



Campus Improvement Plan

Kelly-Pharr Elementary

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

Every Kelly-Pharr Elementary student is prepared bilingually to participate, compete, and excel in a global society to foster multigenerational prosperity.

Mission

As educational leaders, our Kelly-Pharr Elementary team is engaged and empowered to connect all students with innovative instruction, outstanding learning environments, technology, skills, and social-emotional support while prioritizing health and safety for all.

District Strategic Direction



Campus Executive Summary

Demographics:

Kelly-Pharr Elementary serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Kelly-Pharr Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	477	242	235	67	220	4	371	25	375
Percent		50.73%	49.27%	14.05%	46.12%	1.7%	77.78%	5.24%	78.62%

With the district's proximity to Mexico, 59.9% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Kelly-Pharr Elementary has been rated a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 76. In Domain II, School Progress (85), Academic Growth (82) and Relative Performance (85) with an Eco Dis at a 93.6%. And last, Domain III, Closing the Gaps 92, Kelly-Pharr scored an 87.

The overall 2026 Accountability Rating for Kelly-Pharr Elementary was a score of 87. In grades 3-5 all tested STAAR subjects, 585 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Kelly-Pharr Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified elementary school teachers. Many teachers on staff possess Dual/ESL certifications and master's degrees. . Students attending N can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

Friendly reminder, goals need to be aligned with Strategic Direction Plan, DIP Goals, District TIP and Campus TIP.

Kelly-Pharr Elementary Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Jose Lopez	Principal
Joanna Molina	Reading coach
Emma Treviño	PreK3 Teacher
Focus Area 2: Student Supports	
Name	Role
Kimberly Matias	Assistant Principal
Jennifer Rivera	CLL
Ivonne Garcia	1st Grade Teacher
Pedro Torres	5th Grade Teacher

Focus Area 3: Leadership Growth	
Name	Role
Rosalinda Resendez	2nd Grade Teacher
Azucena Castro	3rd Grade Teacher
Patricia Castro	4th Grade Teacher
Focus Area 4: Family & Community Empowerment	
Name	Role
Viridiana Rangel	Counselor
Marie Paez	Parent Educator
Amparo Garza	Kinder Teacher

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. Discipline Referrals
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
14. Technology Inventories
15. District/Campus Climate Survey Results
16. Teacher Certification
17. Professional Development Plan

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary KELLY-PHARR EL (108909117) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

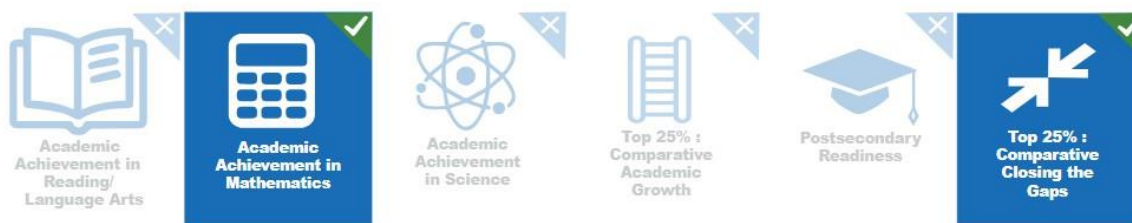
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		87	B	
Student Achievement		76	C	0%
STAAR Performance	48	76		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	73	82	B	
Relative Performance (Eco Dis: 93.6%)		85	B	✓
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Released August 2026

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 25, 2026 from [TEA](#)

Identification of Schools Improvement

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) ⁺	Special Ed (Current)	Special Ed (Former) ⁺	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	0	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	0	3	-	0
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	0	-	0
2025	-	3	-	-	-	-	-	3	0	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	0	0
2025	-	3	-	-	-	-	-	3	0	3	3	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									0			
2026									4			

Student Achievement: 2026 STAAR Performance

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	240	239	86	-	565	
Approaches GL or Above	173	179	47	-	399	71%
Meets GL or Above	124	123	24	-	271	48%
Masters GL	59	62	14	-	135	24%
Total Percentage Points						143%
Component Score						48

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former) *	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	71%	69%	97%	100%	61%	64%	52%	*	72%	63%	*	-	-	*
At Meets GL Standard or Above	48%	45%	89%	96%	39%	43%	25%	*	49%	41%	*	-	-	*
At Masters GL Standard	24%	21%	61%	68%	19%	22%	12%	*	24%	24%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	399	362	37	50	158	180	67	*	347	52	*	-	-	*
At Meets GL Standard or Above	271	237	34	48	100	119	32	*	237	34	*	-	-	*
At Masters GL Standard	135	112	23	34	50	61	15	*	115	20	*	-	-	*
Total Tests	565	527	38	50	258	280	129	*	483	82	*	-	-	*
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	72%	70%	100%	100%	58%	61%	48%	*	73%	67%	*	-	-	*
At Meets GL Standard or Above	52%	48%	100%	100%	39%	44%	22%	*	53%	44%	*	-	-	*
At Masters GL Standard	25%	21%	75%	55%	16%	21%	9%	*	25%	25%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	173	157	16	22	65	74	26	*	149	24	*	-	-	*
At Meets GL Standard or Above	124	108	16	22	44	53	12	*	108	16	*	-	-	*
At Masters GL Standard	59	47	12	12	18	25	5	*	50	9	*	-	-	*
Total Tests	240	224	16	22	112	121	54	*	204	36	*	-	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	75%	74%	94%	100%	70%	73%	59%	*	76%	67%	*	-	-	*
At Meets GL Standard or Above	51%	49%	88%	95%	44%	47%	30%	*	53%	42%	*	-	-	*
At Masters GL Standard	26%	24%	50%	82%	24%	24%	13%	*	26%	25%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	179	164	15	22	78	87	32	*	155	24	*	-	-	*
At Meets GL Standard or Above	123	109	14	21	49	56	16	*	108	15	*	-	-	*
At Masters GL Standard	62	54	8	18	27	29	7	*	53	9	*	-	-	*
Total Tests	239	223	16	22	111	120	54	*	203	36	*	-	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	55%	51%	100%	100%	43%	49%	43%	-	57%	40%	-	-	-	-
At Meets GL Standard or Above	28%	25%	67%	83%	20%	26%	19%	-	28%	30%	-	-	-	-
At Masters GL Standard	16%	14%	50%	67%	14%	18%	14%	-	16%	20%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	47	41	6	6	15	19	9	-	43	4	-	-	-	-
At Meets GL Standard or Above	24	20	4	5	7	10	4	-	21	3	-	-	-	-
At Masters GL Standard	14	11	3	4	5	7	3	-	12	2	-	-	-	-
Total Tests	86	80	6	6	35	39	21	-	76	10	-	-	-	-

School Progress: Academic Growth

2026 Academic Growth
KELLY-PHARR EL (108909117) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	239.0	1	239.00
Accelerated Learning Points Earned	54	0.25	13.50
Sum of Annual Growth plus Accelerated Learning Points			252.50
Total Tests Evaluated			345
Academic Growth Score			73

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

KELLY-PHARR EL (108909117) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	93.6%	48	85
College, Career, and Military Readiness			
Relative Performance			85

Retrieved on August 25, 2026 from [TEA](#)

School Progress: Closing the Gaps

2026 Closing the Gaps

KELLY-PHARR EL (108909117) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

Retrieved on August 25, 2026 from [TEA](#)

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	0		3					
2026 % at Meets GL Standard or Above	52%	48%	100%	100%	39%	44%	22%	*	53%	44%	*	-	-	*
2026 # at Meets GL Standard or Above	124	108	16	22	44	53	12	*	108	16	*	-	-	*
2026 Total Tests (Adjusted)	240	224	16	22	112	121	54	*	204	36	*	-	-	*
2025 % at Meets GL Standard or Above	47%	46%	79%	100%	36%	38%	26%	--	51%	28%	--	-	--	-
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	51%	49%	88%	95%	44%	47%	30%	*	53%	42%	*	-	-	*
2026 # at Meets GL Standard or Above	123	109	14	21	49	56	16	*	108	15	*	-	-	*
2026 Total Tests (Adjusted)	239	223	16	22	111	120	54	*	203	36	*	-	-	*
2025 % at Meets GL Standard or Above	37%	36%	57%	86%	30%	33%	28%	--	40%	22%	--	-	--	-
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	0		3					
2026 Academic Growth Score	66%	64%	93%	80%	68%	70%	41%	-	66%	68%	-	-	-	-
2026 Growth Points	114.25	104.00	10.25	12.00	53.50	61.50	16.25	-	96.50	17.75	-	-	-	-
2026 Total Tests	173	162	11	15	79	88	40	-	147	26	-	-	-	-
2025 Academic Growth Score	67%	66%	89%	92%	59%	60%	51%	--	71%	48%	--	-	--	-
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	80%	81%	77%	93%	88%	87%	76%	-	81%	79%	-	-	-	-
2026 Growth Points	138.25	129.75	8.50	14.00	69.00	75.50	30.50	-	117.75	20.50	-	-	-	-
2026 Total Tests	172	161	11	15	78	87	40	-	146	26	-	-	-	-
2025 Academic Growth Score	45%	45%	50%	75%	40%	42%	49%	--	46%	39%	--	-	--	-

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					51%									
2026 TELPAS Progress					87									
2026 TELPAS Total					172									
2025 TELPAS Progress Rate					33%									

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	48	45	82	88	40	43	30	*	48	43	*	-	-	*
2026 % at Approaches GL Standard or Above	71%	69%	97%	100%	61%	64%	52%	*	72%	63%	*	-	-	*
2026 % at Meets GL Standard or Above	48%	45%	89%	96%	39%	43%	25%	*	49%	41%	*	-	-	*
2026 % at Masters GL Standard	24%	21%	61%	68%	19%	22%	12%	*	24%	24%	*	-	-	*
2026 Total Tests	565	527	38	50	258	280	129	*	483	82	*	-	-	*
2025 STAAR Component Score	41	40	63	85	32	35	29	--	43	30	--	-	--	-

Comprehensive Needs Assessment

FOCUS AREA 1 LEADS:

Jose Lopez

Joanna Molina

Emma Treviño



FOCUS AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

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

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

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

The All-Student Group in ELA/Reading, Math at Meets Grade Level Standard or Above was at 48%.

- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 53%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 25%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 49% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- 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 50%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 50 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 30%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Focus Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

By the end May 2026 , student achievement will improve from an average score of 76 (a C grade) to 81, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: By June 2027, Kelly-Pharr will increase STAAR performance by 5 percentage points: Approaches 71% to 76%, Meets 48% to 53%, and Masters 24% to 29%.

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Develop and Share a Weekly Schedule:**

Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.

- **Assign Roles and Materials in Advance:**

Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.

- **Facilitate Collaborative Planning and Feedback:**

Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum through teamed-up walkthroughs.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**

Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.

- **Use a Standardized Walkthrough Tool:**

Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.

- **Debrief and Provide Timely Feedback:**

After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Calibration training for administration • Book study on Leverage Leadership 2.0 by Paul Bambrick-Santoy	• Walkthrough documents • Feedback forms	• BOY and MOY scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Focus Area 1: Effective Teaching and Learning

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administrators, Teachers, CLL, Reading Coach

Action Steps:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- Train and Support Intervention Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready • Read Works • Forde Ferrier • Lead4ward training	• Training Agenda • Collaborative Learning Community Meetings • Tutorial lesson plans • Attendance sheets	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Focus Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

OBJECTIVE 2: Implement targeted, data-driven instruction and interventions in Reading, Math, and Science that supports individual student achievement in Domain 1 to ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Academies • Sci Tech program to enhance vocabulary of content	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Math

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly TCLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 1: Effective Teaching and Learning

Strategy 3: Monitor all student progress on a weekly basis in the areas of Science

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Science at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 1: Effective Teaching and Learning**Annual Goal 2:** Early Childhood

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 78% to 88%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring below Kinder Readiness from 78% to 88% by the end of the academic year, demonstrating a 10% increase through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Implement Tiered Literacy Instruction Using Small Group Rotations:**
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- **Develop and Schedule Daily Small Group Rotations:**
Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- **Monitor Progress and Document Growth:**
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Focus Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Early Interventions for At-Risk Students**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Provide Targeted Early Interventions for At-Risk Students:**
Use research-based intervention programs tailored to each student's area of need.
- **Identify At-Risk Students Using Early Literacy Screeners:**
Administer baseline assessments within the first 4 weeks of school.
- **Monitor Progress and Adjust Interventions as Needed:**
Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Focus Area 1: Effective Teaching and Learning**Strategy 3:** Engage Families Through Literacy-Focused Home Learning**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL, Reading Coach, Parent Educator**Action Steps:**

- **Host Monthly Family Literacy Nights:**
Organize interactive workshops where families learn simple literacy strategies
- **Distribute Literacy Take-Home Kits:**
Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.
- **Communicate Weekly Literacy Tips via Digital Platforms:**
Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Focus Area 1: Effective Teaching and Learning**Annual Goal 2:** Early Childhood

OBJECTIVE 2: By the end of the school year, 80% of early childhood students will demonstrate growth in foundational reading fluency skills — including letter naming, phonological awareness, and oral language expression — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Plan Weekly Skill Focus and Daily Mini-Lessons:**

Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.

- **Integrate Spiral Review into Daily Literacy Routines:**

Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.

- **Reinforce Skills Across Centers and Small Groups:**

Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Focus Area 1: Effective Teaching and Learning

Strategy 2: Build letter recognition and sound association through targeted instruction

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- 1) **Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:**
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Focus Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **1) Develop oral language expression and vocabulary**
Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).
- **2) Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:**
Use expression, gestures, and visual supports to model fluent oral language and support comprehension.
- **3) Extend the Read-Aloud with Retelling and Oral Storytelling Activities:**
Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

FOCUS AREA 2 LEADS:

Kimberly Matias

Jennifer Rivera

Pedro Torres

Ivonne Garcia



FOCUS AREA 2: Student Supports**Areas Reviewed: Student Performance****Strengths**

Kelly-provides the teachers 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.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 48%.

- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 53%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 25%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 49% of 3rd-grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- 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 50%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 50 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 30%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Focus Area 2: Student Supports

Annual Goal 1: School Progress

By May 2027, Kelly Pharr Elementary will have growth from a 73% to an 80% in School Progress: (D2-A) Academic Growth in Reading and Mathematics.

OBJECTIVE 1: Intentional Grouping by Proficiency Levels

Strategy 1: Implement intentional small-group instruction based on student proficiency levels and identified areas of need in Reading and Math.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Analyze Student Data:**
Review assessment data to identify proficiency levels and specific student needs.
- **Create Flexible Student Groups:**
Group students according to identified skills and proficiency levels for targeted Reading and Math
- **Monitor and Adjust Groups:**
Use formative assessments and progress-monitoring data to regularly adjust student groups and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Instructional resources/intervention material	• Lesson plans • Small groups schedules/plans • CLC/data meeting documentation • Walkthrough documentation • Student grouping documentation • Evidence of differentiated instruction	• Student growth on assessments • Increased percentage of students demonstrating academic growth • Progress toward School Progress D2-A Goal • Increased mastery of targeted skills • Reduction of students performing below proficiency	• Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports**Strategy 2:** Targeted Small-Group Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Plan Targeted Lessons:**

Use student data to identify priority skills and plan small-group instruction based on specific areas of need.

- **Differentiate Instruction:**

Provide appropriate scaffolds, modeling, questioning, and practice based on student proficiency levels.

- **Provide Opportunities for Acceleration:**

Use small-group instruction to address learning gaps while also providing opportunities for students to work toward the next level of proficiency.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Intervention Resources	• Small-group lesson plans • Classroom schedules • Walkthrough documentation • Student work samples • CLC documentation	• Increased mastery of targeted TEKS • Improved performance on assessments • Increased Student growth in Reading and Mathematics	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports**Strategy 3:** Progress Monitoring and Flexible Regrouping**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Monitor Student Progress:**

Use formative assessments, exit tickets, benchmarks, i-Ready, and other progress-monitoring tools to measure student growth.

- **Review Data During CLCs**

Regularly analyze student performance to identify students who are progressing, maintaining, or requiring additional support

- **Regroup Students Based on Current Data**

Adjust groups, instructional focus, and level of support as students demonstrate mastery or additional needs are identified.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR data • Benchmarks • I-Ready • Formative assessment • Campus progress monitoring system	• CLC meeting documentation • Updated student groups • Progress monitoring system • Lesson plans • Walkthrough documentation	• Student academic growth • Improved Reading and Math performance • Progress toward the D2-A Academic Growth target	• Formative assessments • Benchmarks [BM] • STAAR • Results Driven Accountability reports • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student , with quarterly data reviews to adjust instruction and ensure all students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- **Select and Implement Appropriate Tools Based on Goal Type and Skill Area:**

Choose reliable progress monitoring tools that directly align with each student’s IEP goals in areas like reading, math, or writing.

- **Establish a Biweekly or Monthly Progress Monitoring Schedule:**

Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.

- **Record and Analyze Data to Adjust Instruction as Needed**

Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Schedule Quarterly Meetings and Invite Key Stakeholders:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Prepare and Share Student Data in Advance:**

Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.

- **Develop and Document Action Plans Based on Data:**

During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • LexiaCore5 • TXRL • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**

Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**

Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)

- **Track Student Participation and Progress After Each Session:**

Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • LexiaCore • SuccessEd program • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports**Annual Goal 2:** TELPAS

By the end of the 2026–2027 school year, the percentage of EB students demonstrating at least one proficiency-level increase and/or expected annual progress on TELPAS will increase from 51% to 56%.

OBJECTIVE 1: Strengthen Language Development Across Content Areas

Teachers will consistently integrate intentional language-development opportunities into daily instruction to strengthen students' listening, speaking, reading, and writing skills across all content areas.

Strategy 1: Embed Academic Language and Sentence Stems

Timeline: September 2026 – May 2027

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

Persons Responsible: School Administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Embed Language Stems:**
Include sentence stems and response frames aligned to students' proficiency levels in daily lessons.
- **Increase Academic Discourse:**
Provide structured partner and group discussions that require students to explain, justify, compare, and summarize their thinking.
- **Build Academic Vocabulary:**
Explicitly teach and reinforce content-specific vocabulary students need to communicate their understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Pre-Teach Vocabulary with Visual Supports:**

Pair key academic vocabulary with pictures, diagrams, gestures, or examples before introducing new content.

- **Use Realia and Hands-On Materials:**

Incorporate real objects, manipulatives, models, and demonstrations to connect language to concrete experiences.

- **Create Interactive Vocabulary Resources:**

Maintain visual word walls or student vocabulary journals that include definitions, illustrations, examples, and sentence frames.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports

Strategy 3: Provide Daily Practice Across the Four Language Domains**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Plan for All Four Domains:**

Incorporate purposeful opportunities for students to listen, speak, read, and write throughout daily instruction.

- **Increase Student Writing:**

Provide frequent opportunities for students to write about their learning across Reading, Math, Science, and Social Studies.

- **Increase Student-to-Student Communication:**

Use turn-and-talks, collaborative learning, oral responses, and structured discussions to increase authentic language practice.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 1: Student Supports**Annual Goal 2:** TELPAS**OBJECTIVE 2:** Use TELPAS Data to Drive Targeted Language Support

Teachers and instructional leaders will use TELPAS and ongoing student performance data to identify language-development needs, provide targeted support, and monitor the progress of Emergent Bilingual students.

Strategy 1: Analyze TELPAS Data and Set Student Growth Goals

Timeline: September 2025 – May 2026

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

Persons Responsible: School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Analyze TELPAS Data:**
Review individual student performance in listening, speaking, reading, and writing to identify strengths and areas of need.
- **Set Language Growth Goals:**
Establish individual student goals based on current TELPAS proficiency levels and expected growth.
- **Review Progress Regularly:**
Use PLC/data meetings to monitor student progress toward language-development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 2: Student Supports**Strategy 2:** Provide Targeted Support Based on Language Proficiency**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL**Action Steps:**

- **Group Students by Language Need:**
Use TELPAS and classroom data to create flexible groups based on specific language-development needs.
- **Differentiate Linguistic Supports:**
Adjust sentence stems, questioning, visuals, modeling, and other scaffolds according to students' proficiency levels.
- **Provide Focused Intervention:**
Give additional language support to students demonstrating limited progress or remaining at the same TELPAS proficiency level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 1: Effective Teaching and Learning**Strategy 3: Monitor Implementation and Student Progress****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Conduct Focused Classroom Walkthroughs:**

Monitor the use of linguistic supports, academic discourse, and opportunities to practice the four language domains.

- **Provide Teacher Feedback:**

Share timely feedback and instructional support based on walkthrough observations.

- **Monitor Student Growth:**

Review formative assessments, student work, TELPAS practice data, and other progress measures to determine the effectiveness of instructional supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Technology usage to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

FOCUS AREA 3 LEADS:

Rosalinda Resendez

Azucena Castro

Patricia Castro



FOCUS AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Kelly-Pharr Elementary provides the teachers 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.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

Both SPED and EB students show noticeable **drops in performance** from 2023 to 2025 across **Approaches, Meets, and Masters** levels.

- Low Masters-Level Performance
- Masters levels for SPED students are currently at 12% in all tests.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 51%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 50%.
- 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 30%.

Focus Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

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

Persons Responsible: Content teachers

Action Steps:

- Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- Include embedded prompts/examples to guide teachers in completing each section effectively.
- Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • annotated lesson plans using technology	• Walkthrough documents	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Focus Area 3: Leadership Growth

Strategy 3: Monitor and Provide Timely Feedback

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Focus Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Focus Area 3: Leadership Growth

Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development	• Walkthrough documents • peer to peer observations • summative evaluations	• BOY and MOY scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Focus Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, CLL

Action Steps:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance • Weekly Lessons • District wide contests • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

FOCUS AREA 4 LEADS:

Viridiana Rangel

Marie Paez

Amparo Garza



FOCUS AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

Kelly-Pharr Elementary provides the teachers 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.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

The All-Student Group in ELA/Reading, Math at Meets Grade Level Standard or Above was at 48%.

- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 53%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 25%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 49% of 3rd-grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- 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 50%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 50 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 30%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Focus Area 4: Family Community

Annual Goal 1: Attendance

By May 2027, Kelly-Pharr Elementary will increase and maintain an average daily student attendance rate of 97% or higher.

OBJECTIVE 1: Student daily attendance will be supported through targeted family outreach, community partnerships, and student engagement strategies, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain student attendance at 97% or higher by the end of the school year to support academic achievement, student engagement, and social-emotional development, through collaborative efforts with families and the community.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Launch a Family & Community Attendance Awareness Campaign**
Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.
- **Implement an Early Intervention & Support System**
Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.
- **Celebrate and Recognize Attendance Milestones**
Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Focus Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to promote the value of daily attendance, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Librarian, Parental educator, Community engagement recruiters

Action Steps:

- **Family Nights:**
Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.
- **Communication Plan:**
Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- **Attendance Ambassadors program:**
This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Focus Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental educator, Community engagement recruiters

Action Steps:

- **Attendance Data Tracking:**

Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Focus Area 4: Family Community

Annual Goal 2: Family involvement and interaction with their child's school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Design a monthly calendar:**
Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)
- **Collaboration with Staff and Community Partners:**
Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- **Promote Events and Encourage Participation:**
Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Focus Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Key Workshop Topics Through Family Input:**

Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.

- **Schedule and Promote Monthly Parent Workshops:**

Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.

- **Send Home Resources for Continued Support:**

After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Focus Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Librarian, Parental educator, Community engagement recruiters

Action Steps:

- **Plan Culturally Inclusive Events That Reflect the School Community:**
Host family-centered celebrations such as a **Fall Festival**, **Posada**, and **Christmas Play**, incorporating traditions, food, and customs from the school's diverse cultures.
- **Showcase Student Talent and Cultural Expression:**
Integrate student-led performances into each event and display art projects that reflect family traditions.
- **Create Opportunities for Family Participation and Leadership:**
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Kelly-Pharr Elementary School Parent & Family Engagement (PFE) Policy ADDENDUM

What is it?	Kelly-Pharr Elementary is committed to our vision: Our children in grades PK through 5th will be provided with a quality, well-balanced, progressive educational program based on respect for their culture and each other. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.

Kelly-Pharr Elementary School Parent & Family Engagement (PFE) Policy

Family Training/Activities	Family training is opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027} • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026} • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027} • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027}
Curriculum	Kelly-Pharr Elementary utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Age of learning PK-Kinder • Frogstreet • Beanstack • Blue Bonnet • McGraw Hill

Kelly-Pharr Elementary School Parent & Family Engagement (PFE) Policy

	I-Ready			
Forms of Academic Assessments	Kelly-Pharr Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Kelly-Pharr Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Kelly-Pharr Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	- Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. - Implement lessons and activities aligned with sustainability goals. - Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. - Allow parents to participate in academic and extracurricular decisions affecting their children. - Engage parents through varied family engagement activities: - Implement team-oriented sessions offering literacy strategies for all parents.	- Provide a dedicated learning space at home for studying, completing homework, and using technology. - Support their child's learning through ongoing dialogue, homework assistance, and active listening. - Attend parent meetings where educational and extracurricular decisions are discussed. - Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	- Be open to new ideas and learn from others. - Attend school daily and be punctual. - Behave responsibly and follow all school rules. - Always strive to improve academically and personally. - Work collaboratively with others to enhance learning experiences. - Treat others with respect and dignity. - Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: - The PSJA District Website, Parent Website, and Campus Websites - Parent-Teacher conferences and phone calls - Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families - Progress Reports every three weeks - Report Cards every six weeks



Kelly-Pharr Elementary School

Parent & Family Engagement (PFE) Policy

	Host meetings covering a variety of relevant topics,			
<i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i> This policy is also available in Spanish. (Esta política también está disponible en español.)				

Primaria Kelly-Pharr

plantilla de política de PFE

¿Qué es?	La primaria Kelly-Pharr está comprometida con nuestra visión: Nuestros niños desde preescolar hasta quinto grado recibirán un programa educativo de calidad, equilibrado y progresivo, basado en el respeto por su cultura y entre ellos. Como parte de la familia PSJA, nos esforzamos por ofrecer una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y mantenimiento de relaciones con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a escuelas con alta población de estudiantes de bajos recursos. Esto nos permite cumplir con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos.
Fondos	Los fondos del Título I se asignarán para el programa de participación de padres y familias. Los programas, actividades y procedimientos se planificarán e implementarán con la consulta significativa de los padres de los niños participantes.
Revisar	Todo uso de fondos y actividades podrá ser revisado por la Agencia de Educación de Texas (TEA) si se solicita, para asegurar que cumpla con las necesidades del programa de participación de los padres.
Reuniones de Familias	Además de las reuniones de Título I, los planteles realizan reuniones familiares sobre una variedad de temas que apoyan, informan y empoderan a las familias, brindando información valiosa y promoviendo la conciencia sobre asuntos que fortalecen la conexión entre el hogar y la escuela. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que se comparta información esencial y que los padres se sientan valorados como socios en la educación de sus hijos. Las reuniones de padres se llevan a cabo mensualmente. En agosto, el personal escolar se reúne con los educadores de padres y voluntarios para analizar la importancia de la unidad familiar y revisar los requisitos de Título I. Durante este tiempo, los maestros y el personal aprenden sobre el valor y la utilidad de las contribuciones de las familias y cómo comunicarse y colaborar con ellas como socios iguales. En septiembre, cada plantel debe realizar dos reuniones de Título I en diferentes días y horarios. Los educadores de padres planifican y dirigen estas sesiones, revisando con los padres todos los componentes de Título I. En el semestre de primavera, los padres se reúnen para ofrecer retroalimentación sobre la Política de Participación de Padres y Familias del plantel. Además, se realizan reuniones durante el año para revisar y actualizar el Pacto entre la Escuela y los Padres y el Plan de Mejoramiento Escolar. Es esencial que los educadores de padres planifiquen, desarrollen, evalúen y revisen la documentación de Título I de manera constante durante el año para garantizar el cumplimiento y una participación familiar significativa.

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Cómo Participar	Los padres están invitados a convertirse en voluntarios escolares al completar los formularios de voluntariado y asistir a una orientación. Tanto los voluntarios como los padres que no lo son están invitados a participar en entrenamientos y actividades familiares. Se utilizan diversas herramientas de comunicación para invitar a los padres a las reuniones, tales como llamadas personales, Class Dojo, mensajes masivos y avisos personalizados.
Entrenamientos/Actividades Para Familias	Los entrenamientos familiares son oportunidades para que los miembros de la familia adquieran nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. La participación en estos entrenamientos y eventos escolares empodera a las familias para apoyar el aprendizaje de sus hijos en casa, fortalecer relaciones con la escuela y ser socios activos en el éxito académico y social de sus hijos. Estos son ejemplos de actividades implementadas en todo el distrito. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Cultural Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027)
Plan de Estudios	La primaria Kelly-Pharr utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Summit K-12 Beanstack McGraw Hill I-Ready Frogstreet

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	Age of learning PK-Kinder Blue Bonnet			
Formas de Evaluaciones Académicas	La primaria Kelly-Pharr aplica evaluaciones formativas comunes que todos los maestros utilizan. Sin importar el maestro, cada estudiante realiza las mismas evaluaciones provistas por el Sistema de Recursos TEKS, las cuales reflejan el formato del examen STAAR (State of Texas Assessments of Academic Readiness). Los exámenes STAAR liberados se utilizan para la enseñanza y evaluación, junto con otros recursos curriculares. Además, los estudiantes realizan exámenes diagnósticos o “benchmark” a lo largo del año escolar para prepararse para el STAAR y para que los maestros identifiquen fortalezas y áreas de oportunidad. Estos exámenes reflejan versiones pasadas de STAAR para ofrecer una experiencia realista de evaluación y guiar la instrucción dirigida.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/taar/taarperformance-standards La primaria Kelly-Pharr monitorea el progreso de cada estudiante durante el año mediante las evaluaciones locales. Cada alumno mantiene una carpeta donde registra su propio crecimiento académico con el apoyo de sus maestros.			
Formas de solicitar reuniones periódicas	Niveles de Logro Esperados en las Evaluaciones Académicas Formas de Solicitar Reuniones Periódicas Nuestra escuela da la bienvenida a todas las familias. Los tutores pueden traer sugerencias, ideas o inquietudes a las reuniones mensuales de padres. Si algún padre o tutor desea reunirse con un administrador o maestro en otro momento, puede visitar la escuela, enviar un correo electrónico o llamar al plantel. (NOMBRE DE LA ESCUELA) valora las ideas, comentarios y preocupaciones de todas las familias de nuestro distrito.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	- Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales,

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	- Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. - Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				