



# Campus Improvement Plan

## Arnoldo Cantu Sr. Elementary

### 2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2028

## Texas Accountability System – Arnoldo Cantu Elementary



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Dr. Virna M. Bazan, Executive Officer for Elementary Schools  
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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**

We envision a student-led environment where everyone is empowered to become lifelong learners and global innovators.

## **Mission**

At Arnaldo Cantu Sr. Elementary, our mission is to inspire and create 21st century learners that will actively impact humanity.

## ***What We Believe In***

### ***Guiding Principles***

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

## ***What We Want to Accomplish***

Every student will graduate bi-literate, college ready, college connected, and college complete.

## District Strategic Direction



## Campus Executive Summary

### Demographics:

Campus Name serves students from Pharr, Texas who come from similar backgrounds and way of life.

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

|         | All | Male  | Female | SPED  | EB     | Migrant | ECD   | GT   | At-Risk |
|---------|-----|-------|--------|-------|--------|---------|-------|------|---------|
| Count   | 564 | 279   | 285    | 91    | 193    | 9       | 522   | 47   | 494     |
| Percent |     | 49.5% | 50.5%  | 16.1% | 34.22% | 1.6%    | 92.5% | 8.3% | 87.6%   |

### Comprehensive Needs Assessment:

Arnoldo Cantu Sr. Elementary has been rated a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 77. In Domain II, School Progress (86), Academic Growth (83) and Relative Performance (86) with an Eco Dis at a 91%. And last, Domain III, Closing the Gaps, Arnoldo Cantu scored a 90.

The overall 2025 Accountability Rating for Arnoldo Cantu Sr. Elementary was a score of 87. In grades 3-5 all tested STAAR subjects, 454 test were administered with over 99% participation for the 2025-2026 school year.

### Curriculum and Instruction and Assessment:

Arnoldo Cantu Sr. Elementary offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified Elementary school teachers. Many teachers on staff possess Dual/ESL certifications, and TIA Designations. Students attending Arnoldo Cantu Sr. Elementary can participate in UIL sponsored organizations, Fine Arts Clubs, and GT Programs. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

### Summary of Goals:

Arnoldo Cantu Elementary will Improve in STAAR Accountability by scoring an 80 or Higher in Domain 1, a 90 or higher in domain 2 Part A and in Domain III our goal is to meet all targets at interim level.

For TELPAS our goal is to reach the Long term target of 46.

We also aim to reach our Lone STAR Governance Goals of have 52% of 3<sup>rd</sup> grade students reach Meets or Masters in Math and 51% of 3<sup>rd</sup> grade students reach Meets or Masters in Reading.

Our goal for Kinder Readiness is to grow from 68% to 80%

## Arnoldo Cantu Sr. Elementary Educational Improvement Committee Members

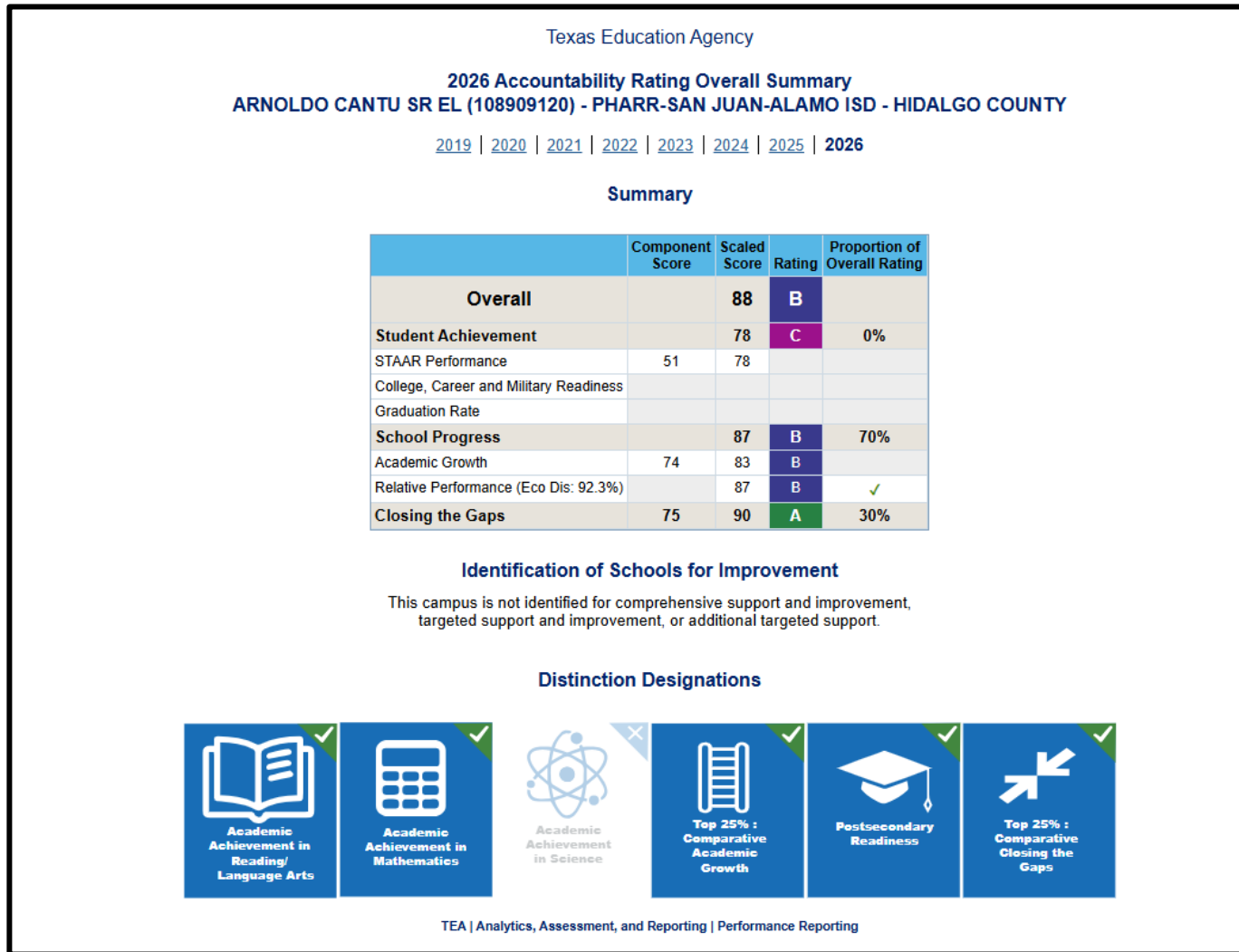
| Focus Area 1: Effective Teaching & Learning |                               |
|---------------------------------------------|-------------------------------|
| Name                                        | Role                          |
| Natividad Hernandez                         | Principal                     |
| Sanjuanita Sandoval                         | Assistant Principal           |
| Bianca Mireles                              | CLL                           |
| Alma Hernandez                              | 4 <sup>th</sup> Grade Teacher |
| Denise Landeros                             | 2 <sup>nd</sup> Grade Teacher |
| Alondra Dorado                              | 3 <sup>rd</sup> Grade Teacher |
| Ana Garcia                                  | Kinder Teacher                |
| Juana Lopez                                 | Pk4 Teacher                   |
| Abigail Mattox                              | Paraprofessional              |
| Dr. S. Arredondo                            | Executive Officer             |
| Focus Area 2: Student Supports              |                               |
| Name                                        | Role                          |
| Natividad Hernandez                         | Principal                     |
| Sanjuanita Sandoval                         | Assistant Principal           |
| Eva Hernandez                               | Reading Coach                 |
| Dallany Cantu                               | Resource Teacher              |
| Katherine Mushrush                          | Pk3 Teacher                   |
| Luis Segura                                 | 1 <sup>st</sup> Grade Teacher |
| Olga Lerma                                  | 5 <sup>th</sup> Grade Teacher |
| Dianne Olivares                             | 3 <sup>rd</sup> Grade Teacher |
| Patricia Solis                              | Paraprofessional              |
| Sandy Cadena                                | Parent                        |
| Jessica Cantu                               | Community member              |

| Focus Area 3: Leadership Growth              |                                              |
|----------------------------------------------|----------------------------------------------|
| Name                                         | Role                                         |
| Natividad Hernandez                          | Principal                                    |
| Sanjuanita Sandoval                          | Assistant Principal                          |
| Bianca Mireles                               | CLL                                          |
| Annette Alvarado                             | 4 <sup>th</sup> Grade Teacher                |
| Rolando Garcia                               | 5 <sup>th</sup> Grade Teacher                |
| Maria Murray                                 | 1 <sup>st</sup> Grade Teacher                |
| Karla Lopez                                  | Kinder Teacher                               |
| Mrs. A. Rodriguez                            | Business partner – Rodriguez screen Printing |
| Lilly Garcia                                 | Community member                             |
| Focus Area 4: Family & Community Empowerment |                                              |
| Name                                         | Role                                         |
| Natividad Hernandez                          | Principal                                    |
| Sanjuanita Sandoval                          | Assistant Principal                          |
| Mayra Reyna                                  | Librarian                                    |
| Eva Cardenas                                 | Counselor                                    |
| Lori Garcia                                  | 3 <sup>rd</sup> Grade Teacher                |
| Belinda Escamilla                            | 2 <sup>nd</sup> Grade Teacher                |
| Mayeli Figueroa                              | Music Teacher                                |
| Belen Alaniz                                 | 1 <sup>st</sup> Grade Teacher                |
| Elizabeth Pena                               | Business Partner – Tiffany Social Events     |
| Anaiz Rodriguez                              | Parent                                       |

**Data Sources Reviewed**

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

## Campus Overall Summary



Retrieved on 8/30/2026 ,2026 from

[https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_program=perf rept.perfmast.sas&\\_debug=0&ccyy=2026&lev=C&id=108909120&prgo](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2026&lev=C&id=108909120&prgo)

[pt=reports%2Facct%2Fsummary.sas](#)

## Identification of Schools Improvement

Texas Education Agency

**2026 Identification of Schools for Improvement**  
**ARNOLDO CANTU SR EL (108909120) - 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                         | 1                    | -                     | 0                     |
| Academic Achievement Status: Reading/Language Arts (RLA)                                                                                                        |                  |          |       |                 |       |                  |                   |             |                           |                      |                       |                       |
| 2024                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 0                    | -                     | 3                     |
| 2025                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 0                    | -                     | 3                     |
| 2026                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 0                    | -                     | 3                     |
| Academic Achievement Status: Mathematics                                                                                                                        |                  |          |       |                 |       |                  |                   |             |                           |                      |                       |                       |
| 2024                                                                                                                                                            | -                | 0        | -     | -               | -     | -                | -                 | 3           | 0                         | 0                    | -                     | 0                     |
| 2025                                                                                                                                                            | -                | 0        | -     | -               | -     | -                | -                 | 0           | 1                         | 0                    | -                     | 0                     |
| 2026                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 3                    | -                     | 3                     |
| Academic Growth Status: RLA                                                                                                                                     |                  |          |       |                 |       |                  |                   |             |                           |                      |                       |                       |
| 2024                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 0                         | 0                    | -                     | 3                     |
| 2025                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 3                    | -                     | 0                     |
| 2026                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 3                    | -                     | 3                     |
| Academic Growth Status: Mathematics                                                                                                                             |                  |          |       |                 |       |                  |                   |             |                           |                      |                       |                       |
| 2024                                                                                                                                                            | -                | 0        | -     | -               | -     | -                | -                 | 3           | 0                         | 3                    | -                     | 0                     |
| 2025                                                                                                                                                            | -                | 0        | -     | -               | -     | -                | -                 | 0           | 1                         | 0                    | -                     | 0                     |
| 2026                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 3                    | -                     | 3                     |
| Student Success (Student Achievement Domain Score (STAAR Component Only))                                                                                       |                  |          |       |                 |       |                  |                   |             |                           |                      |                       |                       |
| 2024                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 0                    | -                     | 0                     |
| 2025                                                                                                                                                            | -                | 3        | -     | -               | -     | -                | -                 | 3           | 3                         | 1                    | -                     | 0                     |
| 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

ARNOLDO CANTU SR EL (108909120) - 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             | 226                         | 226         | 71      | -              | 523    |             |
| Approaches GL or Above  | 169                         | 175         | 44      | -              | 388    | 74%         |
| Meets GL or Above       | 121                         | 127         | 20      | -              | 268    | 51%         |
| Masters GL              | 67                          | 67          | 6       | -              | 140    | 27%         |
| Total Percentage Points |                             |             |         |                |        | 152%        |
| Component Score         |                             |             |         |                |        | 51          |

# Student Achievement: 2026 STAAR Performance

| Additional Student Groups          |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
|------------------------------------|--------------|-------------|-----------------|------|--------------|--------------------------|----------------------|----------------------|-----------------------|---------------------------|-----------------|--------|----------|---------|
|                                    | All Students | Econ Disadv | Non-Econ Disadv | G/T  | EB (Current) | EB (Current & Monitored) | Special Ed (Current) | Special Ed (Former)* | Continuously Enrolled | Non-Continuously Enrolled | Highly Mobile * | Foster | Homeless | Migrant |
| All Subjects                       |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| Percent of Tests                   |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 74%          | 73%         | 91%             | 100% | 71%          | 73%                      | 45%                  | -                    | 73%                   | 77%                       | 100%            | -      | -        | 100%    |
| At Meets GL Standard or Above      | 51%          | 49%         | 79%             | 95%  | 46%          | 50%                      | 23%                  | -                    | 51%                   | 53%                       | 89%             | -      | -        | 89%     |
| At Masters GL Standard             | 27%          | 25%         | 52%             | 84%  | 20%          | 22%                      | 9%                   | -                    | 27%                   | 27%                       | 67%             | -      | -        | 67%     |
| Number of Tests                    |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 388          | 358         | 30              | 61   | 138          | 157                      | 50                   | -                    | 309                   | 79                        | 9               | -      | -        | 9       |
| At Meets GL Standard or Above      | 268          | 242         | 26              | 58   | 89           | 106                      | 25                   | -                    | 214                   | 54                        | 8               | -      | -        | 8       |
| At Masters GL Standard             | 140          | 123         | 17              | 51   | 39           | 47                       | 10                   | -                    | 112                   | 28                        | 6               | -      | -        | 6       |
| Total Tests                        | 523          | 490         | 33              | 61   | 194          | 214                      | 110                  | -                    | 421                   | 102                       | 9               | -      | -        | 9       |
| Reading/Language Arts (RLA)        |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| Percent of Tests                   |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 75%          | 73%         | 93%             | 100% | 76%          | 78%                      | 46%                  | -                    | 74%                   | 79%                       | *               | -      | -        | *       |
| At Meets GL Standard or Above      | 54%          | 52%         | 80%             | 93%  | 49%          | 52%                      | 21%                  | -                    | 51%                   | 63%                       | *               | -      | -        | *       |
| At Masters GL Standard             | 30%          | 28%         | 53%             | 81%  | 20%          | 24%                      | 8%                   | -                    | 28%                   | 35%                       | *               | -      | -        | *       |
| Number of Tests                    |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 169          | 155         | 14              | 27   | 63           | 70                       | 22                   | -                    | 135                   | 34                        | *               | -      | -        | *       |
| At Meets GL Standard or Above      | 121          | 109         | 12              | 25   | 41           | 47                       | 10                   | -                    | 94                    | 27                        | *               | -      | -        | *       |
| At Masters GL Standard             | 67           | 59          | 8               | 22   | 17           | 22                       | 4                    | -                    | 52                    | 15                        | *               | -      | -        | *       |
| Total Tests                        | 226          | 211         | 15              | 27   | 83           | 90                       | 48                   | -                    | 183                   | 43                        | *               | -      | -        | *       |
| Mathematics                        |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| Percent of Tests                   |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 77%          | 76%         | 93%             | 100% | 73%          | 76%                      | 52%                  | -                    | 76%                   | 84%                       | *               | -      | -        | *       |
| At Meets GL Standard or Above      | 56%          | 54%         | 87%             | 100% | 53%          | 56%                      | 29%                  | -                    | 57%                   | 53%                       | *               | -      | -        | *       |
| At Masters GL Standard             | 30%          | 28%         | 53%             | 93%  | 27%          | 27%                      | 13%                  | -                    | 31%                   | 26%                       | *               | -      | -        | *       |
| Number of Tests                    |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 175          | 161         | 14              | 27   | 61           | 68                       | 25                   | -                    | 139                   | 36                        | *               | -      | -        | *       |
| At Meets GL Standard or Above      | 127          | 114         | 13              | 27   | 44           | 50                       | 14                   | -                    | 104                   | 23                        | *               | -      | -        | *       |
| At Masters GL Standard             | 67           | 59          | 8               | 25   | 22           | 24                       | 6                    | -                    | 56                    | 11                        | *               | -      | -        | *       |
| Total Tests                        | 226          | 211         | 15              | 27   | 83           | 90                       | 48                   | -                    | 183                   | 43                        | *               | -      | -        | *       |
| Science                            |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| Percent of Tests                   |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 62%          | 62%         | *               | 100% | 50%          | 56%                      | 21%                  | -                    | 64%                   | 56%                       | *               | -      | -        | *       |
| At Meets GL Standard or Above      | 28%          | 28%         | *               | 86%  | 14%          | 26%                      | 7%                   | -                    | 29%                   | 25%                       | *               | -      | -        | *       |
| At Masters GL Standard             | 8%           | 7%          | *               | 57%  | 0%           | 3%                       | 0%                   | -                    | 7%                    | 13%                       | *               | -      | -        | *       |
| Number of Tests                    |              |             |                 |      |              |                          |                      |                      |                       |                           |                 |        |          |         |
| At Approaches GL Standard or Above | 44           | 42          | *               | 7    | 14           | 19                       | 3                    | -                    | 35                    | 9                         | *               | -      | -        | *       |
| At Meets GL Standard or Above      | 20           | 19          | *               | 6    | 4            | 9                        | 1                    | -                    | 16                    | 4                         | *               | -      | -        | *       |
| At Masters GL Standard             | 6            | 5           | *               | 4    | 0            | 1                        | 0                    | -                    | 4                     | 2                         | *               | -      | -        | *       |
| Total Tests                        | 71           | 68          | *               | 7    | 28           | 34                       | 14                   | -                    | 55                    | 16                        | *               | -      | -        | *       |

## School Progress: Academic Growth

Texas Education Agency

## 2026 Academic Growth

ARNOLDO CANTU SR EL (108909120) - 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                           | 217.5 | 1      | 217.50     |
| Accelerated Learning Points Earned                    | 37    | 0.25   | 9.25       |
| Sum of Annual Growth plus Accelerated Learning Points |       |        | 226.75     |
| Total Tests Evaluated                                 |       |        | 307        |
| Academic Growth Score                                 |       |        | 74         |

## School Progress: Relative Performance

Texas Education Agency

**2026 Relative Performance****ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY**[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026****Calculation Report**

| Component                               | % Economically Disadvantaged | Component Score | Scaled Score |
|-----------------------------------------|------------------------------|-----------------|--------------|
| STAAR Performance                       | 92.3%                        | 51              | 87           |
| College, Career, and Military Readiness |                              |                 |              |
| <b>Relative Performance</b>             |                              |                 | <b>87</b>    |

## School Progress: Closing the Gaps

## 2026 Closing the Gaps

## ARNOLDO CANTU SR EL (108909120) - 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          |
| <b>Closing the Gaps Score</b> |                     |                       |                  |        | <b>75</b>    |

## School Progress: Closing the Gaps Continuation

|                                                           | Additional Groups |             |                 |       |              |                           |                      |                      |                       |                           |                |        |          |         |
|-----------------------------------------------------------|-------------------|-------------|-----------------|-------|--------------|---------------------------|----------------------|----------------------|-----------------------|---------------------------|----------------|--------|----------|---------|
|                                                           | All Students      | Econ Disadv | Non Econ Disadv | G/T   | EB (Current) | EB (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former)+ | Continuously Enrolled | Non Continuously Enrolled | Highly Mobile* | Foster | Homeless | Migrant |
| <b>Academic Achievement Status</b>                        |                   |             |                 |       |              |                           |                      |                      |                       |                           |                |        |          |         |
| Reading/Language Arts (RLA) 2026 Target                   | 46%               | 35%         | n/a             | n/a   | n/a          | 37%                       | 26%                  | 38%                  | 47%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| RLA Next Interim Target (2027-28 through 2031-32)         | 55%               | 46%         | n/a             | n/a   | n/a          | 48%                       | 38%                  | 48%                  | 56%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| RLA Long Term Target (2037-38)                            | 73%               | 68%         | n/a             | n/a   | n/a          | 69%                       | 63%                  | 69%                  | 74%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Points Evaluated for Federal School Improvement           | 3                 | 3           |                 |       |              | 3                         | 0                    |                      | 3                     |                           |                |        |          |         |
| 2026 % at Meets GL Standard or Above                      | 54%               | 52%         | 80%             | 93%   | 49%          | 52%                       | 21%                  | -                    | 51%                   | 63%                       | *              | -      | -        | *       |
| 2026 # at Meets GL Standard or Above                      | 121               | 109         | 12              | 25    | 41           | 47                        | 10                   | -                    | 94                    | 27                        | *              | -      | -        | *       |
| 2026 Total Tests (Adjusted)                               | 226               | 211         | 15              | 27    | 83           | 90                        | 48                   | -                    | 183                   | 43                        | *              | -      | -        | *       |
| 2025 % at Meets GL Standard or Above                      | 48%               | 44%         | 90%             | 96%   | 43%          | 43%                       | 21%                  | --                   | 48%                   | 51%                       | --             | -      | --       | 33%     |
| Mathematics 2026 Target                                   | 49%               | 40%         | n/a             | n/a   | n/a          | 45%                       | 29%                  | 45%                  | 51%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Mathematics Next Interim Target (2027-28 through 2031-32) | 58%               | 50%         | n/a             | n/a   | n/a          | 54%                       | 41%                  | 54%                  | 59%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Mathematics Long Term Target (2037-38)                    | 75%               | 70%         | n/a             | n/a   | n/a          | 73%                       | 65%                  | 73%                  | 76%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Points Evaluated for Federal School Improvement           | 3                 | 3           |                 |       |              | 3                         | 3                    |                      | 3                     |                           |                |        |          |         |
| 2026 % at Meets GL Standard or Above                      | 56%               | 54%         | 87%             | 100%  | 53%          | 56%                       | 29%                  | -                    | 57%                   | 53%                       | *              | -      | -        | *       |
| 2026 # at Meets GL Standard or Above                      | 127               | 114         | 13              | 27    | 44           | 50                        | 14                   | -                    | 104                   | 23                        | *              | -      | -        | *       |
| 2026 Total Tests (Adjusted)                               | 226               | 211         | 15              | 27    | 83           | 90                        | 48                   | -                    | 183                   | 43                        | *              | -      | -        | *       |
| 2025 % at Meets GL Standard or Above                      | 40%               | 37%         | 76%             | 93%   | 38%          | 38%                       | 18%                  | --                   | 38%                   | 46%                       | --             | -      | --       | 17%     |
| <b>Academic Growth Status</b>                             |                   |             |                 |       |              |                           |                      |                      |                       |                           |                |        |          |         |
| RLA 2026 Target                                           | 64%               | 60%         | n/a             | n/a   | n/a          | 62%                       | 50%                  | 64%                  | 65%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| RLA Next Interim Target (2027-28 through 2031-32)         | 74%               | 70%         | n/a             | n/a   | n/a          | 72%                       | 60%                  | 74%                  | 75%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| RLA Long Term Target (2037-38)                            | 94%               | 90%         | n/a             | n/a   | n/a          | 92%                       | 80%                  | 94%                  | 95%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Points Evaluated for Federal School Improvement           | 3                 | 3           |                 |       |              | 3                         | 3                    |                      | 3                     |                           |                |        |          |         |
| 2026 Academic Growth Score                                | 72%               | 72%         | 75%             | 84%   | 74%          | 76%                       | 52%                  | -                    | 70%                   | 78%                       | *              | -      | -        | *       |
| 2026 Growth Points                                        | 110.50            | 102.25      | 8.25            | 16.00 | 46.00        | 52.50                     | 17.25                | -                    | 81.50                 | 29.00                     | *              | -      | -        | *       |
| 2026 Total Tests                                          | 154               | 143         | 11              | 19    | 62           | 69                        | 33                   | -                    | 117                   | 37                        | *              | -      | -        | *       |
| 2025 Academic Growth Score                                | 68%               | 65%         | 95%             | 94%   | 64%          | 64%                       | 54%                  | --                   | 62%                   | 83%                       | --             | -      | --       | 75%     |
| Mathematics 2026 Target                                   | 69%               | 65%         | n/a             | n/a   | n/a          | 69%                       | 58%                  | 70%                  | 70%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Mathematics Next Interim Target (2027-28 through 2031-32) | 78%               | 75%         | n/a             | n/a   | n/a          | 78%                       | 68%                  | 78%                  | 78%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Mathematics Long Term Target (2037-38)                    | 95%               | 95%         | n/a             | n/a   | n/a          | 95%                       | 88%                  | 95%                  | 95%                   | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Points Evaluated for Federal School Improvement           | 3                 | 3           |                 |       |              | 3                         | 3                    |                      | 3                     |                           |                |        |          |         |
| 2026 Academic Growth Score                                | 76%               | 75%         | 93%             | 95%   | 72%          | 72%                       | 68%                  | -                    | 75%                   | 80%                       | *              | -      | -        | *       |
| 2026 Growth Points                                        | 116.25            | 106.00      | 10.25           | 18.00 | 44.50        | 49.50                     | 22.50                | -                    | 86.75                 | 29.50                     | *              | -      | -        | *       |
| 2026 Total Tests                                          | 153               | 142         | 11              | 19    | 62           | 69                        | 33                   | -                    | 116                   | 37                        | *              | -      | -        | *       |
| 2025 Academic Growth Score                                | 67%               | 64%         | 95%             | 89%   | 64%          | 64%                       | 52%                  | --                   | 63%                   | 77%                       | --             | -      | --       | 75%     |

## School Progress: Closing the Gaps Continuation

| Additional Groups                                                         |              |             |                 |      |              |                           |                      |                      |                       |                           |                |        |          |         |
|---------------------------------------------------------------------------|--------------|-------------|-----------------|------|--------------|---------------------------|----------------------|----------------------|-----------------------|---------------------------|----------------|--------|----------|---------|
|                                                                           | All Students | Econ Disadv | Non Econ Disadv | G/T  | EB (Current) | EB (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former)+ | Continuously Enrolled | Non Continuously Enrolled | Highly Mobile* | Foster | Homeless | Migrant |
| Progress in Achieving English Language Proficiency (EB Current)           |              |             |                 |      |              |                           |                      |                      |                       |                           |                |        |          |         |
| 2026 Target                                                               |              |             |                 |      | 40%          |                           |                      |                      |                       |                           |                |        |          |         |
| Next Interim Target (2027-28 through 2031-32)                             |              |             |                 |      | 42%          |                           |                      |                      |                       |                           |                |        |          |         |
| Long Term Target (2037-38)                                                |              |             |                 |      | 46%          |                           |                      |                      |                       |                           |                |        |          |         |
| Points Evaluated for Federal School Improvement                           |              |             |                 |      | 3            |                           |                      |                      |                       |                           |                |        |          |         |
| 2026 TELPAS Progress Rate                                                 |              |             |                 |      | 45%          |                           |                      |                      |                       |                           |                |        |          |         |
| 2026 TELPAS Progress                                                      |              |             |                 |      | 56           |                           |                      |                      |                       |                           |                |        |          |         |
| 2026 TELPAS Total                                                         |              |             |                 |      | 125          |                           |                      |                      |                       |                           |                |        |          |         |
| 2025 TELPAS Progress Rate                                                 |              |             |                 |      | 44%          |                           |                      |                      |                       |                           |                |        |          |         |
| Student Success (Student Achievement Domain Score (STAAR Component Only)) |              |             |                 |      |              |                           |                      |                      |                       |                           |                |        |          |         |
| 2026 Target                                                               | 47           | 38          | n/a             | n/a  | n/a          | 37                        | 23                   | 42                   | 48                    | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Next Interim Target (2027-28 through 2031-32)                             | 57           | 48          | n/a             | n/a  | n/a          | 47                        | 33                   | 52                   | 58                    | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Long Term Target (2037-38)                                                | 77           | 68          | n/a             | n/a  | n/a          | 67                        | 53                   | 72                   | 78                    | n/a                       | n/a            | n/a    | n/a      | n/a     |
| Points Evaluated for Federal School Improvement                           | 3            | 3           |                 |      |              | 3                         | 3                    |                      | 3                     |                           |                |        |          |         |
| 2026 STAAR Component Score                                                | 51           | 49          | 74              | 93   | 46           | 48                        | 26                   | -                    | 50                    | 52                        | 85             | -      | -        | 85      |
| 2026 % at Approaches GL Standard or Above                                 | 74%          | 73%         | 91%             | 100% | 71%          | 73%                       | 45%                  | -                    | 73%                   | 77%                       | 100%           | -      | -        | 100%    |
| 2026 % at Meets GL Standard or Above                                      | 51%          | 49%         | 79%             | 95%  | 46%          | 50%                       | 23%                  | -                    | 51%                   | 53%                       | 89%            | -      | -        | 89%     |
| 2026 % at Masters GL Standard                                             | 27%          | 25%         | 52%             | 84%  | 20%          | 22%                       | 9%                   | -                    | 27%                   | 27%                       | 67%            | -      | -        | 67%     |
| 2026 Total Tests                                                          | 523          | 490         | 33              | 61   | 194          | 214                       | 110                  | -                    | 421                   | 102                       | 9              | -      | -        | 9       |
| 2025 STAAR Component Score                                                | 44           | 41          | 76              | 84   | 39           | 39                        | 22                   | --                   | 43                    | 46                        | 26             | -      | --       | 31      |

# Comprehensive Needs Assessment

## AREA LEADS:



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

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

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

**Challenges**

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

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 52%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 50%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 49%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 21%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 35% of 3<sup>rd</sup> grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 56%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 53 points.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 55%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 29%.
- Elementary Reading, Writing, Mathematics and Science curriculums will be monitored for alignment and effectiveness.

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

By the end of the current academic year, student achievement will improve from an average score of 77 (a C grade) to 82, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

**OBJECTIVE 1:** The percentage of all students that score **MEETS grade level or above** on STAAR combined Reading and Mathematics will increase from 49% in June 2026 to 60% by June 2027. (demonstrating an 11% increase)

**Strategy 1:** Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation, and to make sure that instruction is differentiated for all students.

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

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

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

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

- **Facilitate Collaborative Planning and Feedback:**

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

| Resources                                                                                                                                                                                                                                                                                                                              | Evidence of Implementation                                                                                                                                                                                                                             | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> <li>• Professional Development from outside campus personnel</li> <li>• Support from Regional ESC</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans with annotations</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BMs]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

**Goal Area 1: Effective Teaching and Learning**

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

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

| Resources                                                                                                                                                                                                                                                                                                                                                                 | Evidence of Implementation                                                                                                                                                             | Evidence of Impact                                                                                                                                                                                | Formative Evaluation                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Training Material/Agenda</li> <li>• District Curriculum</li> <li>• Pacing guide</li> <li>• Year- at- a- Glance,</li> <li>• Weekly Lessons</li> <li>• State and Local Data</li> <li>• Lexia Core 5</li> <li>• Power Up</li> <li>• I-Ready</li> <li>• Read Works</li> <li>• Forde Ferrier</li> <li>• Lead4ward training</li> </ul> | <ul style="list-style-type: none"> <li>• Training Agenda</li> <li>• Collaborative Learning Community Meetings</li> <li>• Tutorial lesson plans</li> <li>• Attendance sheets</li> </ul> | <ul style="list-style-type: none"> <li>• BM1 and BM2 scores show increases in student achievement and student performance growth</li> <li>• Increase level of performance in STAAR/EOC</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BMs]</li> <li>• STAAR/TELPAS</li> <li>• Results Driven Accountability</li> <li>• I-Ready</li> </ul> |

**Goal Area 1: Effective Teaching and Learning**

**Annual Goal 1: Student Achievement**

**OBJECTIVE 2:** To implement targeted, data-driven instruction and interventions in Reading and Math that support **individual student growth** and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

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

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

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

• **Tiered Intervention Implementation:**

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

• **Ongoing Teacher Collaboration and Planning:**

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

| Resources                                                                                                                                                                                                                                                                                                                                                        | Evidence of Implementation                                                                                                                                                                                                 | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> <li>• Tutorial sessions on going</li> <li>• Saturday Academies</li> <li>• Sci Tech program to enhance vocabulary of content</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BMs]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

## Goal Area 1: Effective Teaching and Learning

**Strategy 2:** Use Progress Monitoring to Drive Goal Setting and Student Ownership

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

- **Each student will create a data tracker for Reading and Math:**  
Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- **Setting Goals:** Set individual academic progress goals for every student, using STAAR progress targets as benchmarks. Teachers will also communicate these goals to the parents during curriculum nights.
- **Ongoing Teacher Collaboration and Planning:**  
Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction, and align lessons to TEKS and STAAR readiness standards.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.
- Admin Conference with 4<sup>th</sup> and 5<sup>th</sup> grade students throughout the year and provide incentives for growth

| Resources                                                                                                                                                                                                                       | Evidence of Implementation                                                                                                                                                                                                 | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BM's]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

**Goal Area 1: Effective Teaching and Learning**

**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that are performing at Kinder Readiness level will increase from 68% to 80%.

**OBJECTIVE 1:** Increase the percentage of Early Literacy students performing at **Kinder Readiness level** will increase from **68% to 80%** by the end of the academic year, demonstrating a **12% increase** through targeted instruction, early interventions, and consistent progress monitoring.

**Strategy 1:** Small group implementation to target students

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

| Resources                                                                                                                                                                                                             | Evidence of Implementation                                                                                                                                                                                                       | Evidence of Impact                                                                                                                        | Formative Evaluation                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lion/Leon</li> <li>• Curriculum</li> <li>• Frog Street</li> <li>• Mosaico</li> <li>• Magnetic</li> <li>• Progress Monitoring</li> <li>• IPads</li> <li>• Heggerty</li> </ul> | <ul style="list-style-type: none"> <li>• Lion/Leon Reports</li> <li>• Monitoring</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Progress Monitoring</li> <li>• Results Driven Accountability</li> </ul> |

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

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

| Resources                                                                                                                                                                                                             | Evidence of Implementation                                                                                                                                                                                                       | Evidence of Impact                                                                                                                        | Formative Evaluation                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lion/Leon</li> <li>• Curriculum</li> <li>• Frog Street</li> <li>• Mosaico</li> <li>• Magnetic</li> <li>• Progress Monitoring</li> <li>• iPads</li> <li>• Heggerty</li> </ul> | <ul style="list-style-type: none"> <li>• Lion/Leon Reports</li> <li>• Monitoring</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Progress Monitoring</li> <li>• Results Driven Accountability</li> </ul> |

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

- **Host Monthly Family Literacy Nights:**

Organize interactive workshops where families learn simple literacy strategies

- **Distribute Literacy Take-Home Kits:**

Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.

- **Communicate Weekly Literacy Tips via Digital Platforms:**

Use tools like ClassDojo or school newsletters to share weekly reading tips.

| Resources                                                                                                                                                                                                             | Evidence of Implementation                                                                                                                                                                                                       | Evidence of Impact                                                                                                                        | Formative Evaluation                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lion/Leon</li> <li>• Curriculum</li> <li>• Frog Street</li> <li>• Mosaico</li> <li>• Magnetic</li> <li>• Progress Monitoring</li> <li>• iPads</li> <li>• Heggerty</li> </ul> | <ul style="list-style-type: none"> <li>• Lion/Leon Reports</li> <li>• Monitoring</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Progress Monitoring</li> <li>• Results Driven Accountability</li> </ul> |

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

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

**Strategy 1:** Implement Daily Phonological Awareness Activities

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

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

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

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

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

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

| Resources                                                                                                                                                                                                             | Evidence of Implementation                                                                                                                                                                                                       | Evidence of Impact                                                                                                                        | Formative Evaluation                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lion/Leon</li> <li>• Curriculum</li> <li>• Frog Street</li> <li>• Mosaico</li> <li>• Magnetic</li> <li>• Progress Monitoring</li> <li>• iPads</li> <li>• Heggerty</li> </ul> | <ul style="list-style-type: none"> <li>• Lion/Leon Reports</li> <li>• Monitoring</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Progress Monitoring</li> <li>• Results Driven Accountability</li> </ul> |

**Goal Area 1: Effective Teaching and Learning**

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

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

| Resources                                                                                                                                                                                                             | Evidence of Implementation                                                                                                                                                                                                       | Evidence of Impact                                                                                                                        | Formative Evaluation                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lion/Leon</li> <li>• Curriculum</li> <li>• Frog Street</li> <li>• Mosaico</li> <li>• Magnetic</li> <li>• Progress Monitoring</li> <li>• iPads</li> <li>• Heggerty</li> </ul> | <ul style="list-style-type: none"> <li>• Lion/Leon Reports</li> <li>• Monitoring</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization checklists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Progress Monitoring</li> <li>• Results Driven Accountability</li> </ul> |

## AREA LEADS: Names



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

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5<sup>th</sup>.
- 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 2026 STAAR Performance results indicate academic gains in mathematics and SPED populations, but we still have to improve in SPED academic Achievement and TELPAS Composite.

- We Did not meet the targets for SPED Reading Academic Achievement
- TELPAS Progress was 45% , but the long term target was 46%

**Goal Area 2: Student Supports****Annual Goal 2: School Progress**

By May 2027, Arnoldo Cantu Sr. Elementary will increase overall student progress by improving performance among special populations.

**OBJECTIVE 1:** Implement targeted language acquisition for English Learners (ELs), aligned with TELPAS domains and best instructional practices.

**Strategy 1:** Use Sentence Stems & Frames to Support Academic Language

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

- **Embed Stems in Daily Content Objectives & Tasks:**

Display sentence stems alongside your learning objective or essential question.

- **Use Partner or Group Talk with Scaffolded Prompts:**

During collaborative activities (like Think-Pair-Share or group discussions), assign stems to guide student responses.

- **Create a Classroom Language Wall or Toolkit:**

Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

| Resources                                                                                                                                                                                                                                                                                        | Evidence of Implementation                                                                                                                                                                                                                                             | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> <li>• Summit K12</li> <li>• District Writing TELPAS prompts</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization</li> <li>• District visits from specialists</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BM]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

**Goal Area 2: Student Supports****Strategy 2: Incorporate Structured Collaborative Conversations using CIF Strategies****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach**Action Steps:**

- **Establish and Teach Conversation Norms & Roles:**

Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like *Speaker, Listener, Questioner, or Recorder.*)

- **Use Sentence Stems and Conversation Prompts:**

Provide students with sentence starters to guide academic discussion.

- **Implement Consistent Routines and CIF strategies like Think-Pair-Share:**

Build collaborative talk into daily instruction with routines such as:

- Think-Pair-Share: Students think individually, share with a partner, then with the group.
- Hand up, Stand up, Pair up.

| Resources                                                                                                                                                                                                                                                                                                        | Evidence of Implementation                                                                                                                                                                                                                           | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> <li>• On Going Professional Development on EB</li> <li>• Summit K12 Program</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization</li> <li>• Fluency checks</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BMs]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

**Goal Area 2: Student Supports**

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

**Strategy 1:** Use Progress Monitoring Tools Aligned to IEP Goals

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** : Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

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

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

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

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

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

| Resources                                                                                                                                                                                                                       | Evidence of Implementation                                                                                                                                                                                                 | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BMs]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

## 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, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

- 1) Ensure that special education teachers are aware of lessons in the classroom so that they can design and adjust those lessons and meet the needs of their students.
- 2) Review action plans based on data from assessments with grade levels after assessments or progress monitoring in order to make adjustments.
- 3) Provide tutoring after school with interventions that are purposeful and planned with the students needs in order to show growth.

| Resources                                                                                                                                                                                                                                                        | Evidence of Implementation                                                                                                                                                                                            | Evidence of Impact                                                                                                                                                                                                                                                                                                              | Formative Evaluation                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>•TEKS Resource System</li> <li>•Curriculum Templates/Calendar</li> <li>•I-Ready</li> <li>•State and local student data</li> <li>•Lead 4Ward,</li> <li>•STAAR Release Assessments</li> <li>•Progress monitoring</li> </ul> | <ul style="list-style-type: none"> <li>•Curriculum documents</li> <li>•Lesson plans</li> <li>•Collaborative Learning Leader [CLL] agendas</li> <li>•Walkthrough documents</li> <li>•Lesson Internalization</li> </ul> | <ul style="list-style-type: none"> <li>•Student Achievement gains on the STAAR</li> <li>•Teacher retention</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Reports</li> <li>Student Progress Monitoring</li> <li>•Teacher Progress Monitoring</li> <li>•DMAC Reports</li> <li>•Weekly Assessments</li> </ul> | <ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Student Growth Measures [SGMs] Pre/Post Test</li> <li>•IReady Diagnostic</li> </ul> |

## AREA LEADS:



### Goal Area 3: Leadership Growth

**Annual Goal 1:** Develop and retain 100% of highly qualified staff.

**OBJECTIVE 1:** We will ensure that the climate is positive and the culture is one of collaboration and cooperation for educational excellence.

**Strategy 1:** On-going professional development for District/Campus Curriculum such as Savvas, Bluebonnet Math, Magnetic/Mosaico and others

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

- 1) Coordinate with district department directors for professional development dates.
- 2) Use campus assessment data to determine campus needs and provide professional development according to those needs.
- 3) Provide professional development on instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

| Resources                                                                                                                                                                                                                                                                                                                                                                      | Evidence of Implementation                                                                                                                                                                                                                                                    | Evidence of Impact                                                                                                                                                                                                                         | Formative Evaluation                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• TEKS Resource System</li> <li>• Curriculum Templates/Calendar</li> <li>• I-Ready</li> <li>• State and local student data</li> <li>• Campus based progress monitoring system</li> <li>• district lesson plans templates</li> <li>• Google drive folders</li> <li>• technology tool to revise, create, and edit lesson plans</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> <li>• Collaborative Learning Leader [CLL] agendas</li> <li>• Walkthrough documents</li> <li>• Lesson Internalization</li> <li>• annotated lesson plans using technology</li> </ul> | <ul style="list-style-type: none"> <li>• Student Achievement gains on the STAAR</li> <li>• Teacher retention</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Reports</li> <li>• progress and report cards</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BM's]</li> <li>• STAAR</li> <li>• TELPAS</li> <li>• Results Driven Accountability</li> <li>• Student Growth Measures [SGMs] Pre/Post Test</li> <li>• IReady Diagnostic</li> </ul> |

### Goal Area 3: Leadership Growth

**Strategy 2:** Implement an effective instructional coaching system with on-going planning support.

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

- **Action Steps:**
- 1) Have monthly professional development meetings that focus on topics that promote effective instructional strategies.
- 2) Incorporate instructional rounds with new teachers by grade levels and across the grade levels.
- 3) Provide grade level mentors to ensure new teachers or new teachers to grade level are using effective and implemented strategies are being followed.

| Resources                                                                                                                                                                                                                                                                                                        | Evidence of Implementation                                                                                                                               | Evidence of Impact                                                                                                                                                                       | Formative Evaluation                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>•Walk-through documents</li> <li>•Pacing Guides</li> <li>•Curriculum</li> <li>•Instructional Rounds Documentation</li> <li>•Coordinator/Direct or Feedback Forms</li> <li>•Lesson Plans</li> <li>•PSJA LIFE (Literacy Impact for Excellence)</li> <li>•I-Ready</li> </ul> | <ul style="list-style-type: none"> <li>• -Sign in sheets</li> <li>-Coaching Logs</li> <li>-Coaching Schedules</li> <li>-Walk-through feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Closing the achievement gap among student groups</li> <li>-TTESS Teacher evaluation proficiency Level increase by at least one level</li> </ul> | <ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR/TELPAS</li> <li>•ACT and SAT</li> <li>•Results Driven Accountability</li> <li>•IReady Diagnostic</li> </ul> |

### Goal Area 3: Leadership Growth

**OBJECTIVE 2:** We will continue with campus wide monthly professional development to teach and enhance classroom instructional skills..

**Strategy 1:** Conduct monthly Campus CLCs and weekly Teacher CLCs to enhance teacher knowledge in all areas of their instruction.

**Timeline:** September 2026 – May 2027

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

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

**Action Steps:**

**Action Steps:**

- 1) Create a calendar for weekly and monthly meetings.
- 2) Conduct instructional rounds to provide teachers with feedback.
- 3) Meet with grade level chairs every two weeks to plan effective meetings that will add to teachers toolbox.

| Resources                                                                                                                                                                                                                                                                                                        | Evidence of Implementation                                                                                                                                                                                                                                                                                           | Evidence of Impact                                                                                                                                                                                                                                                                                                               | Formative Evaluation                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>•TEKS Resource System</li> <li>•Curriculum Templates/Calendar</li> <li>•I-Ready</li> <li>•State and local student data</li> <li>•Lead 4Ward,</li> <li>•STAAR Release Assessments</li> <li>•Progress monitoring</li> <li>SIOP Training</li> <li>-TTESS Training</li> </ul> | <ul style="list-style-type: none"> <li>•Curriculum documents</li> <li>•Lesson plans</li> <li>•Collaborative Learning Leader [CLL] agendas</li> <li>•Walkthrough documents</li> <li>•Lesson Internalization</li> <li>-Sign in Sheets</li> <li>-Progress Monitoring Reports</li> <li>-Walk-through feedback</li> </ul> | <ul style="list-style-type: none"> <li>•Student Achievement gains on the STAAR</li> <li>•Teacher retention</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Reports</li> <li>•Student Progress Monitoring</li> <li>•Teacher Progress Monitoring</li> <li>•DMAC Reports</li> <li>•Weekly Assessments</li> </ul> | <ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR</li> <li>•TELPAS</li> <li>•Results Driven Accountability</li> <li>•Student Growth Measures [SGMs] Pre/Post Test</li> <li>•I Ready Diagnostic</li> </ul> |

### Goal Area 3: Leadership Growth

**Strategy 2: Conduct Monthly vertical alignment meeting where teacher leaders can present and share best practices.**

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

- Identify campus needs based on classroom observations.
- Meet with chair persons and identify campus teachers that have strengths in these areas.
- Present topics to teachers and assist them in creating presentations that will have a positive impact on staff.

| Resources                                                                                                                                                                                                                                                                                            | Evidence of Implementation                                                                                                                     | Evidence of Impact                                                                                                                         | Formative Evaluation                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>•Walk-through documents</li> <li>•Pacing Guides</li> <li>•Curriculum</li> <li>•Instructional Rounds Documentation</li> <li>• Feedback Forms</li> <li>•Lesson Plans</li> <li>• TIA designated teachers</li> <li>• On going professional development</li> </ul> | <ul style="list-style-type: none"> <li>•Walkthrough documents</li> <li>• peer to peer observations</li> <li>• summative evaluations</li> </ul> | <ul style="list-style-type: none"> <li>•BM1 and BM2 scores show increases in student achievement and student performance growth</li> </ul> | <ul style="list-style-type: none"> <li>•Formative assessments</li> <li>•Benchmarks [BMs]</li> <li>•STAAR/TELPAS</li> <li>•Results Driven Accountability</li> <li>•IReady Diagnostic</li> </ul> |

### Goal Area 3: Leadership Growth

**Strategy 3:** Recognize and Reward High Performance to Boost Retention

**Timeline:** September 2026 – May 2027

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

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

**Action Steps:**

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

| Resources                                                                                                                                                                                                                                                                                                                         | Evidence of Implementation                                                                                                                         | Evidence of Impact                                                                                                                                                                                | Formative Evaluation                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Training Material/Agenda</li> <li>• TIA designated teachers</li> <li>• Banners for recognition for classrooms</li> <li>• Year- at- a- Glance,</li> <li>• Weekly Lessons</li> <li>• District wide contest</li> <li>• TEEMS platform for evaluations</li> <li>• I-Ready reports</li> </ul> | <ul style="list-style-type: none"> <li>• Training Agenda</li> <li>• Collaborative Learning Community Meetings</li> <li>• shout out wall</li> </ul> | <ul style="list-style-type: none"> <li>• BM1 and BM2 scores show increases in student achievement and student performance growth</li> <li>• Increase level of performance in STAAR/EOC</li> </ul> | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Benchmarks [BMs]</li> <li>• STAAR/TELPAS</li> <li>• Results Driven Accountability</li> <li>• I-Ready</li> </ul> |

## AREA LEADS:



## Goal Area 4: Family & Community Empowerment

**Annual Goal 1:** Family involvement and parent participation in school events will increase by 25%.

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

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

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

**Action Steps:**

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

| Resources                                                                                                                                                                                                                 | Evidence of Implementation                                                                                                                                                                                    | Evidence of Impact                                                                                                                                                                                    | Formative Evaluation                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• District Social Media</li> <li>• Parental Director/Educator</li> <li>• Administrators</li> <li>• Counselor</li> <li>• Content Teacher</li> <li>• Community Recruiters</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly Calendar</li> <li>• Sign-in sheets</li> <li>• Agendas</li> <li>• Brochure</li> <li>• Power Point</li> <li>• Invites</li> <li>• Photos of meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Parents survey</li> <li>• Public Relations Data</li> <li>• Parent Feedback based on Chat and One on One meetings</li> <li>• Accountability Report</li> </ul> | <ul style="list-style-type: none"> <li>• Survey results</li> <li>• Participation</li> <li>• Performance</li> </ul> |

## Goal Area 4: Family & Community Empowerment

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

**Timeline:** September 2026 – May 2027

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

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

**Action Steps:**

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

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

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

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

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

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

| Resources                                                                                                                                                                                                                 | Evidence of Implementation                                                                                                                                                                                    | Evidence of Impact                                                                                                                                                                                         | Formative Evaluation                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• District Social Media</li> <li>• Parental Director/Educator</li> <li>• Administrators</li> <li>• Counselor</li> <li>• Content Teacher</li> <li>• Community Recruiters</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly Calendar</li> <li>• Sign-in sheets</li> <li>• Agendas</li> <li>• Brochure</li> <li>• Power Point</li> <li>• Invites</li> <li>• Photos of meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Parents survey</li> <li>• Public Relations Data</li> <li>• Parent Feedback based on Chat</li> <li>One on One meetings</li> <li>• Accountability Report</li> </ul> | <ul style="list-style-type: none"> <li>• Survey results</li> <li>• Participation</li> <li>• Performance</li> </ul> |

## Goal Area 4: Family & Community Empowerment

**OBJECTIVE 2:** By the end of the 2026–2027 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

**Strategy 1:** Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

**Timeline:** September 2026 – May 2027

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

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

**Action Steps:**

- **Launch a Family & Community Attendance Awareness Campaign**

Host parent information sessions, send monthly newsletters to promote the importance of daily attendance.

- **Implement an Early Intervention & Support System**

Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.

- **Celebrate and Recognize Attendance Milestones**

Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

| Resources                                                                                                                                                                                  | Evidence of Implementation                                                                                        | Evidence of Impact                                                                                      | Formative Evaluation                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• School and Classroom Tracking system</li> <li>• Classroom banners</li> <li>• Incentives</li> <li>• Certificates</li> <li>• ARP program</li> </ul> | <ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Sign-in sheets</li> <li>• ARP login</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance Reports</li> <li>• Accountability Report</li> </ul> | <ul style="list-style-type: none"> <li>• Increase student participation</li> <li>• Performance</li> </ul> |

## Goal Area 4: Family & Community Empowerment

**Strategy 2:** Provide consistent student support and guidance through campus personnel to ensure student academic success.

**Timeline:** September 2026 – May 2027

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

**Persons Responsible:** Principal, Asst. Principal, CLL, Teachers, Reading Coach

### Action Steps:

- 1) Teachers will make contact with student & Parents on a regular basis keeping a communication log.
- 2) Counselor will follow-up with students to support student with their needs.
- 3) Campus administration have meetings with parents when students have 5 absences or more.

| Resources                                                                                                                                                                                  | Evidence of Implementation                                                                                        | Evidence of Impact                                                                                      | Formative Evaluation                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• School and Classroom Tracking system</li> <li>• Classroom banners</li> <li>• Incentives</li> <li>• Certificates</li> <li>• ARP program</li> </ul> | <ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Sign-in sheets</li> <li>• ARP login</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance Reports</li> <li>• Accountability Report</li> </ul> | <ul style="list-style-type: none"> <li>• Increase student participation</li> <li>• Performance</li> </ul> |

## Goal Area 4: Family & Community Empowerment

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

**Timeline:** September 2026 – May 2027

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

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

**Action Steps:**

- **Attendance Data Tracking:**

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

- **Weekly data:**

Review attendance data weekly to flag students below 95%.

- **Intervention Plans:**

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

| Resources                                                                                                                                                                                  | Evidence of Implementation                                                                                                              | Evidence of Impact                                                                                      | Formative Evaluation                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• School and Classroom Tracking system</li> <li>• Classroom banners</li> <li>• Incentives</li> <li>• Certificates</li> <li>• ARP program</li> </ul> | <ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Sign-in sheets</li> <li>• ARP login</li> <li>• Attendance</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance Reports</li> <li>• Accountability Report</li> </ul> | <ul style="list-style-type: none"> <li>• Increase student participation</li> <li>• Performance</li> </ul> |

## 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:



**Arnoldo Cantu Sr. Elementary**  
**2026 - 2027 Parent & Family Engagement Policy (PFE)**

*Natividad Hernandez, Principal*  
 Email: [natividad.hernandez@psjaisd.us](mailto:natividad.hernandez@psjaisd.us)

| <b>2026-2027 Parent &amp; Family Engagement Policy (PFE)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>What is it?</b>                                           | Arnoldo Cantu Sr. Elementary is committed to our vision: 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Funding</b>                                               | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Review</b>                                                | All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Family Meetings</b>                                       | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| <b>How to be Involved</b>                                    | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



**Arnoldo Cantu Sr. Elementary**  
**2026 - 2027 Parent & Family Engagement Policy (PFE)**

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| <b>Family Trainings/Activities</b> | <p>Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success.</p> <ul style="list-style-type: none"> <li>• <i>Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027)</i></li> <li>• <i>Parent-Teacher Conferences (All Grade Levels-August 2026 - May 2027)</i></li> <li>• <i>Cub Café (September 2026 – May 2027)</i></li> <li>• <i>Halloween Trunk/Treat Family Night (October 2026)</i></li> <li>• <i>Red Ribbon Parade (October 2026)</i></li> <li>• <i>Veteran's Day (November 2026)</i></li> <li>• <i>Literacy Nights (September 2026 – May 2027)</i></li> <li>• <i>National Parent Involvement Day (November 2026)</i></li> <li>• <i>Christmas Posada Family Event (December 2026)</i></li> <li>• <i>Title I Campus Meetings (September 2026)</i></li> <li>• <i>Campus Policy Campus Meetings</i></li> <li>• <i>Campus Compact Meetings</i></li> <li>• <i>Campus Plan Feedback Meetings</i></li> <li>• <i>Attendance Meetings</i></li> <li>• <i>Curriculum Meetings</i></li> <li>• <i>Understanding Assessment Meetings</i></li> </ul> |
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## Arnoldo Cantu Sr. Elementary

### 2026 - 2027 Parent & Family Engagement Policy (PFE)

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|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Curriculum</b>                                          | <p>Arnoldo Cantu Elementary utilizes high-quality curriculum that supports student success.</p> <ul style="list-style-type: none"> <li>• TEKS (Texas Essential Knowledge and Skills) Resource System</li> <li>• Summit K-12</li> <li>• Beanstack</li> <li>• Vocaroo</li> <li>• Bluebonnet Math Curriculum</li> <li>• Savvas Reading &amp; Science Curriculum</li> <li>• I-Ready</li> </ul>                                                                               |
| <b>Forms of Academic Assessments</b>                       | <p>Arnoldo Cantu Sr. 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.</p>                                              |
| <b>Expected Achievement levels on academic assessments</b> | <p>The State's Performance Standards can be found on this website:<br/><a href="https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards">https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards</a></p> <p>Arnoldo Cantu Sr. 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.</p> |
| <b>Ways to Request regular meetings</b>                    | <p>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. Arnoldo Cantu Sr. Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.</p>                                                            |



**Arnoldo Cantu Sr. Elementary**  
**2026 - 2027 Parent & Family Engagement Policy (PFE)**

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| School-Parent Compact                                                                                                                                                                                                                                                       | The School's Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The Guardian's Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The Student's Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                         | On-Going Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student.</li> <li>• Implement lessons and activities aligned with sustainability goals.</li> <li>• Offer parents multiple opportunities to volunteer at any district campus or parent literacy site.</li> <li>• Allow parents to participate in academic and extracurricular decisions affecting their children.</li> <li>• Engage parents through varied family engagement activities:</li> <li>• Implement team-oriented sessions offering literacy strategies for all parents.</li> <li>• Host meetings covering a variety of relevant topics.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide a dedicated learning space at home for studying, completing homework, and using technology.</li> <li>• Support their child's learning through ongoing dialogue, homework assistance, and active listening.</li> <li>• Attend parent meetings where educational and extracurricular decisions are discussed.</li> <li>• Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Be open to new ideas and learn from others.</li> <li>• Attend school daily and be punctual.</li> <li>• Behave responsibly and follow all school rules.</li> <li>• Always strive to improve academically and personally.</li> <li>• Work collaboratively with others to enhance learning experiences.</li> <li>• Treat others with respect and dignity.</li> <li>• Ask for help when support is needed in learning.</li> </ul> | <p>To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through:</p> <ul style="list-style-type: none"> <li>• The PSJA District Website, Parent Website, and Campus Websites</li> <li>• Parent-Teacher conferences and phone calls</li> <li>• Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families</li> <li>• Progress Reports every three weeks</li> <li>• Report Cards every six weeks</li> </ul> |
| <p align="center"><i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i></p> <p align="center"><i>This policy is also available in Spanish. (Esta política también está disponible en español.)</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



**Primaria Arnoldo Cantu Sr.**  
**2026-2027 Póliza de Participación de Padres y Familias (PFE)**

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| <b>2026-2027 Póliza de Participación de Padres y Familias (PFE)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>¿Qué es?</b>                                                     | Primaria Arnoldo Cantu Sr. está comprometida con nuestra visión: Nuestra visión para la escuela Primaria Arnoldo Cantu Sr. es una en la que los niños sean educados mediante un esfuerzo colaborativo entre padres, profesorado, estudiantes y la comunidad. Nuestro entorno escolar anima a los niños a convertirse en futuros líderes y a asumir riesgos al convertirse en productores creativos sin miedo al fracaso. Como parte de la familia PSJA, nos esforzamos por ofrecer una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y mantenimiento de relaciones con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a escuelas con alta población de estudiantes de bajos recursos. Esto nos permite cumplir con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Fondos</b>                                                       | Los fondos del Título I se asignarán para el programa de participación de padres y familias. Los programas, actividades y procedimientos se planificarán e implementarán con la consulta significativa de los padres de los niños participantes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Revisar</b>                                                      | Todo uso de fondos y actividades podrá ser revisado por la Agencia de Educación de Texas (TEA) si se solicita, para asegurar que cumpla con las necesidades del programa de participación de los padres.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Reuniones de Familias</b>                                        | <p>Además de las reuniones de Título I, los planteles realizan reuniones familiares sobre una variedad de temas que apoyan, informan y empoderan a las familias, brindando información valiosa y promoviendo la conciencia sobre asuntos que fortalecen la conexión entre el hogar y la escuela.</p> <p>Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que se comparta información esencial y que los padres se sientan valorados como socios en la educación de sus hijos.</p> <p>Las reuniones de padres se llevan a cabo mensualmente. En agosto, el personal escolar se reúne con los educadores de padres y voluntarios para analizar la importancia de la unidad familiar y revisar los requisitos de Título I. Durante este tiempo, los maestros y el personal aprenden sobre el valor y la utilidad de las contribuciones de las familias y cómo comunicarse y colaborar con ellas como socios iguales.</p> <p>En septiembre, cada plantel debe realizar dos reuniones de Título I en diferentes días y horarios. Los educadores de padres planifican y dirigen estas sesiones, revisando con los padres todos los componentes de Título I.</p> <p>En el semestre de primavera, los padres se reúnen para ofrecer retroalimentación sobre la Política de Participación de Padres y Familias del plantel. Además, se realizan reuniones durante el año para revisar y actualizar el Pacto entre la Escuela y los Padres y el Plan de Mejoramiento Escolar.</p> <p>Es esencial que los educadores de padres planifiquen, desarrollen, evalúen y revisen la documentación de Título I de manera constante durante el año para garantizar el cumplimiento y una participación familiar significativa.</p> |



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**2026-2027 Póliza de Participación de Padres y Familias (PFE)**

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| <b>Cómo Participar</b>                          | Los padres están invitados a convertirse en voluntarios escolares al completar los formularios de voluntariado y asistir a una orientación. Tanto los voluntarios como los padres que no lo son están invitados a participar en entrenamientos y actividades familiares. Se utilizan diversas herramientas de comunicación para invitar a los padres a las reuniones, tales como llamadas personales, Class Dojo, mensajes masivos y avisos personalizados.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Entrenamientos/Actividades Para Familias</b> | <ol style="list-style-type: none"> <li>1. <i>Noche de Puertas Abiertas/Jornada de Puertas Abiertas para Profesores en los campus de primaria y secundaria (agosto 2025 y marzo 2027)</i></li> <li>2. <i>Reuniones de padres y profesores (todos los niveles escolares (agosto 2026 - mayo 2027)</i></li> <li>3. <i>Cub Café (septiembre 2026 – mayo 2027)</i></li> <li>4. <i>Noche familiar de Halloween con Trompas y Dulces (octubre 2026)</i></li> <li>5. <i>Desfile de la Cinta Roja (octubre 2026)</i></li> <li>6. <i>Día de los Veteranos (noviembre de 2026)</i></li> <li>7. <i>Noches de Alfabetización (septiembre 2026 – mayo 2027)</i></li> <li>8. <i>Día Nacional de la Participación de los Padres (noviembre de 2026)]+-</i></li> <li>9. <i>Evento familiar Posada de Navidad (diciembre de 2026)</i></li> <li>10. <i>Reuniones del Campus del Título I (septiembre 2026)</i></li> <li>11. <i>Reuniones de Póliza del Campus</i></li> <li>12. <i>Reuniones del Convenio entre la Escuela y los Padres</i></li> <li>13. <i>Reuniones de retroalimentación sobre el Plan del Campus</i></li> <li>14. <i>Reuniones de asistencia</i></li> <li>15. <i>Reuniones curriculares</i></li> <li>16. <i>Entendiendo las reuniones de evaluación</i></li> </ol> |
| <b>Currículo</b>                                | <p>Primaria Arnoldo Cantu Sr. utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como:</p> <ul style="list-style-type: none"> <li>• <i>Sistema de Recursos TEKS</i></li> <li>• <i>Summit K-12</i></li> <li>• <i>Beanstack</i></li> <li>• <i>Vocaroo</i></li> <li>• <i>Bluebonnet Matemáticas Currículo</i></li> <li>• <i>SAVVAS Lectura y Matemáticas</i></li> <li>• <i>I-Ready</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



**Primaria Arnoldo Cantu Sr.**  
**2026-2027 Póliza de Participación de Padres y Familias (PFE)**

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| <b>Formas de Evaluaciones Académicas</b>                        | <p>Primaria Arnoldo Cantu Sr. aplica evaluaciones formativas comunes que todos los maestros utilizan. Sin importar el maestro, cada estudiante realiza las mismas evaluaciones provistas por el Sistema de Recursos TEKS, las cuales reflejan el formato del examen STAAR (State of Texas Assessments of Academic Readiness).</p> <p>Los exámenes STAAR liberados se utilizan para la enseñanza y evaluación, junto con otros recursos curriculares. Además, los estudiantes realizan exámenes diagnósticos o "benchmark" a lo largo del año escolar para prepararse para el STAAR y para que los maestros identifiquen fortalezas y áreas de oportunidad. Estos exámenes reflejan versiones pasadas de STAAR para ofrecer una experiencia realista de evaluación y guiar la instrucción dirigida.</p> |
| <b>Niveles de Logro Esperado en las evaluaciones académicas</b> | <p>Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial:<br/> <a href="https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards">https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards</a></p> <p>Primaria Arnoldo Cantu Sr. monitorea el progreso de cada estudiante durante el año mediante las evaluaciones locales. Cada alumno mantiene una carpeta donde registra su propio crecimiento académico con el apoyo de sus maestros.</p>                                                                                                                                                                                                                                                                             |
| <b>Formas de solicitar reuniones periódicas</b>                 | <p>Nuestra escuela da la bienvenida a todas las familias. Los tutores pueden traer sugerencias, ideas o inquietudes a las reuniones mensuales de padres. Si algún padre o tutor desea reunirse con un administrador o maestro en otro momento, puede visitar la escuela, enviar un correo electrónico o llamar al plantel. (NOMBRE DE LA ESCUELA) valora las ideas, comentarios y preocupaciones de todas las familias de nuestro distrito.</p>                                                                                                                                                                                                                                                                                                                                                        |



**Primaria Arnoldo Cantu Sr.**  
**2026-2027 Póliza de Participación de Padres y Familias (PFE)**

*Natividad Hernández, Principal*  
 Correo electrónico:  
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| Convenio entre la Escuela y los Padres                                                                                                                                                                | Las responsabilidades de la escuela                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Las responsabilidades del guardián                                                                                                                                                                                                                                                                                                                                                                                              | Las Responsabilidades del Estudiante                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Comunicación Continua                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante.</li> <li>• Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad.</li> <li>• Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización.</li> <li>• Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos.</li> <li>• Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español).</li> <li>• Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres.</li> <li>• Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.</li> </ul> | <ul style="list-style-type: none"> <li>• Proporcionar un espacio adecuado para el aprendizaje en casa.</li> <li>• Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa.</li> <li>• Asistir a reuniones donde se discutan decisiones educativas y extracurriculares.</li> <li>• Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Estar abierto a nuevas ideas y aprender de los demás.</li> <li>• Asistir a la escuela diariamente y ser puntual.</li> <li>• Comportarse responsablemente y seguir las reglas escolares.</li> <li>• Esforzarse siempre por mejorar académica y personalmente.</li> <li>• Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje.</li> <li>• Tratar a los demás con respeto y dignidad.<br/>- Pedir ayuda cuando sea necesario.</li> </ul> | <ul style="list-style-type: none"> <li>• Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante:</li> <li>• Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles.</li> <li>• Conferencias y llamadas entre padres y maestros.</li> <li>• Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios.</li> <li>• Reportes de progreso cada tres semanas.</li> <li>• Boletas de calificaciones cada seis semanas.</li> </ul> |
| <p><i>Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA!</i><br/> <i>Esta política también está disponible en Inglés.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |