



Campus Improvement Plan

Santos Livas Elementary

2026 - 2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Vision

We believe Santos Livas should commit itself to the fundamental principle that "All Students Can Learn." We can make a difference through positive actions. In the course of our endeavor as professional educators, we must afford all students the opportunity to excel to their fullest. Furthermore, we believe that our top priority should be for students to attain academic recognition in all areas of the curriculum. Commitment for administrators, teachers, parents, and students should become an integral part in accomplishing our school vision.

Mission

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

Campus Executive Summary



Demographics:

Santos Livas Elementary serves students from Alamo, Texas who come from similar backgrounds and ways of life.

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

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	464	224	240	47	166	9	351	36	355
Percent		48.3%	51.7%	10.1%	35.8%	1.9%	75.7%	7.8%	76.5%

With the district's proximity to Mexico, 35.8% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Santos Livas Elementary is an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at 83. In Domain II, School Progress (90), Academic Growth (85), and Relative Performance (90) with an Eco Dis at 91%. And last, Domain III, Closing the Gaps, Livas Elementary scored a 90.

The overall 2026 Accountability Rating for Santos Livas Elementary was a score of 90. In grades 3-5, all tested STAAR subjects, 456 test were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Santos Livas Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified elementary teachers. Many teachers on staff possess their Bilingual Certification. Students attending Santos Livas Elementary can participate in UIL sponsored organizations, Fine Arts, Athletics, ESports, Culinary Club, Destination Imagination, Chess, and Fitness Clubs. In addition, students in need of additional after school support are eligible for tutoring after school and during Saturday academies.

Campus Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Linda Cano	PK Teacher
Victoria Trigos	K Teacher
Rosaura Quintero	1 st Teacher
Nancy Gonzalez	2 nd Teacher
Leslie Trevino	3 rd Teacher
Erica Ramos	4 th Teacher
Rebecca Alvarez	5 th Teacher
Focus Area 2: Student Supports	
Name	Role
Rodrigo Hernandez	Principal
Susibeth Elisarraras	Assistant Principal
Amanda Esqueda	Counselor
Erin Carillo	Nurse
Nora Rios	Librarian

Focus Area 3: Leadership Growth	
Name	Role
Rodrigo Hernandez	Principal
Susibeth Elisarraras	Assistant Principal
Amanda Esqueda	Counselor
Fabiola Alfaro	Reading Coach
Santos Duran	CLL
Focus Area 4: Family & Community Empowerment	
Name	Role
Rodrigo Hernandez	Principal
Susibeth Elisarraras	Assistant Principal
Amanda Esqueda	Counselor
Sylvia De la Cerda	Parent Educator
Santos Duran	CLL

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. Campus Climate Survey Results
4. 2025 STAAR Performance
5. 2026 STAAR Performance
6. Professional Development Plan
7. 2025 Identification of Schools for Improvement
8. 2026 Identification of Schools for Improvement
9. 2025 TELPAS Performance
- 10.2026 TELPAS Performance
- 11.2025 Kindergarten Readiness
- 12.2026 Kindergarten Readiness
- 13.Discipline Referrals
- 14.PEIMS Demographics
- 15.Walkthroughs Data
- 16.Parental Involvement Data
- 17.T-TESS Evaluation/ Teacher Incentive Allotment
- 18.Teacher Certifications

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary SANTOS LIVAS EL (108909121) - 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		90	A	
Student Achievement		83	B	0%
STAAR Performance	55	83		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	75	85	B	
Relative Performance (Eco Dis: 91.0%)		90	A	✓
Closing the Gaps	75	90	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Retrieved on August 24,2026 from [Texas School Report Cards](#) | [Santos Livas Elem](#) | [Accountability Overview](#)

Identification of Schools Improvement

Texas Education Agency

2026 Identification of Schools for Improvement SANTOS LIVAS EL (108909121) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

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	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	1	-	-	-	-	-	1	0	1	-	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	0	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	2	-	-	-	-	-	2	1	0	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	0	3	0
2025	-	3	-	-	-	-	-	3	3	2	4	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									3			

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance**SANTOS LIVAS EL (108909121) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY**[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026****Calculation Report**

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	198	198	60	-	456	
Approaches GL or Above	161	156	52	-	369	81%
Meets GL or Above	117	107	35	-	259	57%
Masters GL	65	39	18	-	122	27%
Total Percentage Points						165%
Component Score						55

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

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	81%	79%	98%	100%	74%	79%	57%	*	83%	71%	78%	-	-	78%
At Meets GL Standard or Above	57%	55%	73%	99%	43%	54%	42%	*	58%	51%	61%	-	-	61%
At Masters GL Standard	27%	25%	40%	80%	12%	24%	9%	*	27%	25%	22%	-	-	22%
Number of Tests														
At Approaches GL Standard or Above	369	315	54	84	136	182	52	*	321	48	14	-	-	14
At Meets GL Standard or Above	259	219	40	83	79	124	38	*	224	35	11	-	-	11
At Masters GL Standard	122	100	22	67	22	56	8	*	105	17	4	-	-	4
Total Tests	456	401	55	84	185	231	91	*	388	68	18	-	-	18
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	79%	100%	100%	72%	77%	65%	*	84%	66%	86%	-	-	86%
At Meets GL Standard or Above	59%	56%	83%	97%	41%	51%	45%	*	60%	55%	57%	-	-	57%
At Masters GL Standard	33%	30%	50%	89%	13%	28%	13%	*	34%	28%	29%	-	-	29%
Number of Tests														
At Approaches GL Standard or Above	161	137	24	35	59	75	26	*	142	19	6	-	-	6
At Meets GL Standard or Above	117	97	20	34	34	50	18	*	101	16	4	-	-	4
At Masters GL Standard	65	53	12	31	11	27	5	*	57	8	2	-	-	2
Total Tests	198	174	24	35	82	98	40	*	169	29	7	-	-	7
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	79%	76%	96%	100%	73%	78%	53%	*	80%	69%	71%	-	-	71%
At Meets GL Standard or Above	54%	53%	58%	100%	43%	52%	40%	*	56%	45%	57%	-	-	57%
At Masters GL Standard	20%	18%	29%	74%	10%	17%	8%	*	19%	24%	29%	-	-	29%
Number of Tests														
At Approaches GL Standard or Above	156	133	23	35	60	76	21	*	136	20	5	-	-	5
At Meets GL Standard or Above	107	93	14	35	35	51	16	*	94	13	4	-	-	4
At Masters GL Standard	39	32	7	26	8	17	3	*	32	7	2	-	-	2
Total Tests	198	174	24	35	82	98	40	*	169	29	7	-	-	7
Science														

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

SANTOS LIVAS EL (108909121) - 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	191.5	1	191.50
Accelerated Learning Points Earned	32	0.25	8.00
Sum of Annual Growth plus Accelerated Learning Points			199.50
Total Tests Evaluated			267
Academic Growth Score			75

School Progress: Closing the Gap

Texas Education Agency

2026 Closing the Gaps**SANTOS LIVAS EL (108909121) - 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	3	4	75.0	10.0%	7.5
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					75

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
RLA Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%		
RLA Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	59%	-	59%	*	-	-	-	-	57%		
2026 # at Meets GL Standard or Above	117	-	**	*	-	-	-	-	106		
2026 Total Tests (Adjusted)	198	-	**	*	-	-	-	-	185		
2025 % at Meets GL Standard or Above	55%	-	55%	--	-	-	-	-	54%		
Mathematics 2026 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%		
Mathematics Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	54%	-	54%	*	-	-	-	-	54%		
2026 # at Meets GL Standard or Above	107	-	**	*	-	-	-	-	100		
2026 Total Tests (Adjusted)	198	-	**	*	-	-	-	-	185		
2025 % at Meets GL Standard or Above	38%	-	38%	--	-	-	-	-	37%		
Total Points										18	24
Academic Growth Status											
RLA 2026 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	76%	-	76%	*	-	-	-	-	74%		
2026 Growth Points	101.25	-	**	*	-	-	-	-	89.00		
2026 Total Tests	133	-	**	*	-	-	-	-	121		
2025 Academic Growth Score	73%	-	73%	--	-	-	-	-	73%		
Mathematics 2026 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	73%	-	73%	*	-	-	-	-	72%		
2026 Growth Points	98.25	-	**	*	-	-	-	-	88.25		
2026 Total Tests	134	-	**	*	-	-	-	-	122		
2025 Academic Growth Score	55%	-	54%	--	-	-	-	-	55%		
Total Points										18	24

School Progress: Closing the Gaps Continuation

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 Earned for Accountability Rating									3	
Points Evaluated for Federal School Improvement									3	
2026 TELPAS Progress Rate									40%	
2026 TELPAS Progress									49	
2026 TELPAS Total									121	
2025 TELPAS Progress Rate									50%	
Total Points										3 4

Student Success (Student Achievement Domain Score (STAAR Component Only))										
2026 Target	47	36	41	58	46	72	49	55	40	
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50	
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70	
Points Earned for Accountability Rating	3		3						3	
Points Evaluated for Federal School Improvement	3		3						3	
2026 STAAR Component Score	55	-	55	*	-	-	-	-	54	
2026 % at Approaches GL Standard or Above	81%	-	81%	*	-	-	-	-	80%	
2026 % at Meets GL Standard or Above	57%	-	57%	*	-	-	-	-	56%	
2026 % at Masters GL Standard	27%	-	27%	*	-	-	-	-	26%	
2026 Total Tests	456	-	**	*	-	-	-	-	428	
2025 STAAR Component Score	45	-	45	--	-	-	-	-	44	
Total Points										9 12

School Progress: Closing the Gap Continuation

Additional Groups															
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (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/EL Current)															
2025 Target					49%										
Next Interim Target (2027-28 through 2031-32)					51%										
Long Term Target (2037-38)					55%										
2025 TELPAS Progress Rate					53%										
2025 TELPAS Progress					94										
2025 TELPAS Total					178										
2024 TELPAS Progress Rate					70%										

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Comprehensive Needs Assessment

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Santos Livas 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's 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 with 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 campus-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above is at 58%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above is at 57%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above is at 51%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above is at 45%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 37% 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 is at 54%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above is at 54%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above is at 52%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above is at 40%.
- Elementary Reading, Writing, and Mathematics curriculums will be monitored for alignment and effectiveness.

*Goal Area 1: Effective Teaching & Learning***Annual Goal 1: Student Achievement**

The percentage of students performing at the Meets Grade Level or above on the STAAR Reading assessment will increase by 5 percentage points by May 2027.

OBJECTIVE 1: The percentage of students performing at meets grade level or above on STAAR Reading 3rd grade will increase from 50% to 53% through data-driven instruction.

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

Timeline: June 2026- Aug. 2027

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

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

Action Steps:

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

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

Goal Area 1: Effective Teaching & Learning

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

Timeline: September 2026 - May 2027

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

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

Action Steps:

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

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

Goal Area 1: Effective Teaching & Learning

Strategy 3: Monitor the implementation of district curriculum in the lower levels to increase fluency and reading comprehension as an alignment to upper-level TEKS.

Timeline: September 2026 - May 2027

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

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

Action Steps:

- Teachers will do data analysis TEKS to determine the depth and complexity of each student's expectations.
- Teachers will unpack the TEKS to determine the depth and complexity of each student's expectations.
- Teachers will use intentional grouping for intervention sessions.

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

Goal Area 1: Effective Teaching & Learning

OBJECTIVE 2: The percent of students performing at meets grade level or above on STAAR reading 4th grade will increase from 55% to 60% through data-driven instruction.

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

Timeline: September 2026 – August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 -211/ SCE-166 - Local-199, Sp-Ed- 224, Title III-263 , 282 ESSER • Curriculum with embedded assessments • Training with Research Based strategies: Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks • PSJA ISD WAREHOUSE, Copy Graphics , Canon, Indoff, Cielo. • (Instructional Supplies, copier paper) - CARDSTOCK Supplies for poster maker parts / ink / paper, staples.	•DMAC Data reports •Weekly progress monitoring reports •Data walls •Walk-Throughs	•Increase in student achievement	•Weekly Assessments •Benchmarks •STAAR •TELPAS

Goal Area 1: Effective Teaching & Learning

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

Timeline: October 2026 - May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 -211/ SCE-166, Local-199, Sp - Ed- 224, Title III-263 • Curriculum with embedded assessments • Training with Research Based strategies: Region One, Forde Ferrier, SAVVAS, Think Up, IXL, Storyworks	• DMAC Data Reports • I-Ready Reading Data Reports	• Increase in student of achievement	• Weekly assessments • BMs • STAAR • TELPAS

Goal Area 1: Effective Teaching & Learning

OBJECTIVE 3: The percentage of students performing at Meets Grade Level or above on STAAR reading 5th grade will increase from 68% to 73% through data-driven instruction.

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

Timeline: September 2026- August 2027

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

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

Action Steps:

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

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

Goal Area 1: Effective Teaching & Learning

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

Timeline: September 2026-May 2027

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

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

Action Steps:

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

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

*Goal Area 1: Effective Teaching & Learning***Annual Goal 2: Mathematics**

The percentage of students who perform at Meets grade level or above on STAAR Mathematics will increase by 8% by May 2026.

OBJECTIVE 1: The percentage of students who perform at Meets Grade Level or above on 3rd Grade STAAR Mathematics will increase from 52% to 55% through data-driven instruction.

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

Timeline: June 2026- Aug. 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE-166 • Bluebonnet • I-Ready	• DMAC Reports • Weekly progress monitoring reports • Data Walls • Walk-Throughs • I-Ready reports	• Increase in student academic achievement	• Weekly Assessments • BMs • STAAR • I-Ready Math usage reports

Goal Area 1: Effective Teaching & Learning

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

Timeline: June 2026- Aug. 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE-166, • Bluebonnet • I-Ready Math	• DMAC Reports • Weekly progress monitoring reports • Data Walls • Walk-Throughs • I-Ready Math Reports	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • Imagine Math usage reports

Goal Area 1: Effective Teaching & Learning

Strategy 3: Implementation of a Problem-Solving Model that will be vertically aligned 2nd through 5th grade through Bluebonnet Math.

Timeline: June 2026- Aug. 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE-166 • Bluebonnet • I-Ready Math	• DMAC Reports • Weekly progress monitoring reports • Data Walls • Walk throughs • Imagine Math reports	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • Imagine Math usage reports

Goal Area 1: Effective Teaching & Learning

OBJECTIVE 2: The percentage of students who perform at Meets Grade Level or above on 4th Grade STAAR Mathematics will increase from 49% to 63% through data-driven instruction.

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

Timeline: June 2026- Aug. 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE 166 • Bluebonnet • I-Ready Math	• DMAC Reports • Weekly progress monitoring reports • Data Walls • Walk-Throughs • I-Ready Math	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • I-Ready Math usage reports

Goal Area 1: Effective Teaching & Learning

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

Timeline: September 2026 - May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE 166 • Bluebonnet • I-Ready Math	• DMAC Reports • Weekly progress monitoring reports • Data Walls • Walk -Throughs • I-Ready Math	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • Imagine Math usage reports

Goal Area 1: Effective Teaching & Learning

Strategy 3: Implementation of a Problem-Solving Model that will be vertically aligned 2nd through 5th grade utilizing the Bluebonnet Curriculum.

Timeline: September 2026 - May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE 166 • Bluebonnet • I-Ready Math	• DMAC Reports • Weekly Progress Monitoring Reports • Data Walls • Walk-Throughs • I-Ready Math	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • Imagine Math usage reports

Goal Area 1: Effective Teaching & Learning

OBJECTIVE 3: The percentage of students performing at the Meets Grade Level or above achievement level on the 5th Grade STAAR Mathematics assessment will increase by five percentage points through data-driven instruction.

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

Timeline: June 2026- Aug. 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE-166 • Bluebonnet • I-Ready Math	• Lesson Plans • DMAC Reports • Weekly Progress Monitoring Reports • Data Walls • Walk-Throughs • Imagine Math Reports	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • I-Ready Math Usage Reports

Goal Area 1: Effective Teaching & Learning

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

Timeline: September 2026 - May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE-166 • Bluebonnet Math • I-Ready Math	• Lesson Plans • DMAC Reports • Weekly progress monitoring reports • Data Walls • Walk-Throughs • I-Ready Math reports	• Increase in student achievement	• Weekly Assessments • BMs • STAAR • I-Ready Math Usage Reports

*Goal Area 1: Effective Teaching & Learning***Annual Goal 3: Science**

The percentage of students performing at the Meets Grade Level or above achievement level on the STAAR Science assessment will increase by 37 percentage points by August 2027.

OBJECTIVE 1: The percentage of students performing at the Meets Grade Level or above achievement level on the 5th Grade STAAR Science assessment will increase to 60% through data-driven instruction.

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

Timeline: June 2026- Aug. 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 - 211/ SCE-166 • Science Pilot • Forde Ferrier • SAVVAS • EduSmart • Think Up • Kamico	• DMAC Reports • Weekly Progress Monitoring Reports • Data Walls • Walk-Throughs	• Increase in student achievement	• BMs, • STAAR • Weekly Assessments

Goal Area 1: Effective Teaching & Learning

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

Timeline: June 2026- Aug. 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

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

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



Goal Area 2: Student Supports

Annual Goal 1: Closing the Gaps

All identified student groups in the Closing the Gaps domain will meet at least 90% of the indicators in the Academic Achievement component by August 2027.

OBJECTIVE 1: All identified student groups in the Academic Achievement component of the Closing the Gaps domain will be monitored monthly to ensure that at least 90% of the indicators in the Academic Achievement component are met by August 2027.

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

Timeline: September 2026- August 2027

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

Persons Responsible: Campus Administrator, CLL, Teachers, Resource Account Directors

Action Steps:

- Monitor the use of programs to track student progress and adjust instructional delivery as needed.
- Disaggregate student group data at the campus level to monitor and determine student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1-211/ SCE-166 • Local 199 • Special Ed- 224 • Title III-263	• DMAC disaggregated data reports utilized in district templates for meeting the system safeguards and shared during district review sessions. • Walk-Throughs • ARDs • Teachers disaggregate data during their weekly lesson planning periods.	• Decrease in the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

Goal Area 2: Closing the Gaps

Goal Area 2: Student Supports

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

Timeline: September 2026 - May 2027

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

Persons Responsible: Campus Administrators, CLL, Teachers, Resource Account Directors

Action Steps:

- Ensure each teacher is provided with students' current IEPs, and IAPs and RTI plans.
- Provide our staff with in-depth training on various accommodations, including their meaning, purpose, and application.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1-211/ SCE-166 • Local 199 • Special Ed- 224 • Title III-263	• Walk-Throughs • ARDs • Implementation of IEPs • Lesson Plans	• Decrease in the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

Goal Area 2: Student Supports

OBJECTIVE 2: All identified student groups in the Academic Achievement component will meet at least 90% of the indicators through the consistent implementation of research-based, high-quality instructional materials and instruction throughout the 2026–2027 school year.

Strategy 1: Provide professional development to staff on lesson internalization, implementation of supplemental aids, ELPs strategies, and effective use of data.

Timeline: September 2026- August 2027

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

Persons Responsible: Principal, AP, CLL, Teachers, Resource Teachers, Program Directors

Action Steps:

- Administration, CLL, Resource Teachers and Program Directors will monitor the use of supplemental aids by students during instruction.
- Administration will keep teachers up to date with any changes on TEA's approved supplemental aids.
- Administration, CLL, Resource Teachers and Program Directors will monitor the implementation of ELPS strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEA Accommodations Resource Documents • English Language Proficiency Documents • DMAC Reports	• ELPS Strategies are implemented across all classrooms. • Walk-Throughs • Lesson Plans • Professional Development	• Narrowing the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

Goal Area 2: Student Supports

Strategy 2: Teachers will incorporate strategies learned through research-based professional development into their curriculum guides.

Timeline: September 2026 – August 2027

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

Persons Responsible: Principal, AP, CLL, Teachers, District Directors

Action Steps:

- During weekly curriculum planning teachers will include research-based strategies in their lesson planning to enhance instruction.
- Administration will monitor of implementation of new strategies during walk-throughs.
- Administration, along with teachers, will monitor student growth after each assessment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Dictionaries, paper, pencils, non-linguistic representations activities--laminating machine, graphic organizers • I-Ready, Learning .com, Think Up, SAVVAS, TPRI/Tejas Lee, Unique Learning, /Tutor time Professional tutors, STAAR Ready Countdown • Student instructional materials (Lakeshore, central supply, Gateway, Papercut, Copy Graphics, Staples).	• Research-based strategies are being implemented in the classroom. • Walk-Throughs • Lesson Plans	• A narrowing of the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

*Goal Area 2: Student Supports***Annual Goal 2: Domain III**

At least 90% of indicators evaluated in the Academic Growth component of Closing the Gaps Domain will be met by all student groups by August 2027.

OBJECTIVE 1: All students will demonstrate a 10% increase of academic progress in the areas of reading and mathematics by August 2027.

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

Timeline: September 2026- May 2027

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

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

Action Steps:

- Data will be analyzed from state and district level assessments
- Specific goals will be established for each subgroup.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Migrant Funds 212 • SPED Funds 224 • Title III Funds • Bilingual 263	• The data wall in the data room will be updated after each assessment.	• A narrowing of the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

Goal Area 2: Student Supports

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

Timeline: August 2026 - May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Migrant Funds 212 • SPED Funds 224 • Title III Funds • Bilingual 263	• The data wall in the data room will be updated after each assessment.	• A narrowing of the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

Goal Area 2: Student Supports

OBJECTIVE 2: All Emergent Bilingual students (EBs) will demonstrate a 10% increase in academic progression in the areas of reading and mathematics by August 2027.

Strategy 1: Review EBs' performance and progress to provide targeted interventions.

Timeline: September 2026- August 2027

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

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

Action Steps:

- Following any state/district assessment, teachers will analyze data and develop an action plan.
- Administration will monitor the implementation of said plans interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I-211/ SCE-166 • Local 199 • Special Ed- 224 • Title III-263	• Walk-throughs, • ARD • Accommodations • Monitor IEP's • Lesson Plans	• Decrease in the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments

Goal Area 2: Student Supports

Goal Area 2: Student Supports

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

Timeline: September 2026 - August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I 211/ SCE 16 • Local – 199 • SpEd-224 • Title III-263 • ESSER 282	• Tutorial Sign-in Sheets • Tutorial Schedule • Intervention Plans • Tutorial Calendar • Tutorial Lesson Plans	• Narrowing the student achievement gap among all student populations.	• BMs, • STAAR • TELPAS • STAAR ALT 2 • Weekly Assessments • CBAs

*Goal Area 2: Student Supports***Annual Goal 3: TELPAS**

Sixty percent of our Emergent Bilingual students will advance by at least one level of TELPAS composite rating from September 2026 to August 2027.

OBJECTIVE 1: By August 2027, our campus will have effectively implemented the adopted dual language program in PK to 5th grade.

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

Timeline: September 2026- August 2027

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

Persons Responsible: Principal, AP, Bilingual director, Teachers

Action Steps:

- Teacher schedules will reflect their understanding of the Dual Language Program requirements.
- Planning will be closely monitored for effective implementation of Dual Language Program recommendations and requirements.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title III Bilingual 263	• Teacher Schedules • Lesson Plans • Walk-Throughs	• Engaging activities that reflect the four domains of the TELPAS Assessment.	• TELPAS tutorials, • TELPAS BM • TELPAS • TELPAS ALT • Summit K-12

Goal Area 2: Student Supports

Strategy 2: Professional development will be provided to all bilingual staff on TELPAS to enhance their understanding of strategies that can be incorporated into classroom instruction.

Timeline: September 2026- August 2027

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

Persons Responsible: Principal, AP, Bilingual Director, Teachers

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title III Bilingual 263	• Lesson Plans will reflect focus strategies • Walk-Throughs • CLC Agendas • Content and Language Objectives visible to students	• Engaging activities that reflect the Speaking, Reading, Listening, and Writing, the four TELPAS Components • Student Achievement gains on all four TELPAS Domains	• TELPAS tutorials • TELPAS BM • TELPAS • TELPAS ALT • Summit K-12

Goal Area 2: Student Supports

OBJECTIVE 2: By August 2027, the percentage of students showing growth in the Speaking component of TELPAS will increase by 12 percentage points.

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

Timeline: September 2025- August 2026

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

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

Action Steps:

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

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

Goal Area 2: Student Supports

Strategy 2: ELPS speaking strategies will be embedded in lesson plans to ensure that speaking opportunities are incorporated into daily instruction.

Timeline: September 2026 – August 2027

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

Persons Responsible: Principal, AP, Teachers, CLL

Action Steps:

- Embed speaking opportunities and activities into lesson plans during grade-level CLC meetings.
- Monitor the implementation of these activities in the classroom.

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

Goal Area 2: Student Supports

OBJECTIVE 3: By August 2026, the percentage of students meeting expectations in the Listening component of TELPAS will increase by seven percentage points.

Strategy 1: Staff will unpack the Listening component of TELPAS to develop a deeper understanding of the Listening domain assessment.

Timeline: September 2026 – August 2027

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

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

Action Steps:

- Unpack the Listening domain of TELPAS.
- Apply the learning to incorporate Listening activities into lesson plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I/ 166 SCE	• Lesson Plans will reflect the strategies that address the speaking component of TELPAS • Walk-Throughs	• Communication level of students in their second language will be observable	• TELPAS Tutorials • TELPAS BM • TELPAS • TELPAS ALT • Summit K-12

Goal Area 2: Student Supports

Strategy 2: ELPS listening strategies will be embedded in lesson plans to ensure that opportunities for reflection on listening are incorporated into daily instruction.

Timeline: September 2026 – August 2027

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

Persons Responsible: Principal, AP, Teachers, CLL

Action Steps:

- Embed reflection opportunities and activities related to the Listening component into lesson plans during grade-level CLC meetings.
- Monitor the implementation of these activities in the classroom.

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

AREA LEADS:



*Goal Area 3: Leadership Growth***Annual Goal 1: Attendance**

By August 2027, the campus' attendance rate will increase by 3%.

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

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•PSJA P.D. •Campus Security Guard •Nurse • Tropical Behavioral Center •Pamphlets •Red-Ribbons •On-line resources (motivational quotes, affirmations, YOUTUBE videos)	•School wide rallies to promote safety and well-being •Morning announcements incorporate Emotional Intelligence component •End of year Talent Show •Parent/Student dance •Open house attendance •Social Media presence •Impairment assessments by nurse	•High student attendance •Decreased faculty absences •Improved parental involvement •Improved student involvement in after school activities •High campus morale	•Data

Goal Area 3: Leadership Growth

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

Timeline: September 2026-August 2027

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

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

Action Steps:

- Strengthen personal growth, self-esteem and responsible behavior or our students.
- Encourage participation in extracurricular activities

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Counselor •Nurse •Trophies •Certificates •Ribbons •Extra-curricular activities' sponsors •Sports equipment •Cooking materials/food items •Costumes/set pieces	•Ongoing one to one assistance of emotional needs. •After school clubs/organizations •Nurse/Counselor's logs	•Teachers/Counselor/Nurse develop nurturing relationship with students •Increase of student involvement in extra-curricular activates	•Data

Goal Area 3: Leadership Growth

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Local Funds • Campus Activity Funds • Kid friendly movies • Snacks and drinks (i.e. popcorn, fruit gummies, chocolates, gansitos, chips, sugar candy bars, sodas, Kool-Aids) • Party favors (i.e. bubbles, sidewalk chalk, crayons, tinkertoys) • Ice-cream, frozen pops, “bolis”	• School calendars • ARP attendance • School announcements	• Increased attendance • Increase academic achievement	• Attendance Data Reports

Goal Area 3: Leadership Growth

OBJECTIVE 2: By August 2027, 100% of teachers and staff will participate in Emotional Intelligence professional development and implement strategies to increase staff-student relationships.

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

Timeline: September 2026-August 2027

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

Persons Responsible: Principal, Assistant Principal, Counselor

Action Steps:

- Provide staff development on a yearly basis.
- Establish protocols for de-escalating situations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Local Funds • PowerPoints • Referral platform	• Less incidents of improper use of force by staff while trying to de-escalate a situation	• Decrease in security and safety incidents.	• Side by side data

Goal Area 3: Leadership Growth

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

Timeline: September 2026-August 2027

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

Persons Responsible: Principal, Assistant Principal, Counselor

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Handouts/Canva • Positive behavior intervention material • Paper for posters • Color printer • I pad for filming - Poster machine ink	• Students know what Kits PAWS are and what they mean. • Posters around campus • Announcements	• Less reported altercations between students • Decrease of student misbehavior (less referrals to office, or calls for help)	• Referral Data

*Goal Area 3: Leadership Growth***Annual Goal 2: School Safety**

By August 2027, students' perception of their physical and psychological safety will show measurable improvement, with a majority reporting a positive sense of safety.

OBJECTIVE 1: By August 2027, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Emergency Medical Services • Local Funds •ESSER 282 •Telemedicine •504 Program	•School nurse conduct assessments as needed •One drill as month is scheduled •Medical referrals are being done •504 Health referrals are being done	•Staff and students will be healthier. •Less absences due to illnesses	•Side by Side Data

Goal Area 3: Leadership Growth

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Local funds • Anonymous reporting box • Anonymous reporting platform • Self-harm screener • Counseling curriculum • End of Year surveys	• School Nurse conducts impairment assessment as needed. • Nurse conducts eyesight and hearing screeners • Counselor's Calendar	• Increased student attendance • Increased academic achievement • Higher student morale as per EOY Surveys	• Side by Side Data

*Goal Area 3: Leadership Growth***Annual Goal 3: Family Involvement**

By August 2027, family involvement and engagement with their child's school will increase by 5%.

OBJECTIVE 1: By August 2027, at least 50% of parents will actively engage in informational and training sessions.

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Campus STAAR Report •Title I-211/SCE 166, Local –199 •Handouts for parents •PowerPoints for presentations •Coffee •Cookies or sweet bread	•Sign in sheets	•Parent Surveys •Increased student achievement •Increased student attendance	•STAAR assessments •TPRI/Tejas Lee •TX-KEA •I-Ready MOY and EOY assessments •CBAs • Benchmarks • TELPAS

Goal Area 3: Leadership Growth

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Campus STAAR Report •Title I-211/SCE 166, Local –199 •Handouts for parents •PowerPoints for presentations •Coffee •Cookies or sweet bread	• Parent Sign-in sheets • Meeting agendas	• Parent surveys •Increase student attendance •Increase student achievement	•Attendance Data • Academic Data

Goal Area 3: Leadership Growth

OBJECTIVE 2: By August 2027, 20% of our parents will be connected with community partners and resources.

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Campus STAAR Report •Title I-211/SCE 166, Local –199 •Handouts for parents •Extra-curricular activities •Coffee •Cookies or sweet bread	•Sign in sheets	• Increase in parent volunteer hours	• Volunteer sign-in sheets

Goal Area 3: Leadership Growth

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

Timeline: September 2026-August 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Campus STAAR Report •Title I-211/SCE 166, Local –199 •Invitations • Items of recognition (flowers, banners, cards) •Coffee •Cookies or sweet bread •Tacos/Tamales	• Parent Sign-in sheets • School Calendar - Volunteer sign-in sheets	• Increase in parent volunteer hours	• Volunteer sign-in sheets • Parent Surveys

AREA LEADS:



GOAL AREA 4: Family and Community Empowerment

Areas Reviewed: Student Performance

Strengths

Carmen Anaya 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. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- 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 consistently in single digits in 2025: o 3rd Math: 10% o 3rd Reading: 9% o 5th Science: 6% Decline in Approaches and Meets For example, 5th grade Reading: o 2023: 100% App / 78% Meets / 40% Masters o 2025: 48% App / 25% Meets / 8% Masters
- Drastic drop in all levels, especially Approaches and Masters, suggesting a need for urgent Tier 2 and Tier 3 interventions.

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 45%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 31%.

*Goal Area 4: Family and Community Empowerment***Annual Goal 1: High Quality Instruction**

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

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

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

Timeline: August 2026- June 2027

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

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

Action Steps:

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

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

Goal Area 4: Family and Community Empowerment

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

Timeline: August 20265 – June 2027

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

Persons Responsible: Principal, Assistant Principal, CIT, CLL

Action Steps:

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

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

Goal Area 4: Family and Community Empowerment

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

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

Timeline: June 2026- Aug. 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I • Local Funds	• Walkthroughs • Post-meetings	• Teachers will improve on the efficiency of instructional time	• Walkthroughs • TTESS evaluations

Goal Area 4: Family and Community Empowerment

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

Timeline: September 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1 • Local Funds • Walkthrough Document	• Agendas • Sign-in sheets	• Teachers will be more comfortable with the feedback	• Walkthrough reports

*Goal Area 4: Family and Community Empowerment***Annual Goal 2: Student Recruitment and Retention**

Use T-TESS evaluation system to increase staff quality, recruitment and retention.

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

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

Timeline: September 2026- October 2027

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

Persons Responsible: Principal, Asst. Principal, CLL

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Local – 199 • Title I -211 • SCE-166 • Sp Ed – 224 • Title III - 263	• Sign In Sheets • Meeting Agendas	• Calibration Assessment	• T-TESS Evaluation Tool

Goal Area 4: Family and Community Empowerment

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

Timeline: September 2026 – October 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Local - 199 , Title I -211 / SCE-166 , Sp Ed - 224 , Title III - 263	• Sign In Sheets • Meeting Agendas	• Completion of all components in a timely manner.	• TTES Summative Report

*Goal Area 4: Family and Community Empowerment***OBJECTIVE 2:** Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.**Strategy 1:** Provide self-reflection opportunities on data from T-TESS self-evaluation instrument**Timeline:** September 2026- May 2027**Title I School Components:** Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers**Action Steps:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1- 211/ SCE-166 • Local-199 • SpEd-224 • Title III-263	• Completion of self-evaluation documented via TEEMS platform • Walk-Throughs	• Growth on self-evaluation instrument	• Summative T-TESS Report

Goal Area 4: Family and Community Empowerment

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

Timeline: September 2026 - May 2027

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

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

Action Steps:

- During T-TESS orientation, we will provide a brief overview of professional development (PD) goals.
- Teachers will have an opportunity to reflect with an administrator when creating their PD goals.
- Administration will provide support in developing and implementing teacher PD goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I- 211/ SCE- 166 • Local-199 • SpEd-224 • Title III-263	• Completion of PD goals documented via TEEMS platform • Walk-Throughs	• Growth in the areas identified in teachers' PD goals.	• T-TESS Summative Report

*Goal Area 4: Family and Community Empowerment***Annual Goal 3: Staff Recruitment and Retention**

Use evaluation system to increase staff quality, recruitment and retention

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

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

Timeline: September 2026- Aug. 2027

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

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

Action Steps:

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

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

*Goal Area 4: Family and Community Empowerment***Strategy 2:** Interview committee will be familiar with the hiring process**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Part A-Schoolwide #1, 2, 3, 4, 5, 6, 7, 8, 9, 10**Persons Responsible:** Principal, Assistant Principal, CLL, Counselor, Nurse, Teachers**Action Steps:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title 1- 211/ SCE- 166 • Local-199 • SpEd-224 • Title III-263	• Schedule of interviews • applicant resumes • interviewee questions • hiring protocols	• Better selection of teachers	• Campus Interview • Committee Protocols

Goal Area 4: Family and Community Empowerment

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

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

Timeline: September 2026- May 2027

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

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

Action Steps:

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

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

Goal Area 4: Family and Community Empowerment

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

Timeline: September 2026 – August 2027

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

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

Action Steps:

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

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

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 Staterun 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.



**Santos Livas Elementary
Parent & Family Engagement (PFE) Policy**

2025-2026 Parent & Family Engagement (PFE) Program

What is it?	Santos Livas Elementary is committed to our vision: Engaged in learning every day, every classroom, and every child. 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 needs.
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 parent educators 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.



Santos Livas Elementary Parent & Family Engagement (PFE) Policy

Family Trainings/Activities	Family training is an opportunity 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 2025 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) • Fall Festival (November 2026) • Picnic with parents to promote attendance (December 2026, May 2027) • Family Nights at Peter Piper Pizza (Nov. 2026, Jan. 2027, Feb. 2027) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2027) • 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)
Curriculum	Santos Livas Elementary utilizes high-quality curriculum that supports student success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Beanstack



Santos Livas Elementary Parent & Family Engagement (PFE) Policy

	• Vocaroo • I-Ready • Bluebonnet Math • SAAVAS RLA/SLA • Magnetic/Mosaico Fluency RLA/SLA			
Forms of Academic Assessments	Santos Livas Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same 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 Santos Livas 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. Santos Livas 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:	• 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	• 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.	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



Santos Livas Elementary Parent & Family Engagement (PFE) Policy

	- Implement team-oriented sessions offering literacy strategies for all parents. - Host meetings covering a variety of relevant topics,	receptive to new ideas.	Ask for help when support is needed in learning.	- Progress Reports every three weeks - Report Cards every six weeks
<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.)				