



Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025



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Vision

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

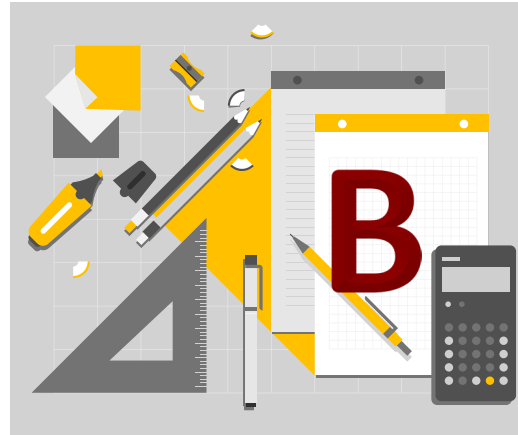
Mission

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



Preliminary
Data

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](#) (*Add your link for your campus*)

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Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Executive Summary

Mission: We are in supportive partnership with parents and the community and are committed to providing all students with a strong foundation for life-long learning that will produce responsible and productive citizens.

Demographic Summary: The current enrollment at Santos Livas Elementary as of September 2024 is 503 students. The student population at Santos Livas Elementary consists of 99.3% Hispanic, and 0.7% White. Our students represent a low socio-economic status of approximately 89.8%. Approximately 13% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 9% of our student population. The bilingual population is approximately 41%. The attendance rate for the campus fluctuated between 94.93% to 89.53 by six weeks with a yearly ADA of 92.27%.

Comprehensive Needs Assessment Summary: We have used the early Spring 2025 data to reflect on the following findings. Santos Livas Elementary received an overall score of 81 based on our performance in the three domains of accountability. In Student Achievement, this domain takes into consideration all tests and all students, Livas Elementary, received a scale score of 72. In School Progress, this domain takes into consideration Academic Growth (2A) and Relative Performance (2B) Livas Elementary received scales scores of 73 and 81 respectively in this domain. The third domain is Closing the Gaps. This domain measures the campus results in reading and math of your sub-groups with an established standard, Livas Elementary received a scale score of 81. In analyzing our STAAR 2025 data we see an increase in our results. Considering the 4 areas of accountability we saw our greatest gains in Academic Growth and Closing the Gaps.

Executive Summary Continued

Curriculum and Instruction and Assessment: Teachers utilize CIF strategies in all core subjects with a focus in integrating daily writing activities, guided reading, and blended learning with I-Ready Math and Reading. This curriculum is designed to provide lessons based on each student’s needs as well as increasing their knowledge in the use of technology. Our English Learners participate in the Summit K12-TELPAS online and the Footsteps to Brilliance program to ensure that they grow and attain English proficiency. Our mission is to provide our students with a meaningful and purposeful learning environment by including a well-balanced curriculum with rigor and relevance.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based curriculum, data driven instruction to increase the number of students scoring at the MEETS and MASTERS level on STAAR by 10% in all subject areas. Students in grades K-5th will show progress in TIER 1 as determined by TPRI/Tejas Lee, STAAR, and I-Ready Reading and Math. Each student in TIER 2, who is not on grade level, 80% must show progress which will help close the learning gap. Campus state data will reflect a 5-percent point increase in DOMAINS I, II, and III. All students (100%) will participate in campus/district wide social emotional learning.

- The Percent of Students who perform at meets or masters standard on the STAAR Reading, Math, and Science will increase by 16 points by June 2022 to contribute to our overall A rating in Domain I Student Achievement.
- The Percent of Emergent Bilinguals that will increase by at least one proficiency level of TELPAS Composite rating from Spring 2025 to Spring 2026 will be 55%.
- By June 2026, Academic Growth (Domain 2 Part A) will increase by 15% to contribute to our overall rating of an A.

Rodrigo Hernandez, Principal *Rodrigo Hernandez*
Fabiola Alfaro, Teacher *Fabiola Alfaro*

Susibeth Elisarraras, Assistant Principal *Susibeth Elisarraras*
Barbara Ortiz, Parent *Barbara Ortiz*

Campus Educational Improvement Committee Members

Rodrigo Hernandez, Principal

Susibeth Elisarraras, Assistant Principal

Santos Duran, CLL

Olga Gonzalez, PK Teacher

Dora Porras-Garcia, Kinder Teacher

Rosaura Quintero, 1st Grade Teacher

Claudia Salinas, 2nd Grade Teacher

Nancy Gonzalez, 3rd Grade Teacher

Leticia Muniz-Garcia, 4th Grade Teacher

Rebecca Alvarez, 5th Grade Teacher

Barbara Ortiz, Parent

2024-2025 STAAR

OVERALL RATING

Domain 1	Student Achievement		
	Reading	Mathematics	Science
Approaches	75%	67%	74%
Meets	54%	38%	34%
Masters	24%	15%	14%
2026 Goals			
Approaches	85%	80%	85%
Meets	60%	50%	50%
Masters	30%	30%	30%

Domain 2 School Progress	Part A: Academic Growth		
	2025		2026 Goals
Points from 1/2 Point	14 (28 tests)		30 (60 tests)
Points from 1 Point	173		200
Points from Accelerated Learning	9.25 (37 tests)		20 (80 tests)
Domain 2 Relative Performance	Part B: Relative Performance		
% Economically Disadvantaged	STAAR Performance	Rating	2026 Goal

88.8	82	B	A
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Academic Achievement (Percentage at MEETS Grade Level or Above)

Domain 3		Closing the Gaps											
	All	African Amer.	Hispanic	White	High Focus	Special Ed. (Current)	Econ. Dis	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Reading	54		53		52								
Targets	46		39		37								
2026 Goals	60		55		50								
Math	38		38		37								
Targets	49		44		42								
2026 Goals	50		45		45								

Academic Growth

Domain 3		Closing the Gaps											
	All	African Amer.	Hispanic	White	High Focus	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Elig.
Reading	79		79		78								
Targets	64		62		61								
2026 Goals	85		85		81								
Math	55		54		55								
Targets	69		68		66								
2026 Goals	70		70		68								

Student Achievement Domain and Student Success Status

Domain 3		Closing the Gaps											
	All	African Amer.	Hispanic	White	High Focus	Special Ed. (Current)	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Former)	Contin Enrolled	Non-Contin Enrolled	Total Met	Total Elig.
Domain 1	45		45		44								
Targets	47		41		40								
2026 Goals	50		50		45								

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	73				
School Progress, Part A	75				
School Progress, Part B	82	82	82	70%	57.4
Closing the Gaps	80			30%	24.0
Overall Score					81
2025 Campus Overall Rating					B

Comprehensive Needs Assessment

AREA LEADS: Dr. I. Guajardo, Dr. I. L. Uribe, and Dr. N. Rivas (**Campus Info.**)



Demographics

Demographics Summary

All students

Needs:

In 2024-2025, attendance rate was 93.15%, there was a slight decrease when compared to 2023-2024 (93.65%), we did not meet our district goal for elementary schools set at 95%.

Interventions:

- The Campus Leadership Team will create a calendar for Parent Meetings that will inform them of the importance of attendance to include curriculum nights, STAAR parent meetings, monthly calendars and use of Class Dojo.
- Classroom teachers will present to students the same information that parents receive as well as incentives such as weekly Lions Arcade and teacher classroom incentives.
- Announce weekly attendance on Mondays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.

Data Resources Reviewed

1. 2024-2025 STAAR Campus Summary STAAR Report
2. 2024-2025 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations/TIA Designations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. TPRI/Tejas Lee/TX-KEA/CLI Engage Reports

Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

System Safeguards Data:

In analyzing Spring 2025 STAAR Data, our math scores reflect 23% at approaches level and reading scores reflect a 32% at approaches level. This is a significant decrease from 2023 where we had a 56% and 44% respectively and our meets and master levels are under 10%.

Personnel Needs:

The Santos Livas Elementary Administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The Santos Livas Elementary Staff must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Demographics

Demographics Summary

Special Education:

Strengths:

- In STAAR 5th Grade Reading, we had 63% of our Special Education students receive and Approaches Level.
- In STAAR 3rd Grade Math, we had 56% of our Special Education students receive an Approaches Level.

Needs:

- In STAAR ELA/Reading, Meets Grade Level for Special Education students at Livas was below 10%.
- In STAAR Math, Meets Grade Level for Special Education students at Livas was below 10%.

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 Ed teacher will attend Professional Development offered to general education teachers.
- 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.
- Special Ed teacher will co-teach in 3rd, 4th, and 5th Grade classrooms where Sp. Ed. Students are enrolled.
- Special Ed teacher will use the Depth of Knowledge questioning techniques throughout her lessons

Demographics

Demographics Summary Continued:

Emergent Bilinguals (EB):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EB students. The Santos Livas Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EB students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EB students.

As evidence in the STAAR assessments, the results are as follows:

	Approaches	Meets	Masters
Reading	87% (77% All Students)	55% (47% All Students)	29% (25% All Students)
Mathematics	76% (77% All Students)	42% (48% All Students)	13% (18% All Students)
Science	57% (65% All Students)	14% (25% All Students)	2% (5% All Students)

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Math, the achievement gap was evident in all three Performance Levels for 2025-2026 between EB and All student with a gap ranging from 1% to 6%.
- In Science, the achievement gap was evident in all three Performance Levels for 2025-2026 between EB and ALL students with a gap ranging from 8% to 11%.

Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the campus were used to review the Economically Disadvantaged data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

	Approaches	Meets	Masters
Reading	86% (77% All Students)	53% (47% All Students)	30% (25% All Students)
Mathematics	73%(77% All Students)	43% (48% All Students)	17% (18% All Students)
Science	64% (65% All Students)	24% (25% All Students)	5% (5% All Students)

The Academic Gap between our ECOD and ALL Students in math and Science has a range of 1 to 5% difference. Our ECOD students seem to be keeping up with the ALL Students group in reading.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Goal Area 1: Student Achievement	<ul style="list-style-type: none"> Campus received a scale score of 73 	<ul style="list-style-type: none"> All students decreased in 5th grade science. Target was 85% , ALL students achieved a 80% STAAR Math: All students decreased in the number of master level. The target was 30%. All Students achieved a 22%. Economically Disadvantaged students had a passing percentage of 54% overall. 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 5th grade science SMART Goal: 85% or Higher Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics SMART Goal 2019-2020 Reading 80% or higher Math 75% or higher
2	Goal Area 2: Closing the Gaps	<p>Campus exceeded the state target for Domain 3 of 44% with an 80%.</p>	<ul style="list-style-type: none"> Increase the percentage of students either reaching meets or Masters level in math and reading 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments SMART Goal 2019-2020 85 % or above for Reading 85% or above for Math
3	Goal Area 3: School Culture and Climate	<ul style="list-style-type: none"> Good student attendance Collaborative Learning Communities with common morning Team meetings (weekly) CLF implementation CLL Customer Service College for All Culture 	<ul style="list-style-type: none"> Small decrease in student enrollment Daily Attendance ARP 	<ul style="list-style-type: none"> Build public relations Improve student retention Communicate more through class Dojo with parents
4	Goal Area 4: Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> Highly Qualified Staff New Teacher Academy McRel Evaluation Tool Staff collaboration through CLC's Leadership opportunities for teachers 	<ul style="list-style-type: none"> Improve knowledge of the instructional process and TEKS curriculum –assessment alignment. 	

CAMPUS DEMOGRAPHICS

	ALL	SPED	EB	MIGRANT	ECD	GT
Number	491	59	207	4	412	31
Percent	100%	12%	42.2%	0.8%	83.9%	6.3%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	491	487	0	0	4	0
Percent	100%	99.2%	0%	0%	0.8%	0%

Goal Area 1
Student Achievement

Goal Area 1: Student Achievement Santos Livas Elementary 2025-2026

Annual Goal 1: The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by 5% points by August 2026

Objective 1: The percentage of students performing at meets grade level or above on STAAR Reading 3rd grade will increase from 48% to 53% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: June 2025- Aug. 2026

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

Persons Responsible: Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data analysis after each district assessment to identify areas of concern and develop an action plan.
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student's expectations.
- 3) The Administration team will conduct intervisitation visits by grade level.
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 -211/ SCE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Reg, I, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks, Amazon, Lakeshore.	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS

Strategy 2: Closely monitor and provide interventions when students are not reading on grade level.

Timeline: September 2025 - May 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need of extended learning opportunities.
- 2) Teachers will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1 -211/ SCE-166 , Local-199, Sp-Ed-224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Reg. 1, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks	DMAC Data reports Imagine Reading data reports Voyager monitoring reports	Increase in student achievement.	Weekly Assessments, BMs, STAAR, TELPAS. TPRI/Tejas Lee Assessments
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Strategy 3: Monitor the implementation of district curriculum win the lower levels to increase fluency and reading comprehension as an alignment to upper level TEKS.

Timeline: September 2025 - May 2026

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

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data anal TEKS to determine the depth and complexity of each student's expectations.
- 2) Teachers will unpack the TEKS to determine the depth and complexity of each students' expectations.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 -211/ SCE-166 , Local-199, Sp-Ed-224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Reg. 1, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks	DMAC Data reports Imagine Reading data reports Voyager monitoring reports	Increase in student achievement.	Weekly Assessments, BMs, STAAR, TELPAS. TPRI/Tejas Lee Assessments

Goal Area 1: Student Achievement Santos Livas Elementary 2025-2026

Annual Goal 1: The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by 5% points by August 2026

Objective 2: The percent of students performing at meets grade level or above on STAAR reading 4th grade will increase from 37% to 60% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: September 2025 – August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Dept. Directors, Coordinators, Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student expectation.
- 3) Administration team will conduct intervisitation visits by grade level.
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Title 1 -211/ SCE-166 , Local-199, Sp-Ed- 224, Title III-263 , 282 ESSER • Curriculum with embedded assessments • Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks • PSJA ISD WAREHOUSE, Copy Graphics , Canon, Indoff, Cielo. • (Instructional Supplies , copier paper) CARDSTOCK Supplies for poster maker parts / ink / paper, staples. 	<ul style="list-style-type: none"> •DMAC Data reports •Weekly progress monitoring reports •Data walls •Walk throughs 	<ul style="list-style-type: none"> •Increase in student achievement 	<ul style="list-style-type: none"> •Weekly assessments •Benchmarks •STAAR •TELPAS

Strategy 2: Closely monitor and provide interventions when students are not reading on grade level.

Timeline: October 2025 - May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor, CLL, 4th Grade Teachers

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.

- 2) Teacher will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Title 1 -211/ SCE-166 , Local-199, Sp - Ed- 224, Title III-263 Curriculum with embedded assessments • Training with Research Based strategies: Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks 	<ul style="list-style-type: none"> •DMAC Data reports •I Ready Reading data reports 	<ul style="list-style-type: none"> •Increase in student of achievement 	<ul style="list-style-type: none"> •Weekly assessments • BMs •STAAR •TELPAS

Goal Area 1: Student Achievement Santos Livas 2025-2026

Annual Goal 1: The Percent of Students who perform at meets grade level or above on the STAAR Reading will increase by 5% points by August 2026

Objective 3: The percentage of students performing at Meets Grade Level or above on STAAR reading 5th grade will increase from 55% to 60% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: September 2025- August 2026.

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Dept. Directors, Coordinators, Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data analysis after each district assessment to identify areas of concern and develop an action plan.
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
- 3) Administration team will conduct intervisitation visits by grade level.
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 -211/ CSE-166 , Local-199, Sp-Ed- 224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks	DMAC Data reports Imagine Reading data reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, TELPAS.

Strategy 2: Closely monitor and provide interventions when students are not reading on grade level.

Timeline: September 2025-May 2026

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

Persons Responsible: Principals, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
- 2) Teachers will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<p>Title 1 -211/ CSE-166 , Local-199, Sp-Ed-224, Title III-263 Curriculum with embedded assessments Training with Research Based strategies: DMR, Region One, Forde Ferrier, SAVVES, Think Up, IXL, Storyworks</p>	<p>DMAC Data reports Imagine Reading data reports</p>	<p>Increase in student achievement</p>	<p>Weekly Assessments, BMs, STAAR, TELPAS.</p>
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Goal Area 1: Effective Teaching and Learning Santos Livas Elementary 2025-2026

Annual Goal 2: The percent of students who perform at Meets Grade Level or above on STAAR Mathematics will increase by 26% points by August 2025

Objective 1: The percentage of students who perform at Meets Grade Level or above on 3rd Grade STAAR Mathematics will increase from 48% to 60% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
- 3) Administration team will conduct intervisitation visits by grade level
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports

Strategy 2: Closely monitor and provide interventions when students are not showing mastery of the student expectation.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
- 2) Teachers will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports
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Strategy 3: Implementation of a Problem-Solving Model that will be vertically aligned 2nd through 5th grade through Bluebonnet Math.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) During CLC meetings, math teachers will collaborate and reach a consensus on the problem-solving model that will be used campus wide.
- 2) Math anchor charts will be created of our Problem-Solving Model
- 3) Monitoring the implementation

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports

Goal Area 1: Effective Teaching and Learning Santos Livas Elementary 2025-2026

Annual Goal 2: The percent of students who perform at Meets Grade Level or above on STAAR Mathematics will increase by 26% points by August 2025

Objective 2: The percentage of students who perform at Meets Grade Level or above on 4th Grade STAAR Mathematics will increase from 40% to 60% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
- 3) Administration team will conduct intervisitation visits by grade level
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports

Strategy 2: Closely monitor and provide interventions when students are not showing mastery of the student expectation.

Timeline: September 2024 - May 2025

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
- 2) Teachers will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports
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Strategy 3: Implementation of a Problem-Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Sharon Wells Curriculum.

Timeline: September 2024 - May 2025

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) During CLC meetings, math teachers will collaborate and reach a consensus on the problem-solving model that will be used campus wide.
- 2) Math anchor charts will be created of our Problem-Solving Model
- 3) Monitoring of implementation

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports

Goal Area 1: Effective Teaching and Learning Santos Livas Elementary 2025-2026

Annual Goal 2: The percent of students who perform at Meets Grade Level or above on STAAR Mathematics will increase by 26% points by August 2025

Objective 3: The percentage of students who perform at Meets Grade Level or above on 5th Grade STAAR Mathematics will increase from 18% to 60% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: June 2025- Aug. 2026

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

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

Action Steps:

- 1) Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
- 3) Administration team will conduct intervisitation visits by grade level
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Sharon Wells, Imagine Math, Countdown to Math, Forde Ferrier	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports

Strategy 2: Closely monitor and provide interventions when students are not showing mastery of the student expectation.

Timeline: September 2025 - May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need of extended learning opportunities.
- 2) Teachers will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Bluebonnet Math, Imagine Math, Countdown to Math, Forde Ferrier	Lesson Plans, DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs, Imagine Math reports	Increase in student achievement	Weekly Assessments, BMs, STAAR, Imagine Math usage reports

Goal Area 1: Effective Teaching and Learning Santos Livas Elementary 2025-2026

Annual Goal 3: The percent of students who perform at Meets Grade Level or above on STAAR Science will increase by 37% points by August 2025

Objective 1: The percentage of students who perform at Meets Grade Level or above on 5th Grade STAAR Science will increase from 23% to 60% through data-driven instruction.

Strategy 1: Monitor the effectiveness of the curriculum and delivery of instruction.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Teachers will do data analysis after each district assessments to identify areas of concerns and develop an action plan
- 2) Teachers will unpack their TEKS to determine the depth and complexity of each student expectations.
- 3) Administration team will conduct intervisitation visits by grade level
- 4) Teachers will create DOK questions during planning to increase the rigor and relevance of their daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Science Pilot, Forde Ferrier, Fusion, EduSmart, Think Up, Kamico	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Data analysis will be conducted by teachers to identify students in need for extended learning opportunities.
- 2) Teachers will develop spiraling activities for low performing TEKS.
- 3) Teachers will use intentional grouping for intervention sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 - 211/ SCE-166, Science Pilot, Forde Ferrier, Fusion, EduSmart, Think Up, Kamico	DMAC Reports, weekly progress monitoring reports, Data Walls Walk throughs	Increase in student achievement	Weekly Assessments, BMs, STAAR

Goal Area 2
Closing the Gap

Goal Area 2: Closing the Gaps Livas Elementary 2025-2026

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2026.

Objective 1: All identified student groups in the Academic Achievement component of the Closing the Gaps domain will be monitored monthly to ensure that at least 90% of the indicators in the Academic Achievement component are met by June 2026.

Strategy 1: Monitor the progress of all students including special population students, i.e. SPED, ELs, migrant, 504, etc. through formal and informal assessments

Timeline: September 2025- May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Campus Administrator, CLL, teachers, Resources account Directors

Action Steps:

- 1) Monitor usage of programs to track student progress and adjust instructional delivery
- 2) Student group data will be disaggregated at the campus level to determine student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1 -211 / SCE - 166 Local Funds 199, Special Ed 224, Title III-263	DMAC disaggregated data reports utilized in district templates for meeting the system safeguards and shared during district review sessions. Walkthroughs ARD's -Teacher's disaggregating data during their weekly lesson planning periods	Decrease in the student achievement gap among all student population	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessment

Strategy 2: Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress

Timeline: September 2025 - May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Campus Administrator, CLL, Teachersc, Resources account Directors

Action Steps:

- 1) Ensure each teacher is provided with student's current accommodations
- 2) Provide in depth understanding of the various accommodations to our staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1-211/ SCE-166, Local 199, Special Ed-224, Title III-263	Walk-throughs, ARDs, Accommodations, monitor IEP's, and Lesson Plans	Decrease in the student achievement gap among all student population	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments,
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Goal Area 2: Closing the Gaps Santos Livas Elementary 2025-2026

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement Component by August 2026.

Objective 2: All identified student groups in the Academic Achievement component will meet 90% of the indicators by being provided high-quality, research-based instruction throughout the 25-26 school year.

Strategy 1: Provide professional development to staff on implementation of supplemental aids, ELPS strategies, and effective use of data

Timeline: September 2025- August 2026

Title I School Components: Title I -211/SCE-166, Local-199, Title III 263, ESSER 282 Special Ed -224

Persons Responsible: Principal, AP, CLL, Teachers, Resources account Directors

Action Steps:

- 1) Monitor the use of supplemental aids by students during instruction
- 2) Plan out a PD calendar to provide up to date information on TEA's approved supplemental aids.
- 3) Monitor the implementation of ELPS strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEA Accommodations Resource documents -English Language Proficiency documents -DMAC reports	ELPS Strategies are implemented in the classroom Walk Throughs Lesson Plans Professional development (Early childhood conference)	Narrowing the student achievement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments

Strategy 2: Teachers will incorporate learned strategies from Research Based professional development into their curriculum guides

Timeline: September 2025 – August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, CLL, Teachers, Resources account Directors

Action Steps:

- 1) During weekly curriculum planning teachers will include research-based strategies to enhance instruction
- 2) Monitor of implementation of new strategies during walk throughs
- 3) Administration along with teachers will monitor growth after each assessment

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<p>Dictionaries, paper, pencils, non-linguistic representations activities--laminating machine, graphic organizers, I-Ready, Learning .com, Think Up, SAVVAS, TPRI/Tejas Lee, Unique Learning, /Tutor time Professional tutors, STAAR Ready Countdown, Student instructional materials(Lakeshore, central supply, gateway, canon copiers, copy graphics, staples).</p>	<p>Strategies are implemented inthe classroom Walk Throughs Lesson Plans</p>	<p>Narrowing the student achievement gap among all student populations</p>	<p>BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessment</p>
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Goal Area 2: Closing the Gaps Livas Elementary 2025-2026

Annual Goal 2: At least 90% of indicators evaluated in the Academic Growth component of Closing the Gaps Domain will be met by all student groups by August 2026

Objective 1: All students will demonstrate a 10% increase of academic progress in the areas of reading and mathematics by August 2026

Strategy 1: Campus goals specific for each subgroup will be implemented and shared with each staff member

Timeline: September 2025- May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Grade Level Chairs, CLL, Teachers

Action Steps:

- 1) Data will be analyzed from state and district level assessments
- 2) Goals will be established for each subgroup

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Migrant Funds 212 SPED Funds 224, Tittle III Funds Bilingual 263	Data walls in Data room will be updated after each assessment	Narrowing the student achievement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments

Strategy 2: Campus administrators will prepare campus level binders with data related to students in each of their subgroups such as ELs, SPED, Migrant, Eco Disadvantage, Hispanic, White, etc

Timeline: August 2025 - May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Grade Level Chairs, CLL, Teachers

Action Steps:

- 1) Data will be collected and organized by subgroup for each staff member
- 2) Teachers will update binders after each formal assessment in binder and data wall
- 3) Administration along with teachers will monitor growth after each assessment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Migrant Funds 212 SPED Funds 224, Tittle III Funds Bilingual 263	Data walls in Data room will be updated after each assessment	Narrowing the student achievement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments

Goal Area 2: Closing the Gaps Livas Elementary 2025-2026

Annual Goal 2: At least 90% of indicators evaluated in the Academic Growth component of Closing the Gap Domain will be met by all student groups by August 2026.

Objective 2: All English Learners will demonstrate a 10% increase in academic progression the areas of reading and mathematics by August 2026

Strategy 1: Review English Learners student performance and progress to provide interventions

Timeline: September 2025- August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Grade Level Chairs, CLL, Teachers

Action Steps:

- 1) Following any state/district assessment, teachers will analyze data and develop an action plan
- 2) Implement and monitor the interventions from action plans

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263	Data walls in Data room will be updated after each assessment	Narrowing the student achievement gap among all student populations	BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, CBA's

Strategy 2: Provide extended learning opportunities for students not mastering the curriculum through Saturday academies, tutorials and enrichment period. (computers, I pad, headphones and technology resources cables accessories)

Timeline: September 2025 - August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Grade Level Chairs, CLL, Teachers

Action Steps:

- 1) Create a calendar for these extended learning opportunities
- 2) Establish the resources that will be used to efficiently run these extended learning opportunities
- 3) Create the groups based on student needs to focus on the individual student needs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<p>Title I 211/ SCE 166, Local - 199, SpEd-224, Title III-263 , ESSER 282</p>	<p>TutorialSignsheets TutorialSchedule InterventionPlans TutorialCalendar Tutorial Lesson Plans</p>	<p>Narrowing the student achievement gap among all student populations</p>	<p>BMs, STAAR, TELPAS, STAAR ALT 2, weekly assessments, CBA's</p>
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Goal Area 2: Closing the Gaps Livas Elementary 2025-2026

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from September 2025 to August 2026

Objective 1: By August 2026, we will effectively implement the adopted dual language program in PK to 5th grade

Strategy 1: Teachers will adhere to the recommended schedule presented by the Bilingual Department ensuring that the correct number of minutes are allotted

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Bilingual director, Teachers

Action Steps:

- 1) Teacher schedules will reflect their understanding of the dual language program
- 2) Planning will be closely monitored for effective implementation of Dual Language program

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title III Bilingual 263	Teacher Schedules Lesson Plans Walkthroughs	Engaging activities that reflect the four domains of TELPAS	TELPAS tutorials, TELPAS BM and TELPAS

Strategy 2: Professional development will be provided to all bilingual staff on TELPAS to better understand strategies that could be incorporated into classroom instruction.

Timeline: September 2025 - August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Bilingual Director, Teachers

Action Steps:

- 1) Professional development will be scheduled with the assistance of Bilingual Program Coordinator
- 2) Implementation of the ELPS strategies in daily instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<p>-Title III Bilingual 263</p>	<p>Lesson Plans will reflect focus strategies, walk-throughs, CLC agendas, Content and Language Objectives visible to students</p>	<p>Engaging activities that reflect the Speaking, Reading, Listening, and Writing component of TELPAS -Student Achievement gains on all four TELPAS Domains</p>	<p>TELPAS tutorials, TELPAS BM and TELPAS</p>
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Goal Area 2: Closing the Gaps Livas Elementary 2025-2026

Annual Goal 3: Emergent Bilinguals will advance by at least one level of TELPAS composite rating from August 2025 to September 2026

Objective 2: By August 2026, our Speaking component of TELPAS will see a 12-point percentage growth from 24% to 36%.

Strategy 1: Staff will unpack the Speaking component of TELPAS to get a better understanding of the Speaking domain assessment.

Timeline: September 2025- August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Dual Language Director, Principal, AP, CLL, Teachers

Action Steps:

- 1) Unpacking the Speaking component of TELPAS
- 2) Use the learning to incorporate Speaking activities into our lesson plans

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1/ 166 SCE	Lesson Plans will reflect the strategies that address the speaking component of TELPAS, walk-throughs,	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12

Strategy 2: ELPS Speaking strategies will be embedded in the lesson plans to ensure that speaking opportunities are part of the daily instruction.

Timeline: September 2025 - August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Teachers, CLL

Action Steps:

- 1) Embed speaking opportunities/activities into the lesson plans during grade level CLC meetings.
- 2) Monitor the implementation of these activities in the classrooms

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1/ 166 SCE	Lesson Plans will reflect the strategies that address the speaking component of TELPAS, walk-throughs	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12
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Goal Area 2: Closing the Gaps Livas Elementary 2025-20256

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from August 2025 to September 2026.

Objective 3: By August 2026, our Listening component of TELPAS will see a 7-point percentage growth from 58% to 65%.

Strategy 1: Staff will unpack the Listening component of TELPAS to get a better understanding of the Listening domain assessment

Timeline: September 2025- August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Dual Language Director, Principal, AP, CLL, Teachers

Action Steps:

- 1) Unpacking the Listening domain of TELPAS
- 2) Use the learning to incorporate Listening activities into our lesson plans

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1/ 166	Title 1/ 166	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12

Strategy 2: ELPS Listening strategies will be embedded in the lesson plans to ensure that reflection on listening opportunities are part of the daily instruction.

Timeline: September 2025 - August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, AP, Teachers, CLL

Action Steps:

- 1) Embedd reflection oportunites/activities on the listening component into the lesson plans during grade level CLC meetings

2) Monitor the implementation of these activities in the classrooms

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1/ 166 SCE	Lesson Plans will reflect the strategies that address the listening component of TELPAS, walk-throughs,	Communication level of students in their second language will be observable	TELPAS tutorials, TELPAS BM, TELPAS, Summit K-12

Goal Area 3

School Culture and Climate

Goal Area 3: Improve Safety, Strengthen Public Support, and Foster a Positive Culture and Climate at Livas Elementary for the 2025–2026 School Year

Annual Goal 1: By August 2026, the campus’ attendance rate will increase by 3%.

Objective 1: Provide a school environment that promotes student wellness and supports improved attendance.

Strategy 1: Provide a school environment free of drugs and violence. Red Ribbon Week, Veteran's Day, Parental Involvement Monthly Meetings, Book/Character Parade.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers, Coaches, Nurse

Action Steps:

- 1) Develop partnerships with parents to clearly establish the responsibilities of each stakeholder.
- 2) Promote community activities that showcase our students.
- 3) Incorporate Drug-Free and Anti-Bullying presentations into school assemblies and morning announcements.
- 4) Open House

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •PSJA P.D. •Campus Security Guard •Nurse • Tropical Behavioral Center •Pamphlets •Red-Ribbons •On-line resources (motivational quotes, affirmations, YOUTUBE videos) 	<ul style="list-style-type: none"> •School wide rallies to promote safety and well-being •Morning announcements incorporate Emotional Intelligence component •End of year Talent Show •Parent/Student dance •Open house attendance •Social Media presence •Impairment assessments by nurse 	<ul style="list-style-type: none"> •High student attendance •Decreased faculty absences •Improved parental involvement •Improved student involvement in after school activities •High campus morale 	<ul style="list-style-type: none"> •Data

Strategy 2: Promote the development of each student as a whole person.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers, Coaches, Nurse

Action Steps:

- 1) Strengthen the personal growth, self-esteem and responsible behavior of our students.
- 2) Encourage participation in extracurricular activities

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Counselor •Nurse •Trophies •Certificates •Ribbons •Extra-curricular activities’ sponsors •Sports equipment •Cooking materials/food items •Costumes/set pieces 	<ul style="list-style-type: none"> •Ongoing one to one assistance of emotional needs. •After school clubs/organizations •Nurse/Counselor’s logs 	<ul style="list-style-type: none"> •Teachers/Counselor/Nurse develop nurturing relationship with students •Increase of student involvement in extra-curricular activities 	<ul style="list-style-type: none"> •Data

Strategy 3: Review and revise campus monitoring system to implement effective accountability measures of attendance and address program evaluation.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers, Coaches

Action Steps:

- 1) School Messenger will be utilized weekly to promote attendance.
- 2) Personal phone calls will be made daily to the parents of students who were absent.
- 3) ARP participation will be closely monitored.
- 4) Reward systems will be put in place to celebrate students with perfect attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Local Funds • Campus Activity Funds • Kid friendly movies • Snacks and drinks (i.e. pop-corn, fruit gummies, chocolates, gansitos, chips, sugar candy bars, sodas, Kool-Aids) •Party favors (i.e. bubbles, sidewalk chalk, crayons, tinker-toys) • Ice-cream, frozen pops, “bolis” 	<ul style="list-style-type: none"> • School calendars • ARP attendance • School announcements 	<ul style="list-style-type: none"> • Increased attendance • Increase academic achievement 	<ul style="list-style-type: none"> • Attendance Data Reports

Goal Area 3: Improve Safety, Strengthen Public Support, and Foster a Positive Culture and Climate at Livas Elementary for the 2025–2026 SY

Annual Goal 1: By August 2026, the campus’ attendance rate will increase by 3%.

Objective 2: By August 2026, 100% of teachers and staff will participate in Emotional Intelligence professional development and implement strategies to increase staff-student relationships.

Strategy 1: Train staff on proper confrontational management techniques—De-escalating.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor

Action Steps:

- 1) Provide staff development to staff on a yearly basis.
- 2) Establish protocols for de-escalating situations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Local Funds • PowerPoints • Referral platform 	<ul style="list-style-type: none"> • Less incidents of improper use of force by staff while trying to de-escalate a situation 	<ul style="list-style-type: none"> • Decrease in security and safety incidents. 	<ul style="list-style-type: none"> • Side by side data

Strategy 2: Training all staff to always be professional and courteous to all students, staff, and parents.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor

Action Steps:

- 1) Establishing campus behavior expectations, including positive behavior interventions, rewards and consequences
- 2) Continue to promote Kit PAWS.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Handouts/Canva • Positive behavior intervention material • Paper for posters • Color printer • I pad for filming 	<ul style="list-style-type: none"> • Students know what Kits PAWS are and what they mean. • Posters around campus • Announcements 	<ul style="list-style-type: none"> • Less reported altercations between students • Decrease of student misbehavior (less referrals to office, or calls for help) 	<ul style="list-style-type: none"> • Referral Data

Goal Area 3: Improve Safety, Strengthen Public Support, and Foster a Positive Culture and Climate at Livas Elementary for the 2025–2026 School Year.

Annual Goal 2: By August 2026, students’ perception of their physical and psychological safety will show measurable improvement, with a majority reporting a positive sense of safety.

Objective 1: By August 2026, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.

Strategy 1: Resolve health issues that affect the ability of students and staff to attain optimal health status and school success.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Nurse, Counselor, Teachers, Coaches

Action Steps:

- 1) Emergency response plan/team will be revised and modified yearly.
- 2) Training all staff for managing students while an emergency is taking place
- 3) Promote telemedicine services throughout the campus and community.
- 4) Train all school staff on fire drill and lock down procedures.
- 6) Train teachers on Child Find and Counselor will follow through with referrals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Emergency Medical Services • Local Funds •ESSER 282 •Telemedicine •504 Program 	<ul style="list-style-type: none"> •School nurse conduct assessments as needed •One drill as month is scheduled •Medical referrals are being done •504 Health referrals are being done 	<ul style="list-style-type: none"> •Staff and students will be healthier. •Less absences due to illnesses 	<ul style="list-style-type: none"> •Side by Side Data

Strategy 2: Provide support services including determent of bullying/emotional abuse, and suicide risk

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Nurse, Counselor, Teachers, Coaches

Action Steps:

- 1) Students will continue to use the anonymous bullying/suicide box.
- 2) Students and parents will be trained on the School District’s anonymous reporting platform.
- 3) Staff will be trained to identify when bullying is taking place
- 4) Counselor will provide guidance lessons for students who are experiencing difficult times-Emotional Intelligence

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Local funds • Anonymous reporting box • Anonymous reporting platform • Self-harm screener • Counseling curriculum • End of Year surveys 	<ul style="list-style-type: none"> • School Nurse conducts impairment assessment as needed. • Nurse conducts eye sight and hearing screeners • Counselor’s Calendar 	<ul style="list-style-type: none"> • Increased student attendance • Increased academic achievement • Higher student morale as per EOY Surveys 	<p>Side by Side Data</p>

Goal Area 3: Improve Safety, Strengthen Public Support, and Foster a Positive Culture and Climate at Livas Elementary for the 2025–2026 School Year.

Annual Goal 3: By August 2026, family involvement and engagement with their child’s school will increase by 5%.

Objective 1: By August 2026, at least 50% of parents will actively engage in informational and training sessions.

Strategy 1: Conduct parent meetings to increase knowledge and understanding of state standardized testing and the accountability system.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Parent Educator, Counselor

Action Steps:

- 1) Beginning of the year PAC meeting presentations will incorporate information about state assessments (STAAR and TELPAS).
- 2) During PAC meetings, Information and strategies will be presented to support parents help their children with homework.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Campus STAAR Report •Title I-211/SCE 166, Local –199 •Handouts for parents •PowerPoints for presentations •Coffee •Cookies or sweet bread 	<ul style="list-style-type: none"> •Sign in sheets 	<ul style="list-style-type: none"> •Parent Surveys •Increased student achievement •Increased student attendance 	<ul style="list-style-type: none"> •STAAR assessments •TPRI/Tejas Lee •TX-KEA •I-Ready MOY and EOY assessments •CBAs • Benchmarks • TELPAS

Strategy 2: Parent orientations to inform parents in the areas of: literacy development, attendance, and academic curriculums

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Parent Educator, Counselor, Teachers

Action Steps:

- 1) During the first Title I PAC, we will present the Parent Involvement Policy
- 2) Each grade level will conduct a curriculum night for parents.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Campus STAAR Report •Title I-211/SCE 166, Local – 199 •Handouts for parents •PowerPoints for presentations •Coffee •Cookies or sweet bread 	<ul style="list-style-type: none"> • Parent Sign-in sheets • Meeting agendas 	<ul style="list-style-type: none"> • Parent surveys •Increase student attendance •Increase student achievement 	<ul style="list-style-type: none"> •Attendance Data • Academic Data

Goal Area 3: Improve Safety, Strengthen Public Support, and Foster a Positive Culture and Climate at Livas Elementary for the 2025–2026 School Year.

Annual Goal 3: By August 2026, family involvement and engagement with their child’s school will increase by 5%.

Objective 2: By August 2026, 20% of our parents will be connected with community partners and resources.

Strategy 1: Modify adult volunteering services programs to include student supervision at all levels.

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Parent Educator, Counselor, Organization Sponsors

Action Steps:

- 1) Review the District policy on roles of parent volunteers
- 2) Incorporate the district required protocol for adult volunteers at the instructional level.
- 3) Recruitment Fair during Meet the Teacher and Open House to increase the number of parent volunteers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Campus STAAR Report •Title I-211/SCE 166, Local –199 •Handouts for parents •Extra-curricular activities •Coffee •Cookies or sweet bread 	<ul style="list-style-type: none"> •Sign in sheets 	<ul style="list-style-type: none"> • Increase in parent volunteer hours 	<ul style="list-style-type: none"> • Volunteer sign-in sheets

Strategy 2: Host at least 2 major events on campus: Curriculum Night, Veteran’s Day, End of Year Awards Ceremonies, School-Wide Pep-Rallies

Timeline: September 2025-August 2026

Title I School Components: Title I, Part A-Schoolwide # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, Counselor, Extra-curricular sponsors

Action Steps:

- 1) Establish the support needed at these events
- 2) Create a calendar for volunteers to sign up

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Campus STAAR Report •Title I-211/SCE 166, Local – 199 •Invitations <ul style="list-style-type: none"> • Items of recognition (flowers, banners, cards) •Coffee •Cookies or sweet bread •Tacos/Tamales 	<ul style="list-style-type: none"> • Parent Sign-in sheets • School Calendar Volunteer sign-in sheets 	<ul style="list-style-type: none"> • Increase in parent volunteer hours 	<ul style="list-style-type: none"> • Volunteer sign-in sheets • Parent Surveys

Goal Area 4
Staff Quality, Recruitment,
and
Retention

Goal Area 4: Increase Staff Quality, Recruitment and Retention. **Livas Elementary 2025-2026**

Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.

Objective 1: All teachers will use research-based strategies in their daily lessons to increase student engagement.

Strategy 1: Provide instructional coaching support and research-based strategies to new teachers and experienced teachers.

Timeline: August 2025- June 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, New Teacher Institute, CLL

Action Steps:

- 1) Teachers will be provided with the latest in research-based training and curriculums to best serve our student needs.
- 2) Monthly intervisitations by grade level cohort.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title I - 211 / SCE-166 , Local- 199, Sp Ed- 224, Title III – 263 Consultant	TTESS Teacher Evaluation Proficiency Level will Increase	Teachers/students will be well versed in the use of various technology applications.	TTESS Observations and Walk Throughs

Strategy 2: Teachers will use the latest technology tools to best engage their students such as: Google Classroom, Google Meets,

Timeline: August 2025 – June 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, CIT, CLL

Action Steps:

- 1) District wide technology training will be available for teachers to incorporate the latest technology applications into their instruction.
- 2) Campus wide technology trainings will be available from our CIT.

Resources	Evidence of	Evidence of Impact	Formative Evaluation
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	Implementation		
Title 1 - 211 / SCE - 166 , Local-199 , Sp Ed - 224, Title III - 263	Sign in sheets, Meeting agendas	Teachers/students will be well versed in the use of various technology applications.	Usage Data Reports

Goal Area 4: Increase Staff Quality, Recruitment and Retention Livas Elementary 2025-2026

Annual Goal 1: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.

Objective 2: Walk through data will be utilized to monitor and support teacher effectiveness.

Strategy 1: Walkthrough data will be reviewed with administration within 5 days of such walkthrough and teachers and administration will reflect on best ideas moving forward.

Timeline: June 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Administration will provide teachers with feedback from walkthroughs in a timely manner.
- 2) Teachers will reflect on growth opportunities based on feedback from walkthroughs and intervisitations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1, Local Funds	Walk-throughs post-meetings	Teachers will improve on the efficiency of instructional time	Walkthroughs and TTESS evaluations

Strategy 2: Professional Development will be provided on the walkthrough instrument.

Timeline: - September 2025 – August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- 1) Schedule trainings during CLCs for each component of the walkthrough document
- 2) Create agenda which will guide the components that will be covered each session
- 3) Provide examples and non-examples of each component

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1, Local Funds Walkthrough	Agendas	Teachers will be more comfortable	Walkthrough reports

Document	Sign in Sheets	with the feedback	
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Goal Area 4: Increase Staff Quality, Recruitment and Retention

Livas Elementary 2025-2026

Annual Goal 2: Use TTESS evaluation system to increase staff quality, recruitment and retention.

Objective 1: Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments.

Strategy 1: Administrative team will complete district training and assessment on the TTESS evaluation instrument.

Timeline: September 2025- October 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL

Action Steps:

- 1) Administrative Team will attend District provided Professional Development
- 2) Administrative Team will pass the calibration assessment
- 3) Administrative team will do team walkthroughs to continue to calibrate.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local - 199 , Title I -211 / SCE-166 , Sp Ed - 224 , Title III - 263	Sign In Sheets, Meeting Agendas	Calibration Assesment	McRel Evaluation Tool

Strategy 2: Teachers will be trained on the TTESS components: Self-Evaluation, PD Goals, SGMs, and Observation Rubric.

Timeline: September 2025 – October 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, TXCEE Team

Action Steps:

- 1) Provide training on TTESS components through CLC meetings.
- 2) Provide training one component at a time and determine timeline with due dates.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Local - 199 , Title I -211 / SCE-166 , Sp Ed - 224 , Title III - 263	Sign In Sheets, Meeting Agendas	Completion of all components in a timely manner.	TTES Summative Report
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Goal Area Goal 4: Increase Staff Quality, Recruitment and Retention Livas Elementary 2025-2026

Annual Goal 2: Use an evaluation system to increase staff quality, recruitment and retention.

Objective 2: Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.

Strategy 1: Provide self-reflection opportunities on data from MCREL self-evaluation instrument

Timeline: September 2025- May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) During MCREL orientation we will provide a brief overview on the self-evaluation tool
- 2) Teachers will have an opportunity to reflect with administrator when filling out their self-evaluation
- 3) Administration will assist in goal setting once self-assessment is complete

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1- 211/ SCE- 166, Local-199, SpEd-224, Title III-263	Completion of self-evaluation documented via TEEMS platform -walk-throughs	Growth on self-evaluation instrument	Summative TTESS Report

Strategy 2: Teachers will use data from previous year evaluation tool and summative conference to create their PD goals.

Timeline: September 2025 - May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) During MCREL orientation we will provide a brief overview on PD goals
- 2) Teachers will have an opportunity to reflect with administrator when creating their PD goals
- 3) Administration will offer support in teacher PD goals

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1- 211/ SCE- 166, Local-199, SpEd-224, Title III-263	Completion of PD goals documented via TEEMS platform -walkthroughs	Growth in the areas identified for PD goals.	TTESS Summative Report
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Goal Area 4: Increase Staff Quality, Recruitment and Retention Livas Elementary 2025-2026

Annual Goal 3: Use evaluation system to increase staff quality, recruitment and retention

Objective 1: Establish a system to recruit highly qualified staff.

Strategy 1: Participate in district job fairs to promote the successful learning environment at our campus.

Timeline: September 2025- Aug. 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, Counselor, Nurse, CLL, Teachers

Action Steps:

- 1) Form a campus interviewing committee
- 2) Create a campus brochure to share our accolades

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1-211 / SCE-166, Local-199, Sp Ed-224, Title III-263	Job Fair Flyers, Attendance Sign In Sheets	Highly Qualified Staff with appropriate certifications	Interviewee Resumes, Application/Advertisement Records

Strategy 2: Interview committee will be familiar with the hiring process

Timeline: September 2025 – August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Assistant Principal, CLL, Counselor, Nurse, Teachers

Action Steps:

- 1) Selection of Interview Committee
- 2) Training will be provided on the interview process and documentation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1-211 / SCE-166, Local-199, Sp Ed-224, Title III-263	Schedule of interviews, applicant resumes, interviewee questions, hiring protocols,	Better selection of teachers	Campus Interview Committee Protocols
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Goal Area 4: Increase Staff Quality, Recruitment and Retention Livas Elementary 2025-2026

Annual Goal 3: Use evaluation system to increase staff quality, recruitment and retention

Objective 2: Establish a system to retain 100% of our highly qualified staff

Strategy 1: Recognize staff members for their excellence in providing a positive learning environment on our campus.

Timeline: September 2025- May 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Counselor, Librarian, Nurse, Teachers

Action Steps:

- 1) Establish the various recognitions and criteria for selection--award to be given
- 2) Calendar with the various recognitions and nomination process.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Title 1-211/ SCE-166, Local-199, Sp Ed-224, Title III-263	Postings on Social Media, Voting Ballots, District Recognitions	Low turn-over rate	Organizational Chart

Strategy 2: Teachers will receive the support required for continual professional growth.

Timeline: September 2025 – August 2026

Title I School Components: Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Persons Responsible: Principal, Asst. Principal, CLL, Teachers

Action Steps:

- 1) Provide research-based resources and professional development for their instructional needs
- 2) Mentor teachers will be provided on an as needed basis

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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Title 1-211/ SCE-166, Local-199, Sp Ed-224, Title III-263	PD Calendar, CLC Agendas, Coaching Logs, Mentoring Logs	Low turn-over rate, increase in student achievement	Organizational Chart, Higher retention rate of highly qualified staff
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