

Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

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



PSJA														
OVERALL RATING														
PSJA ISD - ALL ADMINISTRATIONS (PRELIMINARY)														
	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD	20740		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
Reed-Mock Elementary	218	1.1%	76	76	85	85	85	59.5	89	27.3	86	B	82	↑ 4

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

Retrieve on Nov. 11, 2024 from: [Texas School Report Cards | Drs Reed - Mock Elem | Accountability Overview](#)

Strategic Direction



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Campus Executive Summary

Demographics:

Drs. Reed & Mock Elementary School serves students from the Pharr-San Juan-Alamo area, who share similar backgrounds, cultures, and ways of life.

The student body at PSJA is predominantly Hispanic, with the following student population breakdown:

Drs. Reed & Mock Special Populations Breakdown Matrix

Drs. Reed & Mock 	Male	Female	Sped	Lep	Migrant	Gt	ECD
	261	238	76	174	8	11	450
	52.3%	47.7%	15.2%	34.9%	1,6%	2.2%	90.2%

With the district’s proximity to Mexico, 35 % of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, **Drs. Reed and Mock** have been rated a "B" Campus on the 2024 Accountability. In Domain I, Student Achievement component score of 48 (76), STAAR School Progress Domain 2A was at a component score of a 68 (76), Domain 2B Relative Performance component score 48 (85), and Domain III component score 73 (89). **Drs. Reed and Mock earned a grade of 85.**

Executive Summary Continued

Student Performance:

Student Performance:

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

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 48% in May 2025 to 60% by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Reading will increase by four percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 3rd grade STAAR Mathematics will increase by six percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Math will increase by four percentage points by June 2025.
- The percentage of students who perform at MEETS grade level or above on 4th grade STAAR Reading will increase by two percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on 5th grade STAAR Mathematics will increase by four percentage points by June 2026.
- The percentage of students in Domain 2A who perform at MEETS grade level or above on 5th grade STAAR Mathematics will increase by four percentage points by June 2026.

Vision

Our vision for Drs. Reed & Mock Elementary School is to educate children through a collaborative effort among parents, faculty, students, and the community. We aim to create a school environment that encourages students to become future leaders, take creative risks without fear of failure, and build a strong foundation in social-emotional development. Through cooperation and unity, challenges become opportunities, and achievements are recognized and celebrated.

Mission

The mission of Drs. Reed & Mock Elementary is to provide all learners with a high-quality, stimulating academic environment that integrates 21st-century skills and a research-based curriculum. We ensure a highly qualified staff delivers instruction using effective, up-to-date teaching methodologies while setting high standards for all students.

Campus Educational Improvement Committee Member

Name	Title
Robert Sanchez	Principal
Cynthia Gonzalez	Assistant Principal
Kayla Rodriguez	Counselor
Lorena Cardenas	CLL
Ana Warkentine	Reading Coach
Alba Ramirez	Special Ed Teacher
Laura Treviño	Lead Teacher
Sanjuanita Loredó	Lead Teacher
Mrs. De Leon	Parent Representative

Site - Based Decision - Making Committee



- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.
- **Scheduled Meeting Dates: September 4, 2025, November 6, 2025, January 29, 2026, May 30, 2026**
- **Committee Roles and Responsibilities:**
 - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
 - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
 - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
 - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

Site -Based Decision - Making Committee



SBDM will address the following areas:

- Planning
- Budgeting
- Curriculum
- Staffing patterns
- Staff development
- School organization

2024-2025 STAAR (PRELIMINARY)

OVERALL RATING

ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	82	85	85	85	59.5	90	27	87	B
Anaya Elementary	77	88	86	88	88	61.6	92	27.6	89	B
Arnold Elementary	80	92	88	92	92	64.4	92	27.6	92	A
Cantu Elementary	72	76	81	81	81	56.7	81	24.3	81	B
Carman Elementary	77	87	86	87	87	60.9	91	27.3	88	B
Chavez Elementary	86	93	91	93	93	65.1	92	27.6	93	A
Clover Elementary	74	90	82	90	90	63	85	25.5	89	B
Doedyns Elementary	11741	73	78	78	11741	8219	77	23.1	8242	A
Dr Long Elementary	74	81	82	82	82	57.4	77	23.1	81	B
Escobar Elementary	88	82	91	91	91	63.7	92	27.6	91	A
Farias Elementary	67	71	75	75	75	52.5	73	21.9	74	C
Ford Elementary	71	75	80	80	80	56	74	22.2	78	C
Garcia Elementary	82	90	90	90	90	63	92	27.6	91	A
Garza Elementary	76	91	85	91	91	63.7	91	27.3	91	A
Garza-Pena Elementary	76	80	85	85	85	59.5	88	26.4	86	B
Guerra Elementary	78	85	88	88	88	61.6	92	27.6	89	B
Kelly-Pharr Elementary	69	63	75	75	75	52.5	74	22.2	75	C
Livas Elementary	73	73	82	82	82	57.4	83	24.9	82	B
Longoria Elementary	75	89	84	89	89	62.3	91	27.3	90	A

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

McKeever Elementary	74	78	82	82	82	57.4	90	27	84	B
Palacios Elementary	86	89	91	91	91	63.7	92	27.6	91	A
Palmer Elementary	77	85	86	86	86	60.2	84	25.2	85	B
Ramirez Elementary	65	75	73	75	75	52.5	72	21.6	74	C
Reed-Mock Elementary	76	79	86	86	86	60.2	91	27.3	88	B

2024-2025 STAAR/STAAR ALT

SCHOOL PROGRESS - STUDENT GROWTH

ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

	ANNUAL GROWTH					Raw Score	Scale Score	Letter Grade	
	# of Tests	# of students							Earned Points
		0	0.5	1	0.25				
PSJA ISD	7689	2061	747	4881	999	5504.3	72	81	B
Reed-Mock Elementary	272	78	29	165	24	185.5	68	76	C
Grade 4 Mathematics	74	15	6	53	7	57.75	78	88	B
Grade 4 Reading	74	20	6	48	10	53.5	72	81	B
Grade 5 Mathematics	62	24	8	30	3	34.75	56	60	D
Grade 5 Reading	62	19	9	34	4	39.5	64	71	C

2024-2025 STAAR/STAAR ALT

STUDENT ACHIEVEMENT ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

	Number of Tests	Approaches		Meets		Masters		Raw Score	Scale Score	Letter Grade
		Grade Level		Grade Level		Grade Level				
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	13260	9806	74%	6239	47%	2746	21%	47	75	C
Reed-Mock Elementary	490	376	77%	237	48%	98	20%	48	76	C
Grade 3 Mathematics	74	50	68%	23	31%	6	8%	36	61	D
Grade 3 Reading	73	54	74%	35	48%	16	22%	48	76	C
Grade 4 Mathematics	77	58	75%	47	61%	25	32%	56	85	B
Grade 4 Reading	77	66	86%	43	56%	17	22%	55	83	B
Grade 5 Mathematics	63	49	78%	32	51%	8	13%	47	75	C
Grade 5 Reading	63	50	79%	31	49%	17	27%	52	79	C
Grade 5 Science	63	49	78%	26	41%	9	14%	44	73	C

ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)																				
	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	49	46	44	39	42	37	45	37	40	35	29	26								
2028-32 Next Interim	58	55	53	49	52	48	54	48	50	46	41	38								
2038 Long Term	75	73	72	70	71	69	73	69	70	68	65	63								
PSJA ISD	46	52	46	52	45	51	44	48	45	51	31	28	4	6	6	16	24	67	30%	20
Reed-Mock Elementary	48	51	48	51	48	51	49	55	48	51	32	25	4	6	6	16	24	67	30%	20

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

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

2024-2025 STAAR/STAAR ALT STUDENT ACHIEVEMENT GRADE 3 READING (SNAPSHOT) (PRELIMINARY)

	Number of Tests	Approaches		Meets		Masters		Raw Score	Scale Score	Letter Grade
		Grade Level		Grade Level		Grade Level				
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	1755	1296	74%	818	47%	358	20%	47	75	C
Reed-Mock Elementary	73	54	74%	35	48%	16	22%	48	76	C
ENGLISH	57	42	74%	28	49%	11	19%	47	75	C
SPANISH	16	12	75%	7	44%	5	31%	50	77	C

2024-2025 STAAR/STAAR ALT DEMOGRAPHIC STUDENT ACHIEVEMENT GRADE 3 READING (SNAPSHOT) (PRELIMINARY)

	MEETS LEVEL																																								
	ALL			HISPANIC			CONTINUOUSLY ENROLLED			HIGH FOCUS																															
										ECD			EB			SPED			HIGHLY MOBILE																						
	Te	st	ed	M	ee	ts	%	Te	st	ed	M	ee	ts	%	Te	st	ed	M	ee	ts	%	Te	st	ed	M	ee	ts	%	Te	st	ed	M	ee	ts	%	Te	st	ed	M	ee	ts
PSJA ISD	1755	818	47%	1754	811	46%	1495	712	48%	1651	733	44%	840	326	39%	346	94	27%	30	10	33%																				
Reed-Mock Elementary	73	35	48%	73	35	48%	63	27	43%	71	34	48%	32	18	56%	14	4	29%	1	1	100%																				
ENGLISH	57	28	49%	57	50	88%	48	41	85%	55	48	87%	16	15	94%	14	8	57%	1	1	100%																				
SPANISH	16	7	44%	16	15	94%	15	14	93%	16	15	94%	16	15	94%																										

Comprehensive Needs Assessments

Demographics

Demographics Summary

Special Education:

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

Needs:

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

Personnel Needs:

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

Professional Development Needs:

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

Emergent Bilinguals (EB):

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

GOAL AREA 1: Student Achievement

Areas Reviewed: Student Performance

Strengths

Pharr-San Juan-Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by

the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

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

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading (Spanish) at Meets Grade Level Standard or Above was at 52%.
- High Focus Student Group (ECD) in ELA/Reading at Meets Grade Level Standard or Above was at 52%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 55%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 19%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor through progress monitoring.
- Cross curricular writing must be done at all grade levels including analyzing the writing during TCLC.
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- High Focus Student Group (ECD) in Mathematics at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.

Goal Area 1: Student Achievement

Annual Goal 1: The percentage of all students at Drs. Reed & Mock Elementary that score at the meets grade level or above on STAAR Mathematics will increase from the current rate to 51% by June 2026.

Objective 1: The percentage of students meeting or exceeding grade level on STAAR Mathematics will increase from the current rate to 51% by providing access to a standards-aligned, guaranteed, and viable curriculum.

Strategy 1: Provide lesson internalization PD for all teachers during TCLCs. Use Student Profile Sheets to track math progress. Implement small group, differentiated instruction.

Timeline: June 2025- June 2026

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

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

Action Steps:

- 1) Implement standards-aligned math instruction daily using the district curriculum with fidelity.
- 2) Conduct data meetings every three weeks to analyze formative assessments and adjust instruction.
- 3) Provide small-group interventions for students performing below grade level, using targeted math resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Eureka Math/Internalization Teachers notes STAAR Released Tests for practice and analysis i-Ready Math lessons and diagnostics Progress monitoring tools (DMAC, or district-selected data platforms) Professional development on math content and strategies	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents Lesson Internalization DMAC data, Tutorial/Intervention	BM1 and BM2 scores show increases in student achievement and student performance growth STAR Reports, I-ready, BOY, CBA, BM1, BM2 and STAAR	Formative assessments Benchmarks [BMs] STAAR/TELPAS Results Driven Accountability IReady Diagnostic Student Growth Measures [SGM] Pre/Post Test Beginning Of the Year

Strategy 2: Provide targeted small-group instruction during Tier 1 focused on building math vocabulary and conceptual understanding through modeling, hands-on activities, and visual aids to support student participation and allow for immediate feedback.

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, Principal, Assistant principal, CLL

Action Steps:

- 1) Plan and deliver small-group lessons using hands-on activities, visual aids, and modeling to reinforce math vocabulary and concepts.
- 2) Monitor student understanding during small groups and provide immediate feedback to address misconceptions.
- 3) Adjust instruction based on data from formative assessments and observations to ensure all students are progressing toward grade-level standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Bluebonnet Curriculum Materials (lesson plans, pacing guides, TEKS-aligned activities) Math manipulatives (counters, base-ten blocks, fraction pieces) Visual aids and anchor charts for key vocabulary and concepts Interactive math tools (whiteboards, charts, or digital apps) Formative assessment tools (exit tickets, quick checks, i-Ready Math diagnostics)	Student participation records Attendance and engagement data Observation notes	Lesson plans and teacher notes Formative assessment data Progress monitoring reports Student work samples	Ongoing formative assessments Progress monitoring reports Teacher observations and anecdotal notes Data meetings

Strategy 3: Monitor student progress in i-Ready by tracking lesson completion rates, mastery percentages, time spent on lessons, and assessment scores to inform instruction and provide targeted support.

Timeline: August 2025 - June 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Review i-Ready data weekly to track lesson completion rates, mastery percentages, and time spent on lessons for each student.
- 2) Identify students needing targeted support based on assessment scores and mastery data and provide small-group or individual interventions.
- 3) Adjust instruction and assign appropriate i-Ready lessons based on data trends to ensure all students progress toward grade-level standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
i-Ready Math platform Teacher guides and reports Data tracking tools Professional development Weekly Reports	i-Ready reports Lessons completed Observation notes Data Reports	Increased student mastery percentages Improved assessment scores Higher lesson completion rates Reduction in the number of students performing below grade level	Weekly review of i-Ready data Teacher observations and anecdotal notes Data meetings Student self-reflections or goal-setting logs

Goal Area 2: Closing the Achievement Gap

Annual Goal 1: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least a 10% increase is achieved in the Academic Achievement component for Kindergarten Readiness, moving from 34% to at least 44% by the end of the 2025-2026 school year.

Objective 1: By May 2026, at least 40% of Pre-K and Kindergarten students in all identified student groups will demonstrate mastery of foundational literacy and numeracy skills, as measured by district BOY, MOY, and EOY assessments.

Strategy 1: Provide small-group, evidence-based literacy instruction three times per week using phonemic awareness, phonics, and vocabulary-building activities.

Timeline: September 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, CLL, Teachers

Action Steps:

- 1) Identify Students-Review assessment data to determine which students are below grade level in reading.
- 2) Group Students by Need-create flexible small groups based on specific skill deficits
- 3) Provide Intervention Sessions-Deliver small-group instruction at least 3 times a week

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mosaic Program District Curriculum i-Ready Phonics Digital & Online Resources Professional Support	Lesson Plans i-Ready usage reports Progress monitoring data Intervention logs Walkthrough or observation notes	Increase in kindergarten readiness performance Growth in i-Ready diagnostic scores Improved phonics assessment scores	Assessment & Progress Monitoring Tools Monthly review i-Ready growth reports Bi-weekly phonics/letter-sound fluency checks Progress monitoring data from district benchmarks

Strategy 2: Provide targeted internalization support through collaboration with the CLL, Reading Coach, focusing on strengthening teacher capacity to deliver high-quality phonemic awareness instruction.

Timeline: September 2025- Aug. 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/CLL/Teachers

Action Steps:

- 1) Collaborate with CLL Reading Coach –Schedule bi-weekly planning sessions to review student data.
- 2) Implement Small-Group Interventions-Conduct targeted phonemic awareness sessions to identified pre-K and Kindergarten students at least 3 times per week.
- 3) Monitor Student Progress-Use formative assessment

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLL & Reading Coach Phonemic Awareness Program (mosaic) District Curriculum Materials Assessment Tools Digital Resources	Lesson plans Logs of intervention Coaching notes Student work samples Observation notes or walkthroughs	Increase in phonemic awareness mastery Growth in the percentage of students meeting or exceeding literacy benchmarks Improvement in kindergarten readiness performance	EOY Assessments Weekly Assessment i-ready assessments Monthly review of intervention logs Progress Monitoring

Strategy 3: Group students by reading level and design targeted, differentiated lessons for each group. Incorporate the Mosaic program to provide structured literacy support and integrate relevant professional development opportunities for teachers to strengthen instructional practices and address individual student needs.

Timeline: September 2025- Aug. 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/Strategists, CLLs, Reading Coach

Action Steps:

- 1) Group Students by Reading Level-Use assessment data to identify student reading levels and create flexible groups.
- 2) Plan and Deliver Targeted Lessons-Design differentiated lessons for each group incorporating the Mosaic program and evidence-based literacy strategies.
- 3) Provide Teacher Support and PD-Offer professional development opportunities and coaching to ensure students are effectively implementing differentiated instruction and using the Mosaic program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mosaic Program District Curriculum Materials Assessment Tools Professional Development Opportunities Digital Resources	Lesson Plans Small-group intervention logs Assessment data Teacher professional development records	Increase in the percentage of students meeting or exceeding grade-level benchmarks Growth in i-Ready Improved overall kindergarten readiness and early literacy outcomes	EOY Assessment Bi-weekly progress monitoring Monthly review of small-group logs Classroom observations and walkthroughs Mid-year assessments

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

Annual Goal 1: By 2026, Drs. Reed & Mock Elementary will increase student attendance to meet the district goal of 95%.

Objective 1: By May 2026, at least 90% of students at Drs. Reed & Mock will maintain an individual attendance rate of 95% or higher, as measured by the district attendance records, through implementation of targeted interventions and monitoring.

Strategy 1: Implement a schoolwide attendance incentive program, including class rewards, parent engagement activities, and timely communication with families to encourage daily attendance.

Timeline: September 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Develop and Launch Incentive Program-Create schoolwide attendance reward system including weekly or monthly recognition for classes and individual students with exemplary attendance.
- 2) Monitor and Communicate Attendance Data-Track daily and weekly attendance using the school’s system and share timely reports with teacher, students, and families to celebrate successes and address pattern of absenteeism.
- 3) Engage families- Organize parent workshops, send newsletters, and provide regular updates through calls or text to inform families about the importance of daily attendance and the incentive program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student Information System Attendance Incentive Materials Parent Communication Tools Staff Support	Attendance logs and reports Documentation of incentive program activities Parent communication records Workshop or family engagement attendance records	Increase in the percentage of student meeting the district attendance goal of 95% Year-end reports showing that schoolwide attendance rates meet or exceed the district target	Weekly and monthly attendance reports Review of incentive program participation Regular staff meeting Parent feedback and engagement tracking

Strategy 2: Establish a monthly attendance recognition program for students and classes demonstrating perfect or improved attendance.

Timeline: September 2025- Aug. 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/CLL/Teachers

Action Steps:

- 1) Develop Recognition Criteria-Define what qualities as perfect or improved attendance for students and classes each month.
- 2) Organize Monthly Assemblies-Plan and conduct monthly school assemblies to publicly acknowledge students and classes meeting the attendance criteria
- 3) Distribute Awards and Certificates-Prepare and give certificates, small rewards, and other recognition items during assemblies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Certificate, trophies, small prizes School announcement system and assembly space for public recognition Attendance data from the Student Information system to identify qualifying students and classes	Attendance records Photos & videos Logs of awards Staff meeting notes	Increase in the percentage of students with perfect or improved attendance each month Year-end attendance reports showing improvement	Monthly review of attendance data Teacher and staff feedback on student engagement Surveys or informal feedback

Strategy 3: Implement regular parent communication and engagement about the importance of daily attendance through newsletters, phone calls, and parent meetings, providing resources to support consistent school attendance.

Timeline: September 2025- Aug. 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/Strategists, CLLs, Reading Coach

Action Steps:

- 1) Send monthly newsletters highlighting the importance of daily attendance and sharing tips for families to support consistent attendance.
- 2) Conduct parent phone calls or conferences for students with frequent absences to provide support and problem-solving strategies.
- 3) Host parent workshops or meetings each semester to discuss the impact of attendance on student success and share community resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Communication Platforms (ClassDojo, Reminds, Newsletter, etc...) Parent contact logs and phone call scripts Professional development for staff on effective parent communication strategies	Documentation of parent phone calls and meetings Attendance workshop sign-in sheets and agendas Copies of newsletters and communication logs	Improved student daily attendance rates Fewer early dismissals and tardies reported. Improved parent participation/attendance at school events and meetings.	Track attendance rates weekly and identify patterns or trends. Monitor the number and frequency of newsletters, phone calls, and meetings conducted. Collect parent sign-in sheets and participation records from meetings.

Goal Area 4: Language Proficiency (TELPAS/EBs)

Annual Goal 1: By 2026, Drs. Reed & Mock Elementary will achieve a 50% TELPAS composite score, demonstrating significant growth in English language proficiency.

Objective 1: By the end of each school year leading up to 2026, at least 55% of Emergent Bilingual students will demonstrate annual progress of one or more proficiency levels in at least one TELPAS domain (listening, speaking, reading, or writing), ensuring steady growth toward the 50% TELPAS composite goal.

Strategy 1: During TCLC sessions, teachers will analyze and graph their students’ TELPAS domain scores to identify strengths and areas of need, then develop targeted action plans that include differentiated instructional strategies, progress monitoring, and language supports to accelerate English language proficiency.

Timeline: September 2025- Aug. 2026

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principal, Assistant Principal, CLL, Teachers

Action Steps:

- 1) Teachers will review TELPAS domain score reports and graph individual student progress during each TCLC session.
- 2) Grade-level teams will create action plans that outline specific instructional strategies and interventions aligned to student language needs (listening, speaking, reading, writing).
- 3) Teachers will implement action plans and monitor student progress every six weeks, adjusting strategies as needed based on formative data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS domain score reports Summit K-12 Platform TCLC time for teacher collaboration District English Learner (EL) instructional frameworks and guides.	Summit K-12 student usage reports and teacher lesson assignments Student TELPAS graphs maintained by teachers Completed action plans for each grade level	Increased percentage of students progressing at least one proficiency level annually in TELPAS Growth in TELPAS composite scores toward the 50% goal Higher student proficiency in practice activities on Summit K-12	Review TELPAS graphs and action plans during TCLC every six weeks Analyze interim data (unit assessments, reading/writing samples, language rubrics) for EB progress Monitor implementation through classroom walkthroughs and coaching feedback

Strategy 2: Students will complete targeted TELPAS practice activities in Summit K-12, and teachers will guide them to create journals to document and reflect on their writing practice. This approach reinforces language development, strengthens writing skills, and promotes self-reflection on English proficiency growth.

Timeline: September 2025- Aug. 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/CLL/Teachers

Action Steps:

- 1) Teachers will assign domain-specific TELPAS practice activities in Summit K-12 aligned to individual student needs.
- 2) Students will maintain journals to document their writing practice, reflections, and progress after each activity.
- 3) Teachers will review journals regularly to provide feedback, monitor growth, and adjust instruction based on student reflections and Summit K-12 performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Summit K-12 platform for TELPAS practice activities Student journals or digital journal tools	Student completion records and activity reports from Summit K-12	Increased student engagement in writing and TELPAS practice	Review Summit K-12 completion reports weekly to monitor student participation
TELPAS score reports for goal alignment	Student journals with documented writing and reflection entries	Growth in student writing skills, as reflected in journals and classroom assessments	Check student journals every 2–3 weeks to track writing growth and reflection quality
Teacher guides for writing and reflection strategies	Teacher feedback logs on journal entries	Improvement in TELPAS domain scores (writing, reading, speaking)	Use short formative assessments to measure mastery of targeted language skills

Strategy 3: Teachers will conduct individual conferences with students to review current TELPAS proficiency levels, set personalized language goals, and develop action plans targeting growth in listening, speaking, reading, and writing. These conferences will empower students to take ownership of their language development and provide teachers with actionable insights for differentiated instruction.

Timeline: September 2025- Aug. 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/Strategists, CLLs, Reading Coach

Action Steps:

- 1) Schedule individual conferences with each student to review TELPAS scores and discuss strengths and areas for growth.
- 2) Collaboratively set specific, measurable TELPAS goals for each student in listening, speaking, reading, and writing.
- 3) Follow up on goals regularly through check-ins, reviewing student progress, and adjusting action plans as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS domain score reports Student progress trackers or goal-setting forms Summit K-12 or other practice platforms for targeted skill development	Conference schedule and sign-in sheets Completed student goal setting and action plan forms Teacher notes from conferences documenting discussion and next steps	Students demonstrating measurable progress in one or more TELPAS domains Increased student engagement and ownership of language learning Improvement in TELPAS composite scores toward the SIP goal	Monitor student progress toward goals through ongoing assessments and classroom work Review completed action plans and update them during TCLC sessions as needed Track changes in TELPAS domain scores and adjust instructional focus every six weeks