

San Benito Consolidated Independent School District

La Paloma Elementary School

Accountability Rating: B

Distinction Designation:

Top 25 Percent: Comparative Academic Growth

2025-2026 Campus Improvement Plan

Mission Statement

Mission

The mission of La Paloma Elementary is to provide a premier education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

Vision

Vision

The vision of La Paloma Elementary School is that every student will acquire the academic skills, confidence and desire to become graduates and life long learners.

Value Statement

- All students can and will learn
- All teachers can teach
- High expectations for all encourage excellence
- Resources to support students' needs must be provided
- Excellence in teaching and learning is vital
- All students will be supported to pursue their passion upon graduation
- Respect for all individuals is essential
- A community with shared ownership, purpose, and commitment work well together

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Comprehensive Needs Assessment

Student Learning

Summary

- Based on the performance data, several strengths stand out across grade levels and content areas. In 3rd grade, S. Gonzalez demonstrates strong results in Reading among English testers, with 90% of students approaching, 68% meeting, and 12% mastering. D. Lopez also shows notable growth in 3rd grade Math, with increases of 19 points in Approaches, 24 in Meets, and 14 in Masters. In 4th grade, Lopez is a strength in Math with 56% of students meeting and 24% mastering. Barrientos also shows high performance in 4th grade Reading, especially in Approaches (91%). In 5th grade, Contreras is a key strength in Math with consistent achievement and strong growth, particularly in Meets (+19 points) and Masters (+16 points). Sosa also shows balanced performance and growth in 5th grade Reading.
- Conversely, areas of concern include 3rd grade Reading for Spanish testers, where only 27% of students meet grade level despite solid Approaches (68%). This indicates a need for stronger language support and differentiation. In 4th grade Math, Barrientos has a large gap between Approaches (82%) and Meets (32%), and similarly, Mata Rodriguez in 4th grade Reading shows the lowest Masters level (11%), with only 69% of students approaching. These trends suggest the need to focus on raising rigor and ensuring students are supported beyond basic proficiency levels.

Strengths

- In 24-25, 3rd grade Reading had 25 points growth from previous year on STAAR.
- In 24-25, 3rd grade Math had 19 points growth from the previous year on STAAR.
- In 4th Reading (Mrs. Barrientos) performed at 91% approaches on STAAR.
- La Paloma had same teacher retention from previous school year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	In 24-25, minimal academic growth was achieved in 5th grade Reading. There was an overall growth of 2% in students attaining approaches from 67% to 69%. (9th out of 12th in the district)	Ineffective planning and lack of utilization of HQIM
2	There is a gap of 22 points from 69% to 91% between 4th grade Reading homerooms.	Incongruent planning time during PLC

 = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Student failure and/or retention rates

- ☒ Local diagnostic reading assessment data
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback

- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-P ESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 High Priority HB3 Goal

By June 2026, 90% of all students at La Paloma Elementary will meet approaching standards on state assessments, 60% obtaining "meets", and 30% obtaining mastery. To attain this goal we will have a concentrated effort on special populations (EL, EB, SPED, GT, 504).

Evaluation Data Source: STAAR Assessments 3-5; NWEA MAP; iReady

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Monitor, evaluate, and analyze student performance data in order to identify strengths and weaknesses in curriculum implementation, program effectiveness and student success.

Strategy's Expected Result/Impact: Improved student performance through increased use of effective strategies. Follow the TEKS Resource system. Walkthroughs. Peer to peer interactions through vertical PLCs

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI teacher and teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Identify students' areas of concerns; provide interventions; monitor progress and concerns

Strategy's Expected Result/Impact: Increase academic strategies for struggling students.

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI Teacher and Classroom Teachers

Formative Reviews

Some Progress

December

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June

Strategy 3

Analyze student data in order to identify strengths and weaknesses through the use of Eduphoria, Data ONsuite, and State assessment data

Strategy's Expected Result/Impact: Target the needs of each student based on the objectives needed for improvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

December

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Strategy 4 Targeted Support Strategy

Offer tutorials that will allow all students the opportunity to succeed on local and state assessments

Strategy's Expected Result/Impact: Improvement on local and state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

December

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Strategy 5

Purchase and update technology equipment such as but not limited iPads, laptops, desktops, T.Vs , apple TVs, etc.. in order to enhance daily classroom instruction.

Strategy's Expected Result/Impact: Increased student performance.

Staff Responsible for Monitoring: Principal

Funding Sources: Computer on Wheels Carts Updates and Repairs 199 - General Fund, , Laptops; iPads, Desktops, TVs 199 - State Compensatory Education (SCE), , Chromebooks, ipads, desktops 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

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Strategy 6

Order instructional materials, technology software, and any other supplies needed to address all student needs to include special populations' needs such as at-risk, migrant, bilingual, LEP, Special Education, Dyslexia and Gifted and Talented, for the completion of special projects, interventions, and differentiated assignments.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

Some Progress

December

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Strategy 7

Order and provide equipment and supplies needed to enhance classroom teaching, such as Epson projectors and smart boards, center activities, and student learning for daily functions within the instructional day.

Strategy's Expected Result/Impact: Align activities to student objectives and increase student performance

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Some Progress

December

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Strategy 8

Provide incentives for students to promote positive and productive environment, such as but not limited to trophies, certificates, etc

Strategy's Expected Result/Impact: Promote student academic achievement and attendance.

Staff Responsible for Monitoring: Principal and Assistant Principal

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

December

March

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June

Strategy 9

Provide teachers and students with homework planners and folders to teach and model organizational skills and maintain parental communication.

Strategy's Expected Result/Impact: Increase responsibility and establish communication with parents

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

Some Progress

December

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Performance Objective 2 High Priority HB3 Goal

Students in 3rd, 4th and 5th Grade will increase performance on Reading by 12% on state assessments for grades 3-5 and NWEA for grades K - 2.

Evaluation Data Source: Spring 2026 STAAR Scores, EOY NWEA MAP results and iReady results.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

The campus will order supplemental materials addressed to deficits in STAAR mastery such as Forde Ferrier

Strategy's Expected Result/Impact: Increased Student performance on STAAR Reading/Writing

Staff Responsible for Monitoring: Principals, Teachers

Formative Reviews

Some Progress

December

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Strategy 2

Provide after school and Saturday tutorials to assist and promote small group instruction in order to facilitate acquisition of knowledge.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Performance Objective 3 **High Priority** **HB3 Goal**

Students in the 3rd, 4th and 5th grade will increase performance on STAAR by 11% in Mathematics. Students in grades K - 2 will increase performance on NWEA MAP by 10% in Mathematics.

Evaluation Data Source: 2026 STAAR Results, EOY NWEA MAP results, and iReady results.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Students in the 3rd, 4th and 5th grade will increase performance on STAAR by 5% in Mathematics

Strategy's Expected Result/Impact: Increase Student Performance on STAAR Math.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

Some Progress

December

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Strategy 2

Provide after school and Saturday tutorials to assist and promote small group instruction in order to facilitate acquisition of knowledge.

Strategy's Expected Result/Impact: Increased number of students reaching approaches status in Math.

Staff Responsible for Monitoring: K-5 teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

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Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

The campus will order up to date materials to ensure that Bluebonnet math is delivered with fidelity

Strategy's Expected Result/Impact: Increased number of students reaching approaches status in Math.

Staff Responsible for Monitoring: Principal and Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

December

March

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June

Strategy 4 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

The campus will order supplemental materials addressed to deficits in STAAR mastery such as Lone STAAR and Forde Ferrier

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

December

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Performance Objective 4 ☒ High Priority

Students in 5th grade will increase performance in Science by 30% in the state assessment. Students in K - 4 will increase performance in Science by 10% on the NWEA MAP exam.

Evaluation Data Source: Spring 2026 STAAR Scores, EOY NWEA MAP, and iReady results.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Purchase computer or online based programs such as, STEM Scopes to ensure Science improvement.

Strategy's Expected Result/Impact: Increase student performance on STAAR science

Staff Responsible for Monitoring: Principal, Assistant Principal; Teachers, RTI Teacher

Formative Reviews

Some Progress

December

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Strategy 2

Purchase TEKS Objective and STAAR related supplemental matters for Science such as Lone STAAR, generation genius, and Forde Ferrier

Strategy's Expected Result/Impact: Increased Student Performance on STAAR Science

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

Some Progress

December

March

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June

Performance Objective 5 High Priority

Students in PK-5th Grade (including 3year old Program, Special Education ECSE; ACU, Migrant and Gifted and Talented) will increase one grade level in all the content areas: Reading, Math, Science and Social Studies

Evaluation Data Source: Report cards; Amplify Reports; MAP Reports; iReady Reports; Campus and District Benchmarks; CLI scores and ULS scores

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Purchase software including online based programs & APPs to use in the classroom through laptops, iPads to enrich student learning. Such as but not limited to; Reading, Math, AR programs, etc..

Strategy's Expected Result/Impact: Increase student performance in all content areas.

Staff Responsible for Monitoring: Principal, Assistant Principal; Teachers, RTI Teacher

Formative Reviews

Moderate Progress

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Strategy 2

Purchase materials supplies such as but not limited to paper; colored paper, tagboard; chart tablets, pencils, composition notebooks, journals, modeling clay, glue, etc...)

Strategy's Expected Result/Impact: Increase Student Performance in all content areas.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

Some Progress

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Strategy 3

Purchase laptops, iPads, hardware, keyboards and desk top computers for classroom and computer lab to enhance student learning and exposure.

Strategy's Expected Result/Impact: Increase Student Performance in all content areas.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 4

Hire interventionists to assist in closing the gaps for struggling ELL students in all grade levels in the areas of ELAR and math

Strategy's Expected Result/Impact: Close academic gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teacher

Formative Reviews

Some Progress

December

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Strategy 5

Expose students to real world situations and help them build on their background knowledge through instructional field trips.

Strategy's Expected Result/Impact: Build on background knowledge and improve student performance.

Staff Responsible for Monitoring: Teachers, Principal and Assistant Principal.

Formative Reviews

Some Progress

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Strategy 6

Pre-Kindergarten students will be provided with a daily snack to ensure that they have the energy to focus on academics for the second half of the day.

Formative Reviews

Some Progress

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Strategy 7 ☒ Targeted Support Strategy

La Paloma will purchase functional items and furniture for the ECSE and the ACU geared toward life-skills.

Strategy's Expected Result/Impact: Safe and supportive learning environment to suit needs of SPED students.

Staff Responsible for Monitoring: Principal and Assistant Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

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June

Strategy 8 Targeted Support Strategy

La Paloma Elementary will purchase smart tv's to display to the classroom and replace malfunctioning smart boards

Strategy's Expected Result/Impact: 100% student engagement

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

December

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June

Performance Objective 6 High Priority

85% of students will make significant progress towards meeting college readiness requirements by June 2025.

Evaluation Data Source: STAAR Scores; TELPAS

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 Targeted Support Strategy

Purchase headsets, mouse (mice), and keyboards for computer use during TELPAS testing, Station, Imagine Learning and other district provided online platforms.

Strategy's Expected Result/Impact: Improvement in state and local assessments and district initiatives.

Staff Responsible for Monitoring: Principals and Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

Strategy 2 Targeted Support Strategy

Purchase dictionaries for students for all 3rd, 4th and 5th grade students for classroom use during instruction and testing.

Strategy's Expected Result/Impact: Improvement in state and local assessments and district initiatives.

Staff Responsible for Monitoring: Principals and Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Strategy 3

Purchase equipment towards enrichment electives and the arts including but not limited to: musical instruments, science lab supplies, technology, educational material.

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Strategy 4

Purchase equipment towards enrichment electives and the arts including but not limited to: musical instruments, science lab supplies, technology, educational material.

Staff Responsible for Monitoring: Principal Assistant Principal

Formative Reviews

Some Progress

December

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June

Strategy 5

Students will attend fine arts field trips and conduct presentations in the following items but not limited to sounds of the season, and veterans day activities.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Strategy 6

Organize a Career Day and/or College Field trip each year where professionals from diverse fields come to share their experiences and insights. Invite these professionals to also participate in classroom discussions, allowing students to ask questions related to their subjects and potential career paths. 3-5th grade students will attend a college field trip.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 7

The yearly induction of new students into the National Elementary Honor Society, promoting college preparedness.

Strategy's Expected Result/Impact: Principal, Assistant Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Performance Objective 7

SBCISD/ La Paloma Elementary School's commitment is to introduce comprehensive safety initiatives and anti-drug programs for our students and staff.

Evaluation Data Source: Fitness Gram and number of discipline referrals.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Students will learn the difference between right and wrong through counseling, Capturing Kids' Hearts activities and guest speakers presentation on character lessons, PBIS refreshers, drug awareness activities. Weekly counseling.

Strategy's Expected Result/Impact: Weekly Counseling lessons

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and teachers

Formative Reviews

Some Progress

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Strategy 2

Coordinate with school nurse to ensure that students receive vision and hearing screenings yearly. Health lesson on a weekly basis with all students, with an emphasis on social-emotional student status.

Strategy's Expected Result/Impact: Healthy students. Higher Attendance; Proper Hygiene. Higher increase in academics.

Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse

Formative Reviews

Some Progress

December

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Strategy 3

Students and staff will participate in a Bully Free environment.

Strategy's Expected Result/Impact: Creation and maintenance of a Safe Environment at La Paloma Elementary

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor

Formative Reviews

Some Progress

Strategy 4

Custodians will be provided with essential items, including uniforms, which are necessary to keep the campus safe and clean.

Strategy's Expected Result/Impact: Safe and clean campus

Staff Responsible for Monitoring: Principal, Assistant Principal, Head Custodian.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

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Strategy 5

100% of the school staff will utilize Positive Behavior Intervention Support (PBIS) campus model to enhance academic and social behavior outcomes for all students. Campus Leadership Team will review and make adjustments to campus PBIS manual. Three PBIS incentives will be held throughout the year to reward model behavior.

Strategy's Expected Result/Impact: Maintain a safe and positive learning environment.

Staff Responsible for Monitoring: Principal; Assistant Principal, Counselor, RTI Teacher and Classroom Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Performance Objective 8

100% of the students will participate in physical activity through the campus' Physical Education Program.

Evaluation Data Source: Percent of students considered fit through the Fitness Gram.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Students will learn the benefits of staying healthy through a well balance diet and proper exercise through the

instruction of the school nurse and through the physical education teacher.

Strategy's Expected Result/Impact: Healthy students.

Staff Responsible for Monitoring: Principal, P.E Teacher, Nurse

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Implement a safe and healthy environment for students to participate in required physical activity and increase parental involvement in students' physical education.

Strategy's Expected Result/Impact: Healthy Students

Staff Responsible for Monitoring: Principal, P.E Teacher, Nurse

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Performance Objective 9

The campus will maintain a safe and secure environment at all times through constant communication through the use of communication devices.

Evaluation Data Source: Principal and Assistant Principal

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

The school will use radios to communicate and ensure student safety all times.

Strategy's Expected Result/Impact: An added layer of student safety through enhanced communication

Staff Responsible for Monitoring: Principal and Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

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Strategy 2

The school will use Raptor system, or other software needed to ensure students are checked in/out as they arrive/depart from campus.

Strategy's Expected Result/Impact: Student Safety

Staff Responsible for Monitoring: Principal and Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

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Performance Objective 10

La Paloma Elementary will maintain a sanitary learning environment for staff and students during the school day by providing a clean and safe environment.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Daily Cleaning Checklists: Implement detailed cleaning checklists for custodial staff to ensure all areas are cleaned thoroughly every day, with accountability measures in place.

Staff Responsible for Monitoring: Principal/ Assistant Principal/Custodians

Formative Reviews

Some Progress

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Strategy 2

Student and Staff Involvement: Encourage students and staff to participate in cleanliness initiatives, such as "Clean-Up Days," to foster a sense of ownership and responsibility for their environment.

Staff Responsible for Monitoring: Principal/Assistant Principal/ Custodians

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Performance Objective 11

Enhance Safety Protocols: Implement and regularly update safety procedures and protocols for emergencies, ensuring that all staff and students receive training and drills to prepare for various scenarios.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Regular Drills: Schedule quarterly drills simulating different emergency scenarios (fire, lockdown, evacuation) to ensure everyone is familiar with the procedures.

Staff Responsible for Monitoring: Principal/Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Training Workshops**: Conduct biannual training sessions for staff to keep them updated on safety protocols and emergency response techniques.

Staff Responsible for Monitoring: Principal/Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Performance Objective 12

Enhance Communication and Reporting Systems: Create accessible channels for reporting safety concerns and establish a feedback mechanism for students, staff, and parents to actively contribute to ongoing improvement of the school environment

Summative Evaluation: Significant progress made toward meeting Performance Objective

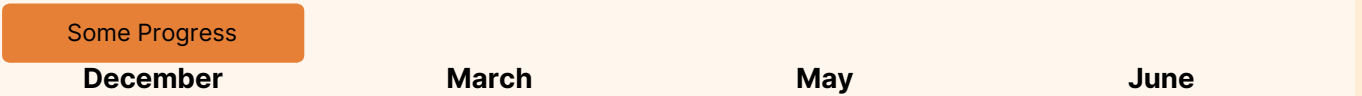
Strategy 1

Regular Feedback Surveys: Conduct biannual surveys to gather feedback from students, staff, and parents about safety measures and areas for improvement, with results shared transparently.

Staff Responsible for Monitoring: Principal/Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



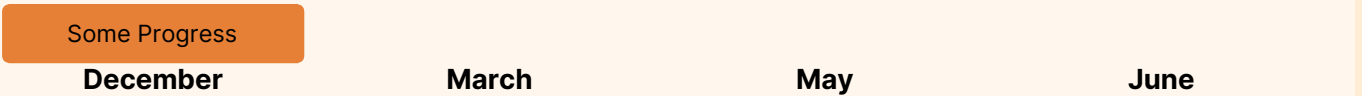
Strategy 2

Communication Workshops: Offer workshops for staff, parents and students on effective communication strategies, emphasizing the importance of reporting concerns and participating in the dialogue about safety.

Staff Responsible for Monitoring: Principal/Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 13

La Paloma Elementary will provide attendance incentives every six weeks for students and classes who have perfect attendance.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

La Paloma will purchase incentives and small items for students and classes who have perfect attendance.

Strategy's Expected Result/Impact: Improved ADA

Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

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Goal 2

La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

Performance Objective 1 High Priority

All teachers will participate in high quality professional development.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

All teacher will receive high quality professional developments and or conferences in areas identified as needs for improvement and any relevant training that includes but is not limited to, content core subject areas

Strategy's Expected Result/Impact: Effective delivery of instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, District Staff development

Formative Reviews

Some Progress

December

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Strategy 2

Teachers and Administrators will participate in PLC grade level meeting in all subject areas weekly.

PLC:

Vertical Teaming

Data Analysis

Strategy's Expected Result/Impact: Teacher input on data and program usage

Staff Responsible for Monitoring: Principal, Assistant Principal, teachers, RTI teacher

Formative Reviews

Some Progress

December

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Strategy 3

PLC Vertical Team Meeting four times yearly. All Teachers come together to share ideas and

accomplishments.

Strategy's Expected Result/Impact: Teacher input on data and accomplishments.

Staff Responsible for Monitoring: Principal, Assistant Principal, All teachers

Formative Reviews

Some Progress

December

March

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Strategy 4

PLC data meeting. Team meets once a month to review data from benchmarks, Amplify, NWEA MAP, CFA, etc.

Strategy's Expected Result/Impact: Close academic gaps.

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI teacher, teachers

Formative Reviews

Some Progress

December

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Strategy 5

Administrators will attend professional development and leadership trainings conferences, etc..c on topics related to student performance, data analysis, etc. such as but not limited to, TEPSA , Lead4Ward, Bilingual Conferences.

Strategy's Expected Result/Impact: Impact campus performance through ongoing adult learning.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Some Progress

December

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Strategy 6

All campus personnel including professionals, para-professionals, custodial and cafeteria staff will receive training on Bullying prevention; Suicide Prevention, and FERPA.

Strategy's Expected Result/Impact: Safe environment for all of the campus' stakeholders.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2 High Priority

100% of all teachers will meet the state requirements for certification in area teaching.

Evaluation Data Source: SBEC Certification

Summative Evaluation: Met Performance Objective

Strategy 1

Follow and collaborate with district guidelines for hiring to ensure all teachers meet state requirements for certification in area teaching.

Strategy's Expected Result/Impact: High Quality Teachers

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

 Accomplished

December

March

May

June

Strategy 2

Teachers with current GT students in their classroom will meet the 30 hour GT professional development requirement and/or the 6 hour GT update requirements.

Strategy's Expected Result/Impact: GT students receiving a instruction by a highly qualified teacher.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Considerable Progress

December

March

May

June

Strategy 3

Teachers teaching bilingual students will attend training required as per district initiatives.

Strategy's Expected Result/Impact: Meet the needs of the bilingual students by a highly qualified teacher.

Staff Responsible for Monitoring: Principal
LPAC Coordinator; LPAC Lead Teacher,

Formative Reviews

Moderate Progress

December

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Performance Objective 3

Develop and communicate clear pathways for teachers to qualify for the Teacher Incentive Allotment, ensuring that all eligible teachers are informed and receive support in applying for these incentives, with a target of increasing applications by 20% by the end of the school year.

Evaluation Data Source: TIA incentive allotment recipient list

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Host information sessions at the beginning of the school year where administrators explain the Teacher Incentive Allotment and eligibility criteria. These sessions should also include testimonials from teachers who successfully navigated the application process.

Strategy's Expected Result/Impact: Increased motivation to attain TIA designation amongst teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Host information sessions at the beginning of the school year where administrators explain the Teacher Incentive Allotment and eligibility criteria. These sessions should also include testimonials from teachers who successfully navigated the application process.

Strategy's Expected Result/Impact: Increased motivation to attain TIA designation amongst teachers.

Staff Responsible for Monitoring: Principal, Assistant Principal, RTI

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Goal 3

La Paloma Elementary will improve public public relations, communications, and community engagement skills.

Performance Objective 1

Weekly parental involvement participants will increase by 20% by June, 2026

Evaluation Data Source: Parent Center Logs, Sign in Sheets, School Messenger Logs, etc

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Maintain Parental Involvement center open every Wednesday weekly.

Strategy's Expected Result/Impact: Increase parental involvement

Staff Responsible for Monitoring: Principal; Parental Involvement Liaison

Formative Reviews

Some Progress

December

March

May

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Strategy 2

Host an Annual Volunteer Fair: Organize an event at the school where parents can meet teachers, see the programs available, and learn how they can contribute to school activities.

Strategy's Expected Result/Impact: Increase Parent Involvement

Staff Responsible for Monitoring: Principal; Parental Involvement Liaison

Formative Reviews

Some Progress

December

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Performance Objective 2

Daily contact with students that are absent. Phone calls will be made before 10:00 a.m. to encourage parents to bring their children to school.

Strategy 1

Increase student attendance and target the habitual absentees.

Strategy's Expected Result/Impact: Increase attendance.

Staff Responsible for Monitoring: Parental Involvement Liaison, Communities in School Caseworker, PEIMS clerk.

Formative Reviews

Moderate Progress

December

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May

June

Strategy 2

Activities will be planned to encourage parents to visit the school and interact with their child and teachers.

Activities will include Meet the Teacher Night, Luncheons, pick nicks, parent/teacher conferences, PTO, student programs and displays. Open House- Texas Public Schools Week.

Strategy's Expected Result/Impact: Increase parental involvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, all teachers, Fine Arts Teacher

Formative Reviews

Moderate Progress

December

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May

June

Strategy 3

Ensure homeless families bring their children to school on a daily basis. Assist in getting them needs, such as clothing and assistance with shelter and utilities.

Strategy's Expected Result/Impact: Student performance and attendance.

Staff Responsible for Monitoring: Parental Involvement Liaison, Communities In School Caseworker.

Formative Reviews

Some Progress

Performance Objective 3

Establish Regular Communication Channels: Develop social media updates and websites to keep families informed about school events, resources, and opportunities for involvement, aiming for a 20% increase in response rates from parents.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Utilize Social Media Platforms: Set up dedicated school pages on platforms like Facebook and Instagram to share real-time updates and engage with families through polls or Q&A sessions

Staff Responsible for Monitoring: Principal, Campus Web Liaison

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Develop a Parent Portal: Implement an easy-to-navigate section on the school's website where parents can access important information, event calendars, and communication from teachers.

Staff Responsible for Monitoring: Principal, Campus Web Liaison

Formative Reviews

Some Progress

December

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June

Strategy 3

La Paloma Elementary will purchase speaker equipment, microphones, tv's and communication tools to enhance the cafeteria during Title 1 meetings, Parent data meetings, School Luncheons, Open House, and Meet the Teacher.

Strategy's Expected Result/Impact: An increase in parental engagement during meetings.

Staff Responsible for Monitoring: Principal, Assistant principal, secretary

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

May

June

Goal 4

La Paloma Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, La Paloma Elementary will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all teachers and staff members and stay current with federal, state and local law and procedures.

Evaluation Data Source: End of year financial audit and meeting with director of finance.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

La Paloma Elementary will purchase computers, hardware, monitors to ensure that all financial operations are up to date.

Strategy's Expected Result/Impact: An increase of 10% of federal and local funds spent in the upcoming year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

May

June

Performance Objective 2

To ensure that the needs of all students are being met, La Paloma Elementary will allocate and distribute federal funds to eligible departments, classes, and grade levels systematically.

Evaluation Data Source: An increase of 10% will be made in spending for student needs for individual classes and grades.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

PLC's and digital wish lists will be sent out to gather information from teachers and staff concerning items of need which would benefit student needs.

Strategy's Expected Result/Impact: An increase of 10% will be made in spending for student needs for individual classes and grades.

Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

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June