
Kelly-Pharr Elementary	66	41	39	39	34	28	3	3	0	6	12	50	10%	5.0
Livas Elementary	71	45	44	42	41	20	3	3	3	9	12	75	10%	7.5
Longoria Elementary	75	47	46	47	40	40	3	3	3	9	12	75	10%	7.5
McKeever Elementary	74	45	44	44	39	26	3	3	3	9	12	75	10%	7.5
Palacios Elementary	83	58	57	57	55	42	4	3	3	10	12	83	10%	8.3
Palmer Elementary	74	49	47	46	44	45	3	3	3	9	12	75	10%	7.5
Ramirez Elementary	65	38	37	37	37	21	3	0	0	3	12	25	10%	2.5
Reed-Mock Elementary	77	49	49	49	50	30	4	3	3	10	12	83	10%	8.3
Sorensen Elementary	77	53	50	49	48	27	4	3	3	10	12	83	10%	8.3
Trevino Elementary	61	36	36	36	38	20	3	0	0	3	12	25	10%	2.5

2022 – 2024 STAAR/STAAR ALT 2 Campus Results

All-Students, Bilingual, & Special Ed at Approaches– Three Year Trend



STAAR Demographic Longitudinal - All Subjects for JOHN MCKEEVER EL

Source: Admin Year: 2025 Demographic Group(s): All Students, EB/EL, Special Education
 Version(s): STAAR, STAAR-Alt2 Language(s): English, Spanish Retests: Second Administration included if available
 Calculation Option: Approaches Gr Lvl Std

Mathematics	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	69%	67%	67%	73%	66%	76%	75%	67%	72%
EB/EL	58%	63%	65%	62%	56%	69%	71%	63%	65%
Special Education	44%	50%	33%	53%	35%	43%	43%	39%	24%

Reading/ELA	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	68%	70%	69%	67%	75%	78%	79%	74%	72%
EB/EL	60%	61%	65%	49%	63%	57%	69%	71%	57%
Special Education	39%	50%	47%	53%	41%	71%	29%	44%	47%

Science	05		
	2023	2024	2025
All Students	64%	50%	82%
EB/EL	53%	41%	70%
Special Education	29%	44%	53%

2022 – 2024 STAAR/STAAR ALT 2 Campus Results

All-Students, Bilingual, & Special Ed at Meets Level of Performance – Three Year Trend

STAAR Demographic Longitudinal - All Subjects for JOHN MCKEEVER EL

Source: Admin Year: 2025 Demographic Group(s): All Students, EB/EL, Special Education
Version(s): STAAR,STAAR-Alt2 Language(s): English, Spanish Retests: Second Administration included if available
Calculation Option: Meets Gr Lvl Std

Mathematics	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	45%	44%	43%	44%	47%	52%	42%	35%	42%
EB/EL	33%	26%	43%	24%	35%	29%	31%	24%	35%
Special Education	17%	25%	27%	42%	18%	29%	29%	33%	18%

Reading/ELA	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	42%	48%	43%	43%	42%	52%	54%	44%	55%
EB/EL	32%	37%	38%	22%	29%	26%	49%	35%	41%
Special Education	28%	50%	20%	42%	24%	43%	0%	44%	32%

Science	05		
	2023	2024	2025
All Students	34%	22%	38%
EB/EL	27%	14%	20%
Special Education	0%	33%	21%

2022 – 2024 STAAR/STAAR ALT 2 Campus Results

All-Students, Bilingual, & Special Ed at Masters Level of Performance – Three Year Trend



STAAR Demographic Longitudinal - All Subjects for JOHN MCKEEVER EL

Source: Admin Year: 2025 Demographic Group(s): All Students, EB/EL, Special Education
 Version(s): STAAR, STAAR-Alt2 Language(s): English, Spanish Retests: Second Administration included if available
 Calculation Option: Masters Gr Lvl Std

Mathematics	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	18%	10%	9%	20%	16%	27%	10%	5%	16%
EB/EL	13%	8%	8%	4%	12%	14%	8%	4%	7%
Special Education	6%	0%	13%	16%	6%	29%	0%	11%	12%

Reading/ELA	03			04			05		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students	18%	22%	10%	18%	17%	18%	25%	23%	17%
EB/EL	6%	8%	11%	4%	8%	9%	22%	22%	5%
Special Education	11%	25%	7%	11%	6%	14%	0%	11%	5%

Science	05		
	2023	2024	2025
All Students	9%	5%	14%
EB/EL	10%	2%	5%
Special Education	0%	6%	0%

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

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

Needs:

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

Personnel Needs:

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

Professional Development Needs:

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

Emergent Bilinguals (EB):

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

GOAL AREA 1: Student Achievement

Areas Reviewed: Student Performance

Strengths

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

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

Challenges

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

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **50%**.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **46%**.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **35%**.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at **31%**.
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at **46%**.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at **44%**.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at **36%**.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at **25%**.

Goal Area 1: Student Achievement

Annual Goal 1: By June 2026, there will be a 10% increase of students at MEETS or above in grade K-5 RLA from 43% in 2025 to 53% in 2026 and as measured by the 2026 STAAR Reading Assessment.

Objective 1: Students in grades K-5 will utilize and implement the use of Interactive and paper journals, I-Ready, & HQIM by 100% in order to consistently and effectively practice research-based strategies.

Strategy 1: Ensure high volume of reading comprehension by utilizing multiple interactive applications that allow varied question types aligned to the STAAR revamp, as well as utilize reading strategy skills through the use of text mapping and question/skill connections.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Utilize DMAC reports to differentiate instruction for ELs, SPED, 504/RTI students in needed areas.
- 2) Implement the use of STAAR question stems throughout instruction to facilitate connections to text.
- 3) Plan frequently as a grade level to ensure all students are receiving alike instruction across classes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready, Lead4ward, My Reading and Math Aca., Summit K12, Region 1, Forde-Ferrier •State and local student data Purchase supplies such as paper, colored paper, sent. strips, binders, markers, folders, skill boxes, poster boards, chart paper for small group interv. Project-based learning act. Tri-folds, copier machine, mat. need	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization DMAC data, Tutorial/Intervention	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Provide supplemental tutorial programs and summer school/enrichment for students in K-5 identified as at-risk using manipulatives, leveled readers, and supplemental resources, instructional material, and technology (ipads, chromebooks, ipad/chromebook cases, desk top computers, poster machine, etc. to meet the needs of students at each performance level (Approaches, Meets, Masters) and address all five components of reading.

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Data will be used to identify students in need of extended learning opportunities and purchase supplies such as paper, chart tablets, colored paper, sentence strips, markers, painting supplies for small group instruction/interventions and enrichment camp. (need copier machine/materials for teachers)
- 2) Implement quality instructional reading programs that focus on the five essential components of a reading program to meet the needs of all students. (purchase books of different genres, Savaas, Mosaico)
- 3) Provide compensation for intentional tutoring groups.

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

Goal Area 1: Student Achievement

Annual Goal 2: By June 2026, there will be a 10% increase of students in MEETS or above in grade 3-5 Math from 47% in 2024 to 57% in 2026 as measured by the 2026 STAAR Mathematics Assessment.

Objective 1: The percent of student performance in measurable assessments will increase by 5% after each benchmark.

Strategy 1: 3rd - 5th grade teachers will utilize planning time to conduct TEKS analysis to determine depth and complexity of TEKS to ensure ongoing rigorous instruction.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Sharing of successful math strategies amongst team teachers.
- 2) Implement the use of STAAR question stems throughout instruction & technology to facilitate connections to text.
- 3) Daily planning as a grade level and weekly planning as a department will ensure alignment to TEKS.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready, Lead4ward, My Reading and Math Aca,, Summit K12, Region 1, Forde-Ferrier - STAAR releases - District Curriculum - Mentoring Minds - IReady - MyON / Beanstack - laptops - DMAC	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization - DMAC data, Tutorial/Intervention	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports - STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR •Increase in student performance scores. •DMAC reports •Curriculum alignment across grade-level and department.	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Strategy 2: Assist Math teachers in finding engaging ways to implement technology and other research based practices into lessons in order to facilitate student engagement.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Instructional leaders will monitor data and help guide instructional planning that targets areas of need.
- 2) Instructional leaders will facilitate conversations with teachers about instruction.
- 3) Find ways to utilize technology within lessons to encourage student engagement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •I-Ready, Lead4ward, My Reading and Math Aca,, Summit K12, Region 1, Forde-Ferrier - STAAR releases - District Curriculum - Mentoring Minds - IReady - MyON / Beanstack - laptops - DMAC	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization - DMAC data, Tutorial/Intervention	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports - STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR •Increase in student performance scores. •DMAC reports •Curriculum alignment across grade-level and department.	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic

Goal Area 2: Closing the Gap

Annual Goal 1: Emergent Bilingual Students will demonstrate 50% or above on progress composite to composite on Telpas domain by June 2026.

Objective 1: 50% of English Learners will advance by at least one level of the composite rating from August 2025 to June 2026.

Strategy 1: All English Learners will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing)

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).
- 2) Teachers will provide TELPAS based assessment practice throughout the school year, embedded throughout the curriculum.
- 3) Teachers and administrators will monitor student growth on proficiency levels and set goals for each students' proficiency level.

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

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• District Curriculum • I-Ready Reading • ELPS • TELPAS Release Assessment • Biliteracy Benchmarks • Summit K12	• DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Teacher-student conference • Follow the yearly Success Plan for Summit • Walk-through feedback • LPAC notes • Lesson Plans (Accelerate) • Language Acquisition Monitoring	• Closing the achievement gap among student groups • Increase academic performance of all student groups in all BM, STAAR	• Weekly Assessments • CBA I • BM I & II • Telpas BM 1 assessments • Summit K12 summative/interim • STAAR • TELPAS
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Goal Area 2: Closing the Gap

Annual Goal 2: By June 2026, there will be a 15% increase of SPED students in MEETS or above in grades 3rd - 5th in Math & RLA from 29% in 2025 to 40% in 2026 as measured by the 2024 STAAR Assessment.

Objective 1: The McKeever SPED department will implement and assist SPED students & all teachers with differentiated instruction by purposefully implementing the use of supplemental aides in general ed instruction.

Strategy 1: SPED dept and couselfors will work collaboratively to provide regular PD sessions on how to implement content based supplemental aides throuought yearly instruction.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Staff servicing SPED/504/RTI students will attend PD sessions that explain the STAAR supplemental aid blueprint to understand the specificity of allowables and non allowables.
- 2) SPED teachers will meet with core teachers supporting SPED students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom.
- 3) Counselors will meet with core teachers supporting 504/RtI students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom

Strategy 2: SPED teachers will plan on a weekly basis with core teachers to modify and support instruction of SPED students in the general ed classroom. SPED teachers will meet with core teachers supporting SPED students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) SPED teachers will receive lesson plans of upcoming instruction, one week ahead to make needed modifications and provide necessary supports for SPED student success.
- 2) SPED teachers will create differentiated instructional lesson plans for their labs to support general ed instruction.
- 3) Gen-ed teachers will modify and plan for differentiated instruction of 504/RtI students that is aligned to student plans on a weekly basis.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - I-Ready Reading - ELPS - TELPAS Release Assessment - Biliteracy Benchmarks - Summit K12	- STAAR releases - District Curriculum - Mentoring Minds - I-Ready - Beanstack - success Ed, laptops, Study Sync, DMAC, EduSmart, after school tutorials, and Saturday tutoring, Homebound Instruction	- Campus performance review sessions with leadership team - Progress monitoring reports - data to be reviewed and dissected - Walkthroughs - feedback to be delivered in a timely and constructive manner	Weekly Assessments CBA I BM I & II Telpas BM 1 assessments Summit K12 summative/interim STAAR TELPAS

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

Annual Goal 1: By June 2026, there will be an 80% improvement of social & emotional awareness through the utilization of Social & Emotional Learning.

Objective 1: Student and staff relationships will be positively impacted through the implementation of SEL best practices.

Strategy 1: Students in grades PK-5th will be provided guidance lessons that build on the social & emotional developments of students.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Utilize the comprehensive counseling and guidance curriculum during elective rotations schedule.
- 2) Counselors will provide virtual social emotional support to students as the need arises
- 3) Provide opportunities for students to share their thoughts & feelings in a safe space during group and/or individual counseling.

Strategy 2: Teachers will embed social emotional learning competencies into their weekly instruction and extra-curricular activities.

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

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

Action Steps:

- 1) Implement and address the following skills into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- 2) Promote the five competencies across all extra curricular activities such as: athletics, cheer, UIL, Enrichment Camps, etc.
- 3) Analyze data collected through district and campus SEL surveys to improve upon social & emotional awareness.

Strategy 3: Campus Parental educator will organize and implement community & parental outreach meetings designed to educate and support parents/community members about effective practices to help students academically, socially, and emotionally.

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

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

Action Steps:

- 1) Parent Educator will create a calendar and prepare materials for presentations to parents & community members in a timely manner.
- 2) Parents and community members will be invited to participate in informational meetings via online live streams, campus social media page, and parental involvement department.
- 3) Parents and community members will engage and be informed about mitigation efforts and best practices to support students emotionally, physically and academically.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Research Based Best Practices - District Training and Support - District Survey Feedback - Counseling and Guidance Curriculum	- Progress Monitoring Reports - Teacher-student conference - Walk-through feedback - Lesson Plans	- Increased student academic performance on BMs, STAAR tested subjects, & TELPAS - Improved student attendance - Decrease in student behavior reports - Walkthroughs and Observations - Lesson Plans with SEL embedded components - SEL Survey Feedback	- SEL Surveys - Student Participation - Walkthrough Feedback

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

Annual Goal 2: By June 2026, McKeever Elementary will increase campus climate and culture for all stakeholders through increased Parent and Community Involvement. All students will receive balanced instruction on Social Emotional Learning and implementation of the 21st century skills.

Objective 1: McKeever Elementary staff will work diligently to decrease discipline occurrences by increasing student recognition through parent and community involvement.

Strategy 1: Increase student learning and participation in their academics and school sponsored events through community outreach initiatives.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Survey will be conducted throughout the year to measure campus climate amongst staff, students, and community members.
- 2) Campus Leaders will reach out to the community to actively seek donations and sponsorships to provide students with unique learning experiences.
- 3) Campus leaders will take time to recognize staff and students throughout the year for their hard work including: National Appreciation Days and at the End of the Six Weeks.

Strategy 2: Students will gain recognition for their academic accomplishments and participation in extracurricular activities throughout the year.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Extracurricular sponsorship within the campus will increase by 10%.
- 2) Campus Leaders, teachers, and extracurricular sponsors will reach out to the community to actively seek donations, sponsorships, and fundraising opportunities.
- 3) Students will be recognized at the end of every six weeks for their achieves.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Social Media • community donations/sponsorships • Appropriate funding fundraiser opportunities • Spirit of PSJA Award • Lakeshore Learning	• Recognition on Social Media Milestone Recognitions • Teacher Appreciation Celebrations • Spirit of PSJA Award Recipients • Extracurricular Sponsors • Honor Roll Recognition • Beanstalk Recognition • Increased Extracurricular participation	• Improvement of overall campus culture. • Teacher Retention • Increase of Staff Quality • increased student participation in extracurriculars. • Increase in overall student performance.	• BOY, MOY, & EOY surveys • DMAC Reports • Extracurricular Student Participation

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 1: Increase Staff Quality, Recruitment and Retention

Objective 1: By June 2026, 10% of teachers previously rated at Developing in any TTESS Standard will show growth on the TTESS performance evaluation report by increasing their total effectiveness using the effectiveness rubric.

Strategy 1: To increase the quality of instruction campus wide by using research-based instructional strategies that will help both students and teachers grow academically.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Calendar dates need to be set aside for implementation of these in-depth trainings
- 2) Feedback will be provided to at least 3 of 10 teachers observed weekly to provide coaching on possible areas that need improvement
- 3) Walkthrough data will be shared with teachers in order to support and promote key practices and strategies

Strategy 2: CLL, with the aid of Administration, will provide in depth professional development based on the professional development goals set by teachers.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Teachers complete their Self - Assessment and submit their PD Goals
- 2) Admin meet with teachers to discuss PD Goals
- 3) A tally of all the PD goals will be archived in order to create a menu of service to include professional development for said goals
- 4) Intentional efforts will be afforded to deliver trainings that meet teacher needs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-Tess Rubrics • T-Tess Appraiser training guide • TEKS planning guide • Professional Development Goals • Report • TCLC Room • Technology related Hardware/ • Software • TTESS Evaluation System"	Walk-through feedback Teachers will attend these training during their weekly TCLC meetings. Sign-in log	Lesson Plans CLC agendas CLC student artifacts Walk-throughs	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 2: By June 2025 McKeever Elementary will implement the Dual Language model with fidelity in al DL classrooms from PK-5th grade.

Objective 1: To increase the number of ESL/Bilingual certified teachers to better serve our student population.

Strategy 1: Identify key individuals that will be trained and prepare them for Bilingual yearly updates to keep up with DL best practices.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Actively recruit core content and elective teachers with goal of becoming certified.
- 2) Follow up with each training to make sure teachers are keeping up with the course work
- 3) Allocate educational resources to ensure that training materials can be turned around.

Strategy 2: Incorporate ESL and DL strategies as part of TCLC roll outs across curriculums.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Create an atmosphere/buy - in for teacher implementation by presenting the esseintial need for learning from all demographics across all curriculums.
- 2) Work with CLL to integrate the use of "featured" esl & DL strategies weekly that can be integrated as part of the tclc trainings.
- 3) Schedule PD for leadership team for classroom observation for identified “look-fors” during walk-throughs
- 4) Ensure that the roll out of these strategies are occurring using the admin walkthrough form.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Bilingual Department - ESL Stipends - EB Resources - ELPS Strategies - Marzano's 9 High Yield Strategies - Technology Software such as Google Classroom, Google Forms, Google Translate, etc.	- List of teachers will be generated, and those teachers will be enrolled in program. - Language objectives will be clearly displayed along with appropriate ELPS strategy if applicable. - Teacher's lesson plans will reflect the integration of these strategies. - CLL training logs will include a record of the ELL strategy being shared.	- Lesson Plans - CLC agendas - CLC student artifacts - Walk-throughs - BiLingual Department meetings / ELPS Training. - Increased Telpas scores across all domains. - Increase STAAR scores across all domains especially in the LEP sub group.	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 3: By June 2026, 90% of McKeever Elementary teachers will incorporate innovative & effective uses of technology in their lesson plans with fidelity.

Objective 1: 100% of teachers will have the opportunity to participate in professional development provided by the CIT on a monthly basis to increase educational impact of lessons in the classroom.

Strategy 1: Identify key individuals that will be trained and prepare them for Bilingual yearly updates to keep up with DL best practices.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Teachers will be made aware of upcoming trainings using a menu of services.
- 2) CIT will create a technology-based moitoring system to identify non-certified teachers and set-up Google Certification trainings on a bi-monthly basis.

- 3) Utilize Google Certified Staff to assist in trainings and as support.

Strategy 2: The campus CIT will provide instructional support for all staff in order to integrate and provide effective technology-based professional development by implementing research-based technology strategies to enhance student engagement, learning, and participation in the classroom.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Admin walkthrough data will be discussed and disaggregated with the CIT to identify "key" areas of technology training needs.
- 2) CIT will create a menu of services that will inform teachers of tech related trainings to be delivered on a monthly basis.
- 3) Campus leadership will establish and maintain a monitoring system to ensure that trainings are taking place and that the tech-strategies being taught by the CIT are being implemented in the classrooms.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Technology related hardware/software - Region one ESC training cohorts	- An increased number teachers will be google certified - An increased number teachers will be more confident about implementing cutting edge practices into their virtual classrooms.	- Lesson Plans - CLC agendas - CLC student artifacts - Walk-throughs - Increased Telpas scores across all domains. - Increase STAAR scores across all domains especially in the LEP sub group.	Increase teacher performance on T-TESS Progress towards teacher PD goals at the mid and end of year.