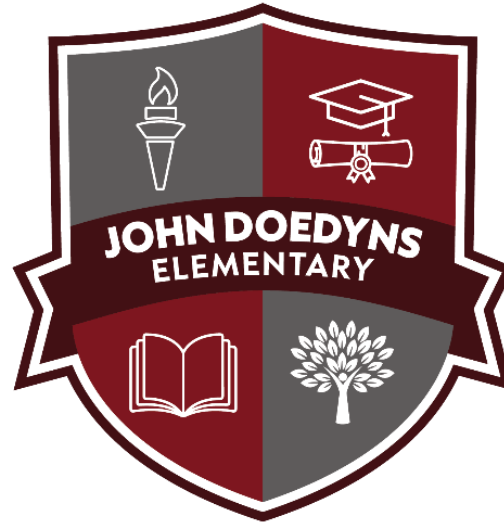




PSJA ISD

Campus Improvement Plan John Doedyns Elementary 2026-2027

Submitted for Board Approval: ***September 28, 2026***

Board Approved Date: ***September , 2026***

Texas Accountability System Rating



COLLEGE³
READY.CONNECTED.COMPLETE™



"A" RATED DISTRICT

PSJA School Board

Ricardo Rodriguez, President
Yolanda Castillo, Vice-President
Ramona Barron, Secretary
Griselda Quintanilla, Member
Romeo Robles, Jr., Member
Cynthia A. Gutiérrez, Member
Carlos Villegas, Jr., Member

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Dr. Ranulfo Marquez, Assistant Superintendent for Academics
Rebecca Gonzalez, Assistant Superintendent for Finance
Dr. Rebeca Garza, Assistant Superintendent for Human Resources
Dr. Orlando Noyola, Assistant Superintendent for Student Services
Dr. Lauro Davalos, Assistant Superintendent for Technology
Rafael Gonzalez, Assistant Superintendent for Operations

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Student Services
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Vision

Together, we cultivate a joyful learning community that nurtures emotional intelligence, inspires leadership, and drives academic excellence—empowering ALL to grow, lead, and thrive in a global society.

Juntos cultivamos una comunidad de aprendizaje alegre donde florecen la inteligencia emocional, el liderazgo y la excelencia académica empoderando a cada estudiante, educador y familia para crecer, liderar y triunfar en una sociedad global.

Mission

Our mission is to foster a safe, inclusive, and emotionally supportive environment where every learner is empowered to lead, grow, and achieve. Learners will be equipped with the skills and mindset to thrive in a diverse and global society.

Nuestra misión es fomentar un entorno seguro, inclusivo y emocionalmente solidario donde cada estudiante sea empoderado para liderar, crecer y alcanzar el éxito preparado con las habilidades y la mentalidad necesarias para triunfar en una sociedad diversa y global.



John Doedyns Elementary Executive Summary

Demographics:

Doedyns Elementary serves 365 students from early childhood to 5th grade in the city of San Juan, Texas within the Pharr-San Juan-Alamo ISD. Our population is comprised of 46.58% male, 53.42% female, 99.18% Hispanic, 81.37% economically disadvantaged, 80% at risk, 34.25% Emergent Bilinguals, 17.81% receiving Special Education services, 13.7% identified gifted and talented, and 3.29% Migrants.

Comprehensive Needs Assessment:

Doedyns Elementary received a rating of B (89) according to the 2026 Texas Accountability System. In Domain I, we received a scaled score of 78 with 53% of the tests at the Meets level or higher. We identified deficiencies in 3rd grade reading (51%), 4th grade reading (45%), 3rd grade math (48%) and in 5th grade science (52%). In Domain II Part A: Academic Growth, we received a scaled score of 86 with 25.24% of the math and reading tests in 4th and 5th grade showing regression, particularly at the Masters (10 tests) and Low DNM (25 tests) extremes. In Domain II Part B, we received a scaled score of 88 when considering our economically disadvantaged population at 94.6%. In Domain III, we received a scaled score of 92, hitting every interim target for every marker. However, we noticed the gap remaining the same for our special education students. We also saw regression of students on track for kinder from 50% to 36% on KPM. We noticed that our attendance was at 95.6%, resulting in ineligibility for additional distinctions since the target was at 96.7% in the comparative group. We also noticed that our parental involvement team was small with inconsistent participation. We found that we have three teachers without a bilingual certification. Our campus enrollment has been on a downward trend in the last 2 years with -8 enrollment from last year but -20 from two years ago as of 8/31/26. We also found that the offering of extracurricular programs and opportunities for our students are very limited. Finally, we noticed that there are systemic issues throughout the campus because of poor communication.

Curriculum and Instruction and Assessment:

Doedyns elementary offers a rigorous curriculum with a highly qualified staff of teachers and instructional aids. We offer a one-way Dual Language curriculum and implement a project-based curriculum for gifted and talented students through capstone projects. We offer academic acceleration opportunities for all students utilizing research-based programs, HQIM, the blended learning model and progress monitoring systems to close the gaps. We also offer academic and extracurricular programs in the areas of athletics and the fine arts. We plan to expand our range of clubs and extracurricular opportunities.

Goals:

In the 2026-27 school year, Doedyns Elementary will attain an overall A rating in the Texas Accountability System by hitting 55% raw score for all STAAR exams, academic growth in 80% of the 4th and 5th grade math and reading exams and reach all interim targets for all student subpopulations. We will achieve 50% growth in the composite score for TELPAS exams. We will reach 53% and 55% in 3rd grade reading and math, respectively. We will also strive to reach 55% of kinder students reaching on-track status in KPM. We will increase student enrollment to 400 students. We will also reach 97% attendance throughout the school year. We will have at least one parent engagement event every month. We will also maintain a positive school culture showing positive growth in teacher and student feedback in surveys.

John Doedyns Elementary School Educational Improvement Committee Members

Committee Role	Name	Position
Administrator	Jorge Castilleja	Principal
Administrator	Velma Lopez	Assistant Principal
Teacher	Diana Campos	Pre-Kindergarten
Teacher	Maria Castillo	1 st Grade
Teacher	Olga Alejandro	2 nd Grade
Teacher	Maria Wiles	3 rd Grade
Teacher	Yesenia Resendez	4 th Grade
Teacher	Eliana Delgado	5 th Grade
Teacher	Priscilla Arellano	Resource
Non-Classroom Professional	Raquel Guerrero	Counselor
Non-Classroom Professional	Noe Galvan	CLL
Non-Classroom Professional	Cynthia Salinas	Reading Coach
Non-Classroom Professional	Veronica Frias	Librarian
Safety & Security	David Alvarado	Guardian
Community Representative		Community Member

Data Sources Reviewed

- 2026 STAAR Campus Summary Report
- 2026 Texas Accountability Rating Report
- 2026 TELPAS Summary Report
- 2025-26 Campus Attendance Reports
- Discipline Referrals
- PEIMS Demographics Reports
- Walk-through Data Reports
- Parental Involvement Membership and Calendar
- TTESS Teacher Evaluations Reports
- Professional Development Plan
- Teacher Certifications Report
- Technology Usage and Purchases
- Progress Monitoring Reports
- Maintenance Work Orders
- Student and Staff Perception Surveys

John Doedyns Elementary Overall Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		89	B	
Student Achievement		78	C	0%
STAAR Performance	51	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		88	B	70%
Academic Growth	76	86	B	
Relative Performance (Eco Dis: 94.6%)		88	B	✓
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

John Doedyns Elementary Identification of Schools Improvement

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

John Doedyns Elementary Student Academic Achievement Summary

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	168	168	50	-	386	
Approaches GL or Above	122	120	38	-	280	73%
Meets GL or Above	86	91	26	-	203	53%
Masters GL	49	49	11	-	109	28%
Total Percentage Points						154%
Component Score						51

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	73%	-	73%	-	-	-	-	-	72%
At Meets GL Standard or Above	53%	-	53%	-	-	-	-	-	52%
At Masters GL Standard	28%	-	28%	-	-	-	-	-	28%
Number of Tests									
At Approaches GL Standard or Above	280	-	280	-	-	-	-	-	275
At Meets GL Standard or Above	203	-	203	-	-	-	-	-	198
At Masters GL Standard	109	-	109	-	-	-	-	-	105
Total Tests	386	-	386	-	-	-	-	-	381
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	73%	-	73%	-	-	-	-	-	72%
At Meets GL Standard or Above	51%	-	51%	-	-	-	-	-	51%
At Masters GL Standard	29%	-	29%	-	-	-	-	-	29%
Number of Tests									
At Approaches GL Standard or Above	122	-	122	-	-	-	-	-	120
At Meets GL Standard or Above	86	-	86	-	-	-	-	-	84
At Masters GL Standard	49	-	49	-	-	-	-	-	48
Total Tests	168	-	168	-	-	-	-	-	166
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	71%	-	71%	-	-	-	-	-	71%
At Meets GL Standard or Above	54%	-	54%	-	-	-	-	-	54%
At Masters GL Standard	29%	-	29%	-	-	-	-	-	28%
Number of Tests									
At Approaches GL Standard or Above	120	-	120	-	-	-	-	-	118
At Meets GL Standard or Above	91	-	91	-	-	-	-	-	89
At Masters GL Standard	49	-	49	-	-	-	-	-	47
Total Tests	168	-	168	-	-	-	-	-	166

Science									
Percent of Tests									
At Approaches GL Standard or Above	76%	-	76%	-	-	-	-	-	76%

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2026 STAAR Performance
 JOHN DOEDYNS EL (108909106) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
At Meets GL Standard or Above	52%	-	52%	-	-	-	-	-	51%
At Masters GL Standard	22%	-	22%	-	-	-	-	-	20%
Number of Tests									
At Approaches GL Standard or Above	38	-	38	-	-	-	-	-	37
At Meets GL Standard or Above	26	-	26	-	-	-	-	-	25
At Masters GL Standard	11	-	11	-	-	-	-	-	10
Total Tests	50	-	50	-	-	-	-	-	49

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	148.0	1	148.00
Accelerated Learning Points Earned	34	0.25	8.50
Sum of Annual Growth plus Accelerated Learning Points			156.50
Total Tests Evaluated			206
Academic Growth Score			76

Annual Growth RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	52	0	0
Tests Earning 0.5 Points	12	0.5	6.0
Tests Earning 1 Point	142	1	142
Annual Growth Points Earned			148.0
Total Tests Evaluated			206
Annual Growth Score			72

Accelerated Learning RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	47	0	0
Tests Earning 1 Point	34	1	34
Accelerated Learning Points Earned			34
Total Tests Evaluated			81
Accelerated Learning Score			42

Relative Performance

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	94.6%	51	88
College, Career, and Military Readiness			
Relative Performance			88

Closing the Gaps

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

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

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
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	51%	-	51%	-	-	-	-	-	51%		
2026 # at Meets GL Standard or Above	86	-	86	-	-	-	-	-	84		
2026 Total Tests (Adjusted)	168	-	168	-	-	-	-	-	166		
2025 % at Meets GL Standard or Above	49%	-	49%	-	-	-	-	-	48%		
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	91	-	91	-	-	-	-	-	89		
2026 Total Tests (Adjusted)	168	-	168	-	-	-	-	-	166		
2025 % at Meets GL Standard or Above	41%	-	41%	-	-	-	-	-	40%		
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	72%	-	72%	-	-	-	-	-	72%		
2026 Growth Points	74.25	-	74.25	-	-	-	-	-	73.25		
2026 Total Tests	103	-	103	-	-	-	-	-	102		
2025 Academic Growth Score	66%	-	66%	-	-	-	-	-	64%		

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
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	80%	-	80%	-	-	-	-	-	80%		
2026 Growth Points	82.25	-	82.25	-	-	-	-	-	81.25		
2026 Total Tests	103	-	103	-	-	-	-	-	102		
2025 Academic Growth Score	62%	-	62%	-	-	-	-	-	63%		
Total Points										18	24

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									4	
Points Evaluated for Federal School Improvement									4	
2026 TELPAS Progress Rate									48%	
2026 TELPAS Progress									50	
2026 TELPAS Total									105	
2025 TELPAS Progress Rate									45%	
Total Points										4 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	51	-	51	-	-	-	-	-	51	
2026 % at Approaches GL Standard or Above	73%	-	73%	-	-	-	-	-	72%	
2026 % at Meets GL Standard or Above	53%	-	53%	-	-	-	-	-	52%	
2026 % at Masters GL Standard	28%	-	28%	-	-	-	-	-	28%	
2026 Total Tests	386	-	386	-	-	-	-	-	381	
2025 STAAR Component Score	42	-	42	-	-	-	-	-	41	
Total Points										9 12

Comprehensive Needs Assessment

Goal Area 1: Effective Teaching and Learning

Areas Reviewed: Students Performance

Strengths

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

- Curricula 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 curricula and scope and sequence.
- High-quality 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

Doedyns Elementary received a rating of B (89) according to the 2026 Texas Accountability System. We see the following content, grade level, and subpopulation specific areas of growth:

1. In Domain I, only 53% of all tests performed at the Meets level or higher with a scaled score of 78.
 - a. 3rd grade reading at 51%
 - b. 4th grade reading at 45%
 - c. 3rd grade math at 48%
 - d. 5th grade science at 52%
2. In Domain II Part A: Academic Growth, we received a scaled score of 86.
 - a. 25.24% of the math and reading tests in 4th and 5th grade showing regression, particularly at the Masters (10 tests) and Low DNM (25 tests) extremes.
3. In Domain III, we noticed that our special education students missed all the interim targets.

Annual Goal 1: By June 2027, our overall accountability rating will move from an 89 to a 92, resulting in an A rating.

Objective 1: Increase the percentage of 3rd Grade Reading students performing at Meets Grade Level or higher to 53%.

Strategy 1: Implement high-quality Tier I reading instruction utilizing SAAVAS Reading with a focus on comprehension, vocabulary acquisition, text evidence, and grade-level rigor.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4.

Persons Responsible: 3rd grade teachers, administration, reading coach and instructional coach.

Action Steps:

1. Implement SAAVAS Reading with fidelity.
2. Utilize curriculum-embedded assessments to monitor mastery.
3. Provide explicit instruction in vocabulary and comprehension.
4. Analyze student work during PLCs.
5. Identify misconceptions and develop reteach plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
SAAVAS Reading Lead4ward Released STAAR Assessments District Curriculum Resources	Lesson plans PLC documentation Walkthrough data Student work samples	Common formative assessments Interim assessment data STAAR projections	Every 3 weeks

Strategy 2: Utilize blended learning and iReady Reading to personalize instruction and accelerate achievement.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Teachers, administration, reading coach, and instructional coach.

Action Steps:

1. Implement daily blended learning reading block.
2. Monitor lesson completion and growth.
3. Create flexible instructional groups.
4. Provide targeted intervention and enrichment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
iReady Reading Blended Learning Resources Student Data Trackers	iReady usage reports Small-group schedules Walkthrough documentation	Diagnostic growth Reading benchmark data	Monthly

Strategy 3: Implement a campus-wide writing framework to improve STAAR Extended Constructed Response performance and TELPAS readiness.

Timeline: Aug 2026 - May 2027

Title I School Components: 2, 3, and 4

Persons Responsible: Administration, all teachers, reading coach, and instructional coach.

Action Steps:

1. Implement daily writing routines.
2. Require evidence-based responses to reading.
3. Teach students to use STAAR-aligned rubrics.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Writing Rubrics Exemplars	Student writing portfolios Writing samples Lesson plans	ECR scores TELPAS Writing ratings Reading interim data	Every six weeks

Strategy 4: Strengthen PLCs through rehearsal-level lesson internalization and implementation of research-based instructional strategies (RBIS).

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Teachers, reading coach, and administration.

Action Steps:

1. Internalize lessons to the rehearsal level.
2. Anticipate misconceptions.
3. Identify appropriate RBIS.
4. Participate in coaching and feedback cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates SAAVAS Reading	PLC agendas Internalization documents Coaching logs	Walkthrough trends Student achievement results	Weekly

Objective 2: Increase the percentage of 4th Grade Reading students performing at Meets Grade Level or higher to 53%.

Strategy 1: Leverage the departmentalized reading and grammar model to strengthen comprehension and written responses.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4.

Persons Responsible: Reading teacher, Grammar teacher, administration, reading coach, and instructional coach.

Action Steps:

1. Align reading and grammar instruction.
2. Analyze ECR performance data.
3. Develop common writing expectations.
4. Utilize mentor texts and exemplars.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
SAAVAS Reading STAAR Rubrics Lead4ward	Collaborative planning documents Student writing samples Lesson plans	Reading assessment data ECR growth data	Every grading period

Strategy 2: Implement a writing framework that supports reading comprehension, academic vocabulary, and TELPAS readiness.

Timeline: Aug 2026 - May 2027

Title I School Components: 2, 3, and 4

Persons Responsible: Reading teacher, grammar teacher, reading coach, and counselor.

Action Steps:

1. Implement daily writing opportunities.
2. Conduct writing calibration activities.
3. Monitor student writing growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Writing Framework Writing Rubrics	Writing portfolios Calibration documents Writing samples	TELPAS Writing results Reading ECR performance	Every six weeks

Strategy 3: Increase literacy opportunities through schoolwide speaking and writing expectations.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 3

Persons Responsible: Teachers, librarian, and counselor.

Action Steps:

1. Require elective teachers to provide two speaking and two writing opportunities each grading period.
2. Facilitate academic discourse.
3. Incorporate literacy activities through the library program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Library Resources Academic Vocabulary Supports Summit K12	Student artifacts Lesson plans Walkthrough data	TELPAS Speaking results Reading growth measures	Every six weeks

Strategy 4: Utilize blended learning and iReady Reading to personalize learning and accelerate achievement.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Reading teacher and reading coach.

Action Steps:

1. Monitor diagnostic growth.
2. Create flexible instructional groups.
3. Provide targeted intervention and enrichment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
iReady Reading Data Notebooks	Usage reports Grouping documentation	Diagnostic growth Reading benchmark performance	Monthly

Strategy 5: Strengthen PLCs through rehearsal-level lesson internalization and implementation of RBIS.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, reading coach, and teachers.

Action Steps:

1. Conduct weekly PLCs.
2. Rehearse lessons before delivery.
3. Anticipate misconceptions and plan scaffolds.
4. Monitor implementation through coaching cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates	PLC agendas Coaching logs Walkthrough data	Student performance growth	Weekly

Objective 3: Increase the percentage of 3rd Grade Math students performing at Meets Grade Level or higher to 55%.

Strategy 1: Implement Bluebonnet Learning with fidelity through rigorous Tier I math instruction.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: 3rd grade teachers, administration, and instructional coach/math interventionist.

Action Steps:

1. Implement all Bluebonnet lesson components.
2. Utilize math discourse and problem-solving routines.
3. Conduct weekly data analysis.
4. Monitor mastery using checks for understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Bluebonnet Learning Manipulatives Lead4ward	Lesson plans Walkthrough data PLC minutes	Common assessments Interim assessment results	Every 3 weeks

Strategy 2: Utilize blended learning and iReady Math pathways to personalize instruction.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: 3rd grade teachers and instructional coach/math interventionist.

Action Steps:

1. Implement daily blended learning blocks.
2. Monitor lesson completion and growth.
3. Create flexible student groups.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
iReady Math Student Data Trackers	Usage reports Grouping schedules	Growth reports Benchmark performance	Monthly

Strategy 3: Implement targeted acceleration for bubble students approaching Meets performance.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 3

Persons Responsible: 3rd grade teachers, principal, and instructional coach/math interventionist.

Action Steps:

1. Identify bubble students.
2. Create acceleration plans.
3. Provide tutorials and additional support.
4. Maintain parent communication.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Released STAAR Assessments Intervention Resources	Student plans Tutorial rosters	Interim growth Benchmark results	Every grading period

Strategy 4: Strengthen PLCs through rehearsal-level lesson internalization and implementation of RBIS.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, instructional coach, and teachers.

Action Steps:

1. Conduct weekly PLCs.
2. Rehearse lessons before delivery.
3. Anticipate misconceptions and plan scaffolds.
4. Monitor implementation through coaching cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates	PLC agendas Coaching logs Walkthrough data	Student performance growth	Weekly

Objective 4: Increase the percentage of 5th Grade Science students performing at Meets Grade Level or higher to 58%.

Strategy 1: Leverage the departmentalized science model and science lab experiences to increase mastery of grade-level TEKS.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Science teacher, science lab teacher, and principal

Action Steps:

1. Align science lab investigations to classroom instruction.
2. Conduct weekly hands-on investigations.
3. Develop science vocabulary and conceptual understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Science Lab STEM Materials District Science Curriculum	Lab schedules Student notebooks Lesson plans	Science assessment results Interim science data	Monthly

Strategy 2: Utilize IXL Science to provide intervention and enrichment opportunities.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Science lab teacher and science teacher

Action Steps:

1. Assign TEKS-aligned pathways.
2. Monitor student progress.
3. Reteach based on mastery reports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
IXL Science	IXL reports Intervention logs	Mastery reports Benchmark data	Every 3 weeks

Strategy 3: Implement structured writing and academic discourse routines in science.

Timeline: Aug 2026 - May 2027

Title I School Components: 2, 3, and 4

Persons Responsible: Science lab teacher, science teacher, and reading coach

Action Steps:

1. Require weekly written responses.
2. Facilitate student discourse.
3. Apply campus writing expectations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Science Journals Writing Framework Writing Rubrics	Student writing samples Science notebooks	Constructed response performance Science achievement growth	Every six weeks

Strategy 4: Strengthen PLCs through rehearsal-level lesson internalization and implementation of RBIS.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, instructional coach, and teachers.

Action Steps:

1. Conduct weekly PLCs.
2. Rehearse lessons before delivery.
3. Anticipate misconceptions and plan scaffolds.
4. Monitor implementation through coaching cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates	PLC agendas Coaching logs Walkthrough data	Student performance growth	Weekly

Objective 5: Reduce the percentage of tests earning zero growth points in Domain 2 Academic Growth from 25% to 15%.

Strategy 1: Implement student goal-setting and data tracking systems.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 3

Persons Responsible: Principal, counselor, and teachers

Action Steps:

1. Maintain data folders.
2. Conduct student conferences.
3. Review progress after each assessment cycle.
4. Celebrate growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Data notebooks Goal-setting templates	Data folders Goal sheets	Student growth measures	After each assessment cycle

Strategy 2: Utilize iReady and interim assessment data to identify students at risk of earning zero growth points.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, reading coach, instructional coach and teachers

Action Steps:

1. Analyze growth reports every 3 weeks.
2. Develop targeted intervention plans.
3. Monitor effectiveness.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
iReady Reading iReady Math Interim Assessments	Data meeting minutes Intervention plans	Growth reports	Every 3 weeks

Strategy 3: Implement campus-wide intervention and acceleration cycles based on formative assessment data.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Teachers, reading coach, and instructional coach.

Action Steps:

1. Create intervention groups.
2. Provide targeted instruction.
3. Monitor student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Intervention Materials Progress Monitoring Tools	Group rosters Intervention schedules	Growth data Benchmark results	Every 3 weeks

Strategy 4: Strengthen PLCs through rehearsal-level lesson internalization and implementation of RBIS.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, instructional coach, and teachers.

Action Steps:

1. Conduct weekly PLCs.
2. Rehearse lessons before delivery.
3. Anticipate misconceptions and plan scaffolds.
4. Monitor implementation through coaching cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates	PLC agendas Coaching logs Walkthrough data	Student performance growth	Weekly

Objective 6: Reach every interim target in the Closing the Gaps Domain for the Special Education student group.

Strategy 1: Strengthen inclusive practices through effective implementation of accommodations, modifications, and specially designed instruction.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, diagnostician, special education teachers, and general education teachers

Action Steps:

1. Monitor accommodation implementation.
2. Conduct inclusion walkthroughs.
3. Provide professional learning on SDI practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
IEPs Accommodation Guides Inclusion Resources	Accommodation logs Walkthrough data	Student Progress Monitoring Interim assessment performance	Monthly

Strategy 2: Develop individualized achievement plans for accountability focus students receiving special education services.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 3

Persons Responsible: Special education teachers and administrators

Action Steps:

1. Identify focus students.
2. Establish goals.
3. Monitor every 3 weeks.
4. Communicate with parents.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student data profiles Intervention resources	Achievement plans Parent communication logs	Assessment growth Progress monitoring data	Every 3 weeks

Strategy 3: Conduct monthly Closing the Gaps data reviews.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, diagnostician, special education team, and instructional coach.

Action Steps:

1. Review performance data.
2. Identify trends.
3. Adjust interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Accountability reports Assessment data	Data meeting agendas Action plans	Improved subgroup performance	Monthly

Strategy 4: Strengthen PLCs through rehearsal-level lesson internalization to ensure intentional planning for accommodations, modifications, and RBIS.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, instructional coach, general education teachers, and special education teachers.

Action Steps:

1. Internalize lessons collaboratively.
2. Plan accommodations and scaffolds during PLCs.
3. Anticipate barriers to learning.
4. Monitor implementation through coaching cycles.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates IEP Documentation	PLC documents Coaching logs	Walkthrough data Student achievement trends	Weekly

Annual Goal 2: Increase the percentage of kindergarten students scoring On-Track on the CLI Engage Kindergarten Progress Monitoring (KPM) assessment from 36% to 60% by September 2027.

Objective 1: Increase the percentage of kindergarten students scoring On-Track in the CLI Engage KPM assessment through targeted early literacy instruction, intervention, and vertical alignment with PK 4.

Strategy 1: Implement KPM Bootcamps and targeted intervention cycles prior to the assessment administration.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Kinder teachers, principal, reading coach, counselor and librarian.

Action Steps:

1. Conduct a three-week KPM Bootcamp prior to the assessment window.
2. Identify students requiring additional support based on classroom and Lion/Leon data.
3. Provide focused instruction on letter names, phonological awareness, spelling, and writing.
4. Monitor student progress weekly.
5. Adjust intervention groups based on student performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLI Engage Alphabet materials Phonological awareness resources Literacy intervention materials	Intervention schedules Student group rosters Lesson plans Progress-monitoring records	CLI Engage KPM results Student growth reports Classroom assessment data	Weekly during intervention cycles

Strategy 2: Utilize literacy centers and small-group instruction to provide differentiated support in foundational literacy skills.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Kinder teachers, reading coach, counselor and librarian.

Action Steps:

1. Implement daily literacy centers.
2. Use Reading Coach and Librarian support during center rotations.
3. Provide targeted instruction in letter recognition, spelling, handwriting, and writing.
4. Differentiate instruction based on student needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Literacy center materials Alphabet manipulatives Writing journals Anchor charts	Center schedules Walkthrough documentation Student work samples	Progress-monitoring data CLI Engage reports	Every three weeks

Strategy 3: Provide individualized acceleration through targeted interventions for students demonstrating significant literacy gaps.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Kinder teachers, reading coach, librarian, and counselor

Action Steps:

1. Identify students needing accelerated support.
2. Conduct targeted afternoon pull-out intervention sessions.
3. Monitor student mastery of literacy skills.
4. Adjust interventions according to progress-monitoring data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Intervention materials Progress-monitoring tools	Intervention logs Student goal sheets Attendance records	Student growth data KPM performance results	Weekly during intervention cycles

Strategy 4: Strengthen vertical alignment between Prekindergarten and Kindergarten to ensure students enter Kindergarten prepared for KPM success.

Timeline: January 2027 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, PK teachers, kinder teachers, reading coach, and librarian

Action Steps:

1. Conduct quarterly PreK-K vertical planning meetings.
2. Identify priority literacy skills aligned to KPM.
3. Incorporate letter identification, phonological awareness, spelling, and early writing activities into PreK literacy centers.
4. Analyze PreK student readiness data to identify instructional needs.
5. Create transition activities between PreK and Kindergarten.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLI Engage PreK Guidelines Kindergarten Readiness Resources Literacy Center Materials	Vertical planning agendas Literacy center plans Transition activity documentation	Kindergarten readiness data Beginning-of-year KPM results Increased percentage of students entering Kindergarten on track	Quarterly

Strategy 5: Strengthen PLCs through rehearsal-level lesson internalization and implementation of research-based literacy practices.

Timeline: August 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, kinder teachers, reading coach, and librarian

Action Steps:

1. Conduct weekly PLC meetings.
2. Internalize lessons to the rehearsal level.
3. Anticipate misconceptions and plan interventions.
4. Identify and implement high-leverage literacy strategies.
5. Analyze student work and CLI Engage data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates Literacy Curriculum Resources	PLC agendas Internalization documents Coaching logs	Walkthrough trends Student literacy growth CLI Engage KPM results	Weekly

Goal Area 2: Student Supports

Areas Reviewed: Student Subpopulation Performance

Strengths

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

- Curricula 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 curricula and scope and sequence.
- High-quality 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

Doedyns Elementary received a rating of B (89) according to the 2026 Texas Accountability System. We see the following content, grade level, and subpopulation specific areas of growth:

1. In Domain III, we noticed that our special education students missed all the interim targets.
2. 50% of the exams of students in special education showed no growth points.
3. According to TELPAS data, Speaking and Writing Domains continue to be an area of concern.
4. 2nd and 3rd graders showed extremely low progress in TELPAS composite score improvement.

Annual Goal 3: By June 2027, John Doedyns Elementary will improve academic achievement and growth for students receiving Special Education services in grades 3-5 by meeting all Closing the Gaps interim targets and reducing the percentage of Special Education assessments earning zero growth points from 50%

to 35%.

Objective 1: Increase reading achievement and growth for students receiving Special Education services in grades 3-5 through implementation of Reading by Design and specialized literacy intervention.

Strategy 1: Implement Reading by Design with fidelity through a dedicated literacy intervention model.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Administration, instructional coach, diagnostician, and reading by design teacher.

Action Steps:

1. Assign one Special Education teacher to deliver Reading by Design.
2. Implement Reading by Design with fidelity.
3. Monitor student progress every three weeks.
4. Review literacy growth during collaborative meetings.
5. Adjust intervention groups based on student performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Reading by Design Student IEPs Progress Monitoring Tools Intervention Materials	Intervention schedules Reading by Design lesson logs Student progress-monitoring records PLC documentation	Reading growth data iReady Reading diagnostic growth Interim Reading assessments STAAR Reading performance	Every three weeks

Strategy 2: Ensure students receiving Reading by Design intervention maintain full access to Tier I Reading instruction.

Timeline: Aug 2026 - May 2027

Title I School Components: 1 and 2

Persons Responsible: Administration, general education teacher, and reading by design teacher.

Action Steps:

1. Schedule intervention outside Tier I Reading.
2. Review schedules each grading period.
3. Monitor participation in grade-level instruction.
4. Make adjustments as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student schedules Master schedule Service records	Service schedules Master schedule reviews Student participation logs	Increased instructional access Reading benchmark results	Quarterly

Strategy 3: Use data-driven intervention cycles to accelerate literacy growth.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Administration, reading coach, and reading by design teacher.

Action Steps:

1. Analyze student data every three weeks.
2. Identify students needing intensified interventions.
3. Modify intervention plans based on student response.
4. Monitor mastery toward IEP and classroom goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Reading by Design iReady Reading Progress Monitoring Assessments	Data meeting notes Intervention plans Progress monitoring reports	Reading achievement growth Reduced number of zero-growth assessments	Every three weeks

Objective 2: Increase access to grade-level reading and mathematics instruction through strategic inclusion support during blended learning blocks.

Strategy 1: Implement an inclusion support model during reading and mathematics blended learning blocks.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Inclusion teacher, general education teachers, and principal

Action Steps:

1. Provide inclusion support during blended learning.
2. Deliver accommodations and specially designed instruction.
3. Support intervention and enrichment groups.
4. Collaborate with teachers regarding student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
iReady Reading iReady Math SAAVAS Reading Bluebonnet Learning	Inclusion schedules Walkthrough documentation Teacher collaboration logs	Growth reports Interim assessments Increased engagement in Tier I instruction	Monthly

Strategy 2: Utilize blended learning structures to increase differentiated and individualized support.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Inclusion teacher, instructional coach, and general education teachers

Action Steps:

1. Utilize diagnostic data to form student groups.
2. Provide individualized support during rotations.
3. Monitor student progress through iReady and classroom data.
4. Adjust supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
iReady Blended Learning Resources Student Data Trackers	Grouping documentation Lesson plans Walkthrough data	Student growth reports Benchmark performance	Every three weeks

Strategy 3: Monitor implementation of accommodations, modifications, and specially designed instruction.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Inclusion teacher, diagnostician, and principal

Action Steps:

1. Conduct accommodation walkthroughs.
2. Review lesson plans for SDI.
3. Provide feedback and coaching.
4. Identify implementation gaps.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
IEPs Accommodation trackers Walkthrough forms	Accommodation logs Lesson plans Walkthrough notes	Improved implementation rates Student achievement growth	Monthly

Objective 3: Strengthen teacher capacity to provide accommodations, modifications, specially designed instruction, and research-based instructional strategies through rehearsal-level lesson internalization and coaching support.

Strategy 1: Strengthen PLCs through rehearsal-level lesson internalization focused on Special Education students.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Special education teachers, instructional coach, general education teachers, and principal

Action Steps:

1. Internalize lessons at the rehearsal level.
2. Plan accommodations and modifications before instruction.
3. Anticipate barriers and misconceptions.
4. Identify high-leverage RBIS.
5. Review student work and assessment data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates Student IEPs	PLC minutes Internalization documents Lesson plans	Walkthrough data Student achievement growth	Weekly

Strategy 2: Increase teacher capacity through coaching cycles focused on SDI and inclusive practices.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, instructional coach, and diagnostician

Action Steps:

1. Conduct coaching cycles focused on SDI.
2. Model strategies and accommodations.
3. Provide feedback following walkthroughs.
4. Share examples of effective practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Coaching tools SDI resources Observation forms	Coaching logs Observation notes Professional development records	Increased implementation of accommodations Improved instructional delivery	Every grading period

Strategy 3: Conduct monthly Special Education data reviews to monitor progress toward Closing the Gaps and growth goals.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Special education teachers, diagnostician, instructional coach and principal

Action Steps:

1. Analyze assessment and growth data.
2. Monitor zero-growth indicators.
3. Identify students requiring additional support.
4. Adjust services and interventions as necessary.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Accountability reports Student assessment data Progress monitoring reports	Data meeting agendas Action plans Intervention updates	Reduction in zero-growth assessments Progress toward Closing the Gaps targets	Monthly

Annual Goal 4: By June 2027, the percentage of Emergent Bilingual students in grades 1-5, including students participating in TELPAS Alternate, demonstrating annual growth in their TELPAS or TELPAS Alternate Composite Rating will increase from 48% to 50%

Objective 1: Increase the percentage of Emergent Bilingual students demonstrating growth in the TELPAS Writing domain.

Strategy 1: Implement a campus-wide writing initiative across all content areas.

Timeline: Aug 2026 - May 2027

Title I School Components: 1-4

Persons Responsible: Principal, reading coach, teachers, and librarian

Action Steps:

1. Implement daily writing opportunities in all content areas.
2. Utilize common campus writing expectations and rubrics.
3. Provide evidence-based writing opportunities connected to reading and content instruction.
4. Conduct writing calibration sessions each grading period.
5. Review student writing samples during PLC meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus Writing Framework STAAR Rubrics TELPAS Writing Resources Writing Exemplars Student Writing Portfolios	Student writing samples Writing portfolios Lesson plans PLC documentation	TELPAS Writing ratings TELPAS Composite growth STAAR ECR performance	Every grading period

Strategy 2: Utilize Summit K12 writing activities to support language development.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Assign Summit K12 writing lessons aligned to student proficiency levels.
2. Monitor lesson completion monthly.
3. Analyze student progress reports.
4. Provide targeted intervention for students not demonstrating growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Summit K12 Student Progress Reports TELPAS Writing Activities	Usage reports Completion reports Student writing artifacts	Increased writing proficiency TELPAS Writing growth	Monthly

Objective 2: Increase the percentage of Emergent Bilingual students demonstrating growth in the TELPAS Speaking domain.

Strategy 1: Implement structured academic discourse opportunities daily.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Implement daily partner talks and academic conversations.
2. Utilize speaking stems aligned to proficiency levels.
3. Require students to justify their thinking orally.
4. Incorporate collaborative learning structures.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
ELPS Resources Academic Discourse Protocols Speaking Stems	Lesson plans Walkthrough documentation Student discussion activities	TELPAS Speaking ratings Increased student language production	Every grading period

Strategy 2: Expand speaking opportunities across all instructional settings.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 3

Persons Responsible: Teachers, librarian, counselor, and elective teachers

Action Steps:

1. Require elective teachers to provide at least two speaking opportunities each grading period.
2. Facilitate presentations, collaborative conversations, and peer discussions.
3. Integrate speaking opportunities into library and counseling lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Presentation Rubrics Discussion Protocols Vocabulary Supports	Student artifacts Lesson plans Walkthrough data	TELPAS Speaking performance Increased student confidence in language production	Every six weeks

Objective 3: Increase fidelity of Summit K12 implementation to support language acquisition and TELPAS growth.

Strategy 1: Establish campus-wide expectations and monitoring systems for Summit K12.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Establish minimum monthly completion expectations.
2. Review implementation data monthly.
3. Discuss student completion during PLC meetings.
4. Communicate expectations to students and families.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Summit K12 Usage Reports Student Progress Reports	Usage reports PLC agendas Monitoring logs	Increased completion rates Improved TELPAS growth	Monthly

Strategy 2: Increase student access through computer lab and before-school opportunities.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Computer lab teacher, reading coach, and teachers

Action Steps:

1. Schedule dedicated Summit K12 computer lab sessions.
2. Provide before-school intervention opportunities.
3. Prioritize students demonstrating limited language growth.
4. Monitor attendance and participation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Computer Lab Summit K12 Student Rosters	Lab schedules Attendance logs Usage reports	Student completion data TELPAS growth indicators	Monthly

Strategy 3: Provide targeted intervention for students demonstrating limited language growth.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Identify students demonstrating limited language growth.
2. Monitor progress every grading period.
3. Assign targeted Summit K12 pathways.
4. Adjust supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS Student Reports Summit K12 Progress Monitoring Tools	Intervention plans Usage reports Student support documentation	TELPAS growth Summit K12 completion trends	Every grading period

Objective 4: Strengthen implementation of the updated ELPS through intentional integration of content and language objectives across all content areas.

Strategy 1: Implement content and language objectives in all classrooms.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Develop language objectives alongside content objectives.
2. Embed listening, speaking, reading, and writing opportunities into daily instruction.
3. Utilize language supports aligned to proficiency levels.
4. Monitor implementation through instructional walkthroughs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
ELPS Resources Lesson Planning Templates Language Objective Examples	Lesson plans Walkthrough documentation PLC notes	Increased language production TELPAS growth	Monthly

Strategy 2: Strengthen teacher capacity through PLCs and coaching cycles focused on ELPS implementation.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal and reading coach

Action Steps:

1. Provide professional learning regarding the updated ELPS.
2. Analyze student language production during PLCs.
3. Conduct coaching cycles focused on language acquisition practices.
4. Share effective instructional strategies and exemplars.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
ELPS Framework PLC Protocols Coaching Resources	PLC agendas Coaching logs Professional development records	Walkthrough results TELPAS growth data	Every grading period

Strategy 3: Strengthen PLCs through rehearsal-level lesson internalization focused on language development.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Internalize lessons at the rehearsal level.
2. Identify language demands of upcoming lessons.
3. Plan language supports and scaffolds.
4. Anticipate linguistic misconceptions and barriers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates ELPS Resources	PLC minutes Internalization documents Lesson plans	Walkthrough data Student language growth	Weekly

Objective 5: Increase growth for identified Emergent Bilingual students who demonstrated limited TELPAS Composite growth during the 2025-2026 school year.

Strategy 1: Develop individual language growth plans for identified students.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal, reading coach, and teachers

Action Steps:

1. Identify students demonstrating limited composite growth.
2. Develop individualized language-growth plans.
3. Establish speaking and writing goals.
4. Monitor progress every grading period.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TELPAS Reports Student Language Profiles Summit K12	Student growth plans Parent communication logs Progress monitoring reports	TELPAS Composite growth Increased language proficiency	Every grading period

Strategy 2: Provide targeted acceleration opportunities focused on speaking and writing proficiency.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Reading coach and teachers

Action Steps:

1. Provide small-group language development opportunities.
2. Incorporate academic discourse and writing tasks.
3. Utilize Summit K12 intervention pathways.
4. Review student growth regularly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Summit K12 Speaking Protocols Writing Resources	Small-group schedules Intervention rosters Student work samples	TELPAS Speaking growth TELPAS Writing growth Composite growth data	Every six weeks

Strategy 3: Partner with families to support language development at home.

Timeline: October 2026 - May 2027

Title I School Components: 3

Persons Responsible: Principal, reading coach, teachers, and parent educator

Action Steps:

1. Provide families with language-development resources.
2. Share Summit K12 access information and expectations.
3. Conduct family workshops focused on supporting speaking and writing at home.
4. Communicate student progress regularly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Family Engagement Materials Summit K12 Parent Resources Language Development Activities	Parent sign-in sheets Communication logs Workshop materials	Increased family participation Increased student language growth	Each grading period

Goal Area 3: Leadership Growth

Annual Goal 5: By June 2027, John Doedyns Elementary will increase leadership capacity by developing teacher leaders, strengthening collaborative planning structures, and increasing the percentage of teachers consistently demonstrating effective implementation of rehearsal-level lesson internalization and research-based instructional strategies from baseline walkthrough data to 90%.

Objective 1: Strengthen teacher capacity to internalize lessons at the rehearsal level and effectively implement research-based instructional strategies.

Strategy 1: Implement weekly PLCs focused on rehearsal-level lesson internalization.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Principal, instructional coach, and teachers

Action Steps:

1. Conduct weekly PLC meetings.
2. Internalize lessons beyond activity planning.
3. Identify misconceptions.
4. Plan scaffolds and extensions.
5. Determine appropriate RBIS.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
PLC Protocols Internalization Templates SAAVAS Bluebonnet	PLC agendas Internalization documents Lesson plans	Walkthrough data Teacher implementation data Student achievement data	Weekly PLC reviews

Strategy 2: Utilize instructional coaching cycles to support implementation.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Administration and instructional coach

Action Steps:

1. Conduct coaching cycles.
2. Complete observations.
3. Provide feedback and modeling.
4. Monitor implementation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Coaching tools Observation forms	Coaching logs Observation notes	Improved walkthrough ratings	Monthly

Objective 2: Develop teacher leaders who facilitate collaboration, support implementation of campus initiatives, and contribute to continuous improvement efforts.

Strategy 1: Establish teacher leadership opportunities across grade levels and departments.

Timeline: Aug 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Administration

Action Steps:

1. Identify teacher leaders.
2. Facilitate leadership opportunities.
3. Utilize teacher leaders during PLCs.
4. Assign campus initiative responsibilities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Leadership development materials	Leadership meeting agendas PLC facilitation records	Increased teacher participation Improved initiative implementation	Quarterly

Strategy 2: Expand teacher-led professional learning opportunities.

Timeline: September 2026 - May 2027

Title I School Components: 4

Persons Responsible: Administration and lead teachers

Action Steps:

1. Facilitate mini-PD sessions.
2. Share effective instructional practices.

3. Highlight instructional successes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Professional learning materials	Agendas Sign-in sheets	Staff feedback Walkthrough data	Each semester

Objective 3: Strengthen campus systems for data-driven decision making and continuous improvement.

Strategy 1: Implement structured data meetings every three weeks.

Timeline: Aug 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Administration, instructional coach, and teachers

Action Steps:

1. Review assessment data.
2. Identify trends.
3. Determine interventions.
4. Monitor action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Assessment reports Data dashboards	Data meeting agendas Action plans	Improved student performance	Every three weeks

Strategy 2: Utilize student work analysis protocols during PLCs.

Timeline: August 2026 - May 2027

Title I School Components: 2 and 4

Persons Responsible: Teachers and coaches

Action Steps:

1. Analyze student work.
2. Identify trends.
3. Plan instructional adjustments.
4. Share effective practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student work protocols	PLC documentation	Improved student performance	Weekly

Objective 4: Develop future campus leaders and increase staff retention through leadership development opportunities.

Strategy 1: Provide leadership development opportunities for aspiring teacher leaders and future administrators.

Timeline: August 2026 - May 2027

Title I School Components: 1, 2, and 4

Persons Responsible: Principal

Action Steps:

1. Identify aspiring leaders.
2. Provide mentoring opportunities.
3. Include staff in campus decision-making.
4. Encourage participation in district leadership programs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Leadership development resources District programs	Leadership participation logs Meeting agendas	Increased leadership participation Staff retention	Semester reviews

Strategy 2: Recognize and celebrate leadership contributions and professional growth.

Timeline: August 2026 - May 2027

Title I School Components: 3 and 4

Persons Responsible: Principal and leadership team

Action Steps:

1. Celebrate staff accomplishments.
2. Recognize innovative practices.
3. Highlight teacher leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Staff recognition program	Recognition records Staff communications	Staff morale Climate survey results Retention data	Quarterly

Goal Area 4: Family and Community Empowerment

Annual Goal 6: By May 2027, overall student attendance will increase from 95.6% to at least 97% in grades 3-5.

Objective 1: Strengthen family awareness of the connection between attendance and academic success.

Strategy 1: Implement an attendance awareness campaign for students and families.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Principal, counselors, and teachers

Action Steps:

1. Communicate attendance expectations to families at the beginning of the school year.
2. Share monthly attendance updates through newsletters and social media.
3. Provide attendance information during parent events and conferences.
4. Educate families on the connection between attendance, academic achievement, and accountability.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Parent communication platforms Attendance reports School newsletters Social media	Attendance communication logs Newsletters Social media postings Parent meeting agendas	Increased attendance awareness Improved attendance rates	Monthly

Strategy 2: Develop individualized attendance support plans for students identified as chronically absent.

Timeline: Aug 2026 - May 2027

Title I School Components: 1 and 3

Persons Responsible: Attendance clerk, counselor, principal, and teachers.

Action Steps:

1. Review attendance data weekly.
2. Identify students with attendance concerns.
3. Meet with families to identify barriers.
4. Develop attendance improvement plans.
5. Monitor attendance progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Attendance reports Student support plans Parent communication logs	Attendance plans Meeting documentation Communication records	Improved attendance among targeted students Reduced chronic absenteeism	Weekly

Objective 2: Increase student motivation to attend school through recognition and engagement opportunities.

Strategy 1: Implement a campus-wide attendance recognition program.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Principal, counselor, and teachers.

Action Steps:

1. Recognize weekly, monthly, and grading-period attendance achievements.
2. Celebrate homerooms with the highest attendance.
3. Recognize students demonstrating improved attendance.
4. Publicize attendance celebrations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Attendance incentive materials Recognition certificates Campus communication tools	Attendance recognition records Student awards Campus announcements	Improved attendance rates Increased student engagement	Monthly

Objective 3: Strengthen campus systems for attendance monitoring and intervention.

Strategy 1: Establish a campus attendance team to monitor and respond to attendance concerns.

Timeline: Aug 2026 - May 2027

Title I School Components: 1-3

Persons Responsible: Principal, counselor, attendance clerk, and teachers

Action Steps:

1. Review attendance data weekly.
2. Identify attendance trends.
3. Develop intervention plans for students requiring additional support.
4. Monitor effectiveness of interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Attendance dashboards Student data reports Intervention documentation forms	Attendance team meeting agendas Intervention plans Attendance reports	Increased ADA Reduced absenteeism	Weekly

Annual Goal 7: By June 2027, parent participation in campus-sponsored family engagement activities will increase by 15%, and 90% of families will report through the annual parent survey that John Doedyns Elementary effectively communicates academic expectations, student progress, and opportunities for engagement.

Objective 1: Increase family participation in campus-sponsored academic engagement activities.

Strategy 1: Provide family academic nights focused on literacy, mathematics, science, and language development.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration and teachers

Action Steps:

1. Host at least one academic family engagement activity each semester.
2. Provide literacy strategies that families can use at home.
3. Demonstrate Bluebonnet math strategies and problem-solving techniques.
4. Showcase science investigations and STEM learning opportunities.
5. Provide TELPAS and Summit K12 support sessions for families of Emergent Bilingual students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
SAAVAS Reading Bluebonnet Learning Summit K12 Science Lab Resources Parent Learning Materials	Sign-in sheets Event agendas Event flyers Parent feedback forms	Increased attendance at family events Parent survey results Increased family participation	Following each event

Objective 2: Strengthen communication between home and school regarding student progress, academic expectations, and campus initiatives.

Strategy 1: Implement a comprehensive communication plan utilizing multiple communication platforms.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration, teachers, and counselors

Action Steps:

1. Communicate regularly with families regarding student progress.
2. Utilize newsletters, Classdojo, social media, and website updates.
3. Share assessment information and intervention opportunities.
4. Provide communication in families' preferred language when possible.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District Website Social Media Platforms Campus Newsletter ClassDojo	Communication logs Newsletters Social media postings ClassDojo reports	Parent survey results Increased family awareness of campus initiatives	Monthly

Strategy 2: Implement student-led conferences and goal-setting opportunities.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration, teachers, and students.

Action Steps:

1. Maintain student data folders.
2. Conduct student-led conferences each semester.
3. Review academic goals and growth with families.
4. Celebrate student accomplishments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Student Data Notebooks Goal-Setting Templates Progress Monitoring Reports	Conference participation records Student data folders Goal-setting documents	Increased parent understanding of student performance Increased student ownership of learning	Each semester

Objective 3: Expand family leadership and decision-making opportunities within the school community.

Strategy 1: Increase participation in campus leadership and advisory groups.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration, parent educator, and counselor

Action Steps:

1. Recruit family representatives for campus committees.
2. Encourage participation in parent advisory groups.
3. Seek parent input regarding campus improvement initiatives.
4. Share campus data and progress during parent meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Leadership Meeting Materials Parent Advisory Committee Resources	Meeting agendas Sign-in sheets Meeting minutes	Increased parent leadership participation Parent perception survey results	Quarterly

Strategy 2: Create opportunities for families to volunteer and contribute to campus programs.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration, counselor, parent educator and librarian.

Action Steps:

1. Recruit parent volunteers.
2. Train volunteers for campus events.
3. Provide opportunities to volunteer in classrooms, library activities, and special events.
4. Recognize volunteer contributions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Volunteer Program Materials Recognition Resources	Volunteer logs Training sign-ins Recognition records	Increased volunteer participation Increased family engagement	Quarterly

Objective 4: Strengthen community partnerships that support academic achievement, attendance, student well-being, and family engagement.

Strategy 1: Develop partnerships with local businesses and community organizations to support student success.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration, parent educator, and counselor

Action Steps:

1. Identify and recruit community partners.
2. Establish partnerships that support attendance, academics, and student wellness.
3. Invite community organizations to campus events.
4. Coordinate support for students and families when needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Community Organizations Business Partners Civic Organizations	Partnership agreements Event participation records Donation documentation	Increased community support Increased family engagement	Twice yearly

Strategy 2: Utilize community partnerships to recognize student achievement and attendance.

Timeline: Aug 2026 - May 2027

Title I School Components: 3

Persons Responsible: Administration, counselor, parent educator and librarian.

Action Steps:

1. Secure community sponsorships for student recognition.
2. Partner with community organizations to support attendance incentives.
3. Recognize academic growth, attendance, leadership, and citizenship.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Community Partnerships Recognition Materials	Recognition event records Community partnership logs	Increased student participation Improved attendance and engagement	Each grading period

Title 1, Part A School Wide Components

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

Addendum:

2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	John Doedyns Elementary is committed to our vision: <i>Together, we cultivate a joyful learning community that nurtures emotional intelligence, inspires leadership, and drives academic excellence — empowering ALL to grow, lead, and thrive in a global society.</i> Title I, Part A State Program provides funding for low socioeconomic schools like Doedyns, which 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 and principals 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 sessions and activities. A variety of media tools are used to invite parents to meetings including but not limited to personal phone calls, Class Dojo, district mass messenger system, personal invite, social media posts, etc.
Family Trainings/Activities	Family training sessions are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these training sessions and school events empower 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 socio-emotional success. • Meet the Teacher Night/Open House (August 2026 and March 2027) • Title I Campus Meetings (September 2026) • Grandparents Day Literacy Event (September 2026) • Million Fathers March Literacy Event (September 2026) • Counselor’s Cafe Sessions (September 2026-May 2027) • Parent-Teacher Conferences (All Grade Levels - August 2026-May 2027) • Reading with Mom Literacy Event (October 2026) • District Halloween Trunk or Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • National Parent Involvement Day (November 2026) • District School Health Advisory Meetings (November 2026, March 2027, May 2027) • District Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Parent and Family Engagement Policy Campus Meeting (November 2026) • Curriculum Nights for All Grade Levels (September 2026 and January 2026) • School-Parent Compact Meeting (February 2027) • Spring STAAR Community Event (March 2027) • Campus Improvement Plan Feedback Meeting (April 2027)
Curriculum	John Doedyns Elementary utilizes high-quality curriculum that supports student success.

	• TEKS (Texas Essential Knowledge and Skills) Resource System (TCMPC) • Magnetic/Mosaico • Bluebonnet Math • SAVVAS MyView/MiVision • IXL • iReady • Age of Learning • Footsteps to Brilliance • Summit K-12 (TELPAS) • Beanstack			
Forms of Academic Assessments	John Doedyns Elementary has common formative assessments that every teacher gives. 3rd-5th grade children are assessed via assessments that model 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 assessments. Emergent Bilingual students are assessed using TELPAS model assessments.			
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 John Doedyns Elementary tracks each child's growth throughout the year via local assessments. Each child has a folder where teachers help them track their own learning growth and hold individual student conferences with students.			
Ways to Request regular meetings	Our school welcomes every family to our school community. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings or meet with an administrator or their child's teacher at another time by reaching out to the school via email, phone call, or a visit. We welcome any ideas, feedback and/or concerns.			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The students Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student.	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child's learning	• Be open to new ideas and learn from others. • Attend school daily and be punctual.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website,

	• Implement lessons and activities aligned with state standards. • Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. • Allow parents to participate in academic and extracurricular decisions affecting their children. • Engage parents through varied family engagement activities. • Implement team-oriented sessions offering literacy strategies for all parents. • Host meetings covering a variety of relevant topics.	• through ongoing dialogue, homework assistance, and active listening. • Attend parent meetings where educational and extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	• Behave responsibly and follow all school rules. • Always strive to improve academically and personally. • Work collaboratively with others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	• Parent Website, and Campus Websites • Parent–Teacher conferences and phone calls • Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks
--	--	---	---	--

We value each parent and guardian in our school district. Thank you for being an important part of our PSJA and Doedyns Family!

This policy is also available in Spanish. (Esta política también está disponible en español.)