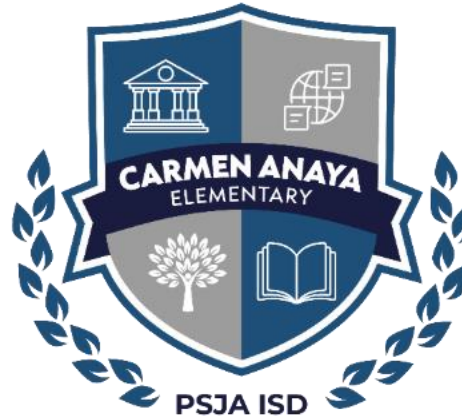




Campus Improvement Plan

Carmen Anaya Elementary

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

Ricardo Rodriguez, President
Yolanda Castillo, Vice-President
Ramona, Barron, Secretary
Griselda Quintanilla, Member
Romeo Robles, Jr., Member
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Superintendent's Cabinet

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

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Dr. Claudia Bracamontes, Executive Officer for Elementary
Schools Mario Bracamontes, Sustainability Administrator
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Student Services
Dr. 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

At Carmen Anaya Elementary, we nurture young minds to thrive in a safe learning environment, fostering a culture of inclusivity where diversity is celebrated. Through innovative teaching and tailored support, we cultivate critical thinking and creativity, empowering students to become compassionate leaders and responsible global citizens.

Mission

At Carmen Anaya Elementary, we are committed to fostering a safe and vibrant learning community by providing a solid foundation to achieve excellence. Through collaborative efforts between stakeholders, we encourage and promote a culture of acceptance where every child is empowered to reach their fullest potential through our Dual Language program, sustainability goals, and innovative project-based learning. We allocate resources strategically to provide diverse growth opportunities, ensuring that each student flourishes academically, socially, and emotionally.

District Strategic Direction



Campus Executive Summary

Demographics:

Carmen Anaya serves students from Pharr, Texas who come from similar backgrounds and ways of life.

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

With		All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk	the
	Count	390	205	185	48	231	9	377	24	360	
	Percent		52.56%	47.44%	14.7%	12.31%	2.31%	98.72%	6.15%	92.31%	

district's proximity to Mexico, 59.2% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Carmen Anaya Elementary has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at 89. In Domain II, School Progress (92), Academic Growth (92) and Relative Performance (91) with an Eco Dis at a 96.72%. And last, Domain III, Closing the Gaps, Anaya scored a 92.

The overall 2026 Accountability Rating for Anaya Elementary was a score of 92. In grades 3-5 all tested STAAR subjects, 585 test were administered with over 100% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Anaya offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at Name of School offer high school and dual language credits to eligible students. Students attending Name of School can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

Campus Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning

Name	Role
Ana Smith	Principal
Laura Torres	AP
Diana Gonzalez	CLL
Nayla Palacios	3 rd grade lead teacher
Carolina DeAnda	5 th grade lead teacher
Rebekah Valdez	EC lead teacher

Focus Area 2: Student Supports

Name	Role
Ana Smith	Principal
Laura Torres	AP
Hilda Gonzalez	Reading Interventionist
Beatriz Lackey	SPED teacher
Jessica Perez	2 nd grade lead
Christina Rangel	Kinder lead
Carolina DeAnda	5 th grade teacher

Focus Area 3: Leadership Growth

Name	Role
Ana Smith	Principal
Laura Torres	AP
Diana Gonzalez	CLL
Hilda Gonzalez	Reading Interventionist
Graciela Esparza	4 th grade lead

Focus Area 4: Family & Community Empowerment

Name	Role
Ana Smith	Principal
Laura Torres	AP
Christina Mercado	Counselor
Diana Gonzalez	CLL
Christina Rangel	Kinder lead
Viviana Cantu	Librarian

Data Sources Reviewed

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

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		89	B	0%
STAAR Performance	59	89		
College, Career and Military Readiness				
Graduation Rate				
School Progress		92	A	70%
Academic Growth	83	92	A	✓
Relative Performance (Eco Dis: 96.7%)		91	A	
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Retrieved on August 24, 2026 from [TEA](#)

Identification of Schools Improvement

2026 Identification of Schools for Improvement
CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

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

Targeted Support and Improvement Information

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

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

CARMEN ANAYA EL (108909128) - 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	141	141	54	-	336	
Approaches GL or Above	125	120	43	-	288	86%
Meets GL or Above	93	87	25	-	205	61%
Masters GL	51	42	12	-	105	31%
Total Percentage Points						178%
Component Score						59

Student Achievement: 2026 STAAR Performance

Data Table: Additional Student Groups

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	88%	85%	100%	100%	86%	87%	78%	100%	88%	77%	78%	*	-	71%
At Meets GL Standard or Above	81%	80%	100%	100%	59%	63%	40%	82%	62%	55%	33%	*	-	29%
At Masters GL Standard	31%	30%	75%	72%	30%	36%	21%	45%	32%	26%	22%	*	-	14%
Number of Tests														
At Approaches GL Standard or Above	288	280	8	47	174	204	57	11	238	50	7	*	-	5
At Meets GL Standard or Above	205	197	8	47	119	148	29	9	169	36	3	*	-	2
At Masters GL Standard	105	99	6	34	60	84	15	5	88	17	2	*	-	1
Total Tests	336	328	8	47	203	235	73	11	271	65	9	*	-	7
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	89%	88%	*	100%	90%	90%	73%	100%	91%	78%	*	*	-	*
At Meets GL Standard or Above	66%	65%	*	100%	64%	68%	40%	60%	67%	63%	*	*	-	*
At Masters GL Standard	36%	36%	*	79%	35%	40%	23%	20%	36%	26%	*	*	-	*
Number of Tests														
At Approaches GL Standard or Above	125	122	*	19	77	89	22	5	104	21	*	*	-	*
At Meets GL Standard or Above	93	90	*	19	55	67	12	3	76	17	*	*	-	*
At Masters GL Standard	51	49	*	15	30	40	7	1	44	7	*	*	-	*
Total Tests	141	138	*	19	88	99	30	5	114	27	*	*	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	85%	85%	*	100%	87%	88%	83%	100%	86%	81%	*	*	-	*
At Meets GL Standard or Above	62%	61%	*	100%	62%	65%	50%	100%	62%	59%	*	*	-	*
At Masters GL Standard	30%	29%	*	68%	31%	35%	23%	80%	31%	26%	*	*	-	*
Number of Tests														
At Approaches GL Standard or Above	120	117	*	19	75	87	25	5	98	22	*	*	-	*
At Meets GL Standard or Above	87	84	*	19	53	64	15	5	71	16	*	*	-	*
At Masters GL Standard	42	40	*	13	27	35	7	4	35	7	*	*	-	*
Total Tests	141	138	*	19	88	99	30	5	114	27	*	*	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	80%	79%	*	100%	71%	76%	77%	*	84%	64%	*	-	-	*
At Meets GL Standard or Above	46%	44%	*	100%	35%	46%	15%	*	51%	27%	*	-	-	*
At Masters GL Standard	22%	19%	*	67%	10%	24%	8%	*	21%	27%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	43	41	*	9	22	28	10	*	36	7	*	-	-	*
At Meets GL Standard or Above	25	23	*	9	11	17	2	*	22	3	*	-	-	*
At Masters GL Standard	12	10	*	6	3	9	1	*	9	3	*	-	-	*
Total Tests	54	52	*	9	31	37	13	*	43	11	*	-	-	*

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026****Calculation Report****School Progress: Academic Growth RLA and Math**

	Count	Points	Calculated
Annual Growth Points Earned	164.0	1	164.00
Accelerated Learning Points Earned	24	0.25	6.00
Sum of Annual Growth plus Accelerated Learning Points			170.00
Total Tests Evaluated			206
Academic Growth Score			83

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

CARMEN ANAYA EL (108909128) - 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	96.7%	59	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

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

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	66%	65%	*	100%	64%	68%	40%	60%	67%	63%	*	*	-	*
2026 # at Meets GL Standard or Above	93	90	*	19	55	67	12	3	76	17	*	*	-	*
2026 Total Tests (Adjusted)	141	138	*	19	86	99	30	5	114	27	*	*	-	*
2025 % at Meets GL Standard or Above	53%	53%	--	93%	46%	49%	32%	--	59%	35%	--	-	-	0%
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	62%	61%	*	100%	62%	65%	50%	100%	62%	59%	*	*	-	*
2026 # at Meets GL Standard or Above	87	84	*	19	53	64	15	5	71	16	*	*	-	*
2026 Total Tests (Adjusted)	141	138	*	19	86	99	30	5	114	27	*	*	-	*
2025 % at Meets GL Standard or Above	52%	52%	--	100%	45%	48%	53%	--	54%	46%	--	-	-	0%
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	78%	78%	*	92%	84%	84%	73%	*	77%	83%	*	-	-	*
2026 Growth Points	80.75	78.75	*	12.00	55.50	62.50	15.25	*	62.50	18.25	*	-	-	*
2026 Total Tests	103	101	*	13	66	74	21	*	81	22	*	-	-	*
2025 Academic Growth Score	76%	77%	--	93%	67%	70%	72%	--	79%	64%	--	-	-	25%
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	4		3					
2026 Academic Growth Score	87%	86%	*	100%	87%	87%	93%	*	87%	86%	*	-	-	*
2026 Growth Points	89.25	87.25	*	13.00	57.25	64.25	19.50	*	70.25	19.00	*	-	-	*
2026 Total Tests	103	101	*	13	66	74	21	*	81	22	*	-	-	*
2025 Academic Growth Score	80%	79%	--	90%	72%	74%	73%	--	85%	63%	--	-	-	63%

School Progress: Closing the Gaps Continuation

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

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
2024 % Graduated	-	-	-	-	-	-	-	-			-	-	-	-
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					54%									
2026 TELPAS Progress					72									
2026 TELPAS Total					134									
2025 TELPAS Progress Rate					41%									
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	4	3					
2026 STAAR Component Score	59	58	92	91	58	62	46	76	61	53	44	*	-	38
2026 % at Approaches GL Standard or Above	86%	85%	100%	100%	86%	87%	78%	100%	88%	77%	78%	*	-	71%
2026 % at Meets GL Standard or Above	61%	60%	100%	100%	59%	63%	40%	82%	62%	55%	33%	*	-	29%
2026 % at Masters GL Standard	31%	30%	75%	72%	30%	36%	21%	45%	32%	26%	22%	*	-	14%
2026 Total Tests	336	328	8	47	203	235	73	11	271	65	9	*	-	7
2025 STAAR Component Score	49	49	--	87	43	46	41	--	52	40	--	-	-	19

Comprehensive Needs Assessment

AREA LEADS: Ana Smith, Laura Torres, Diana Gonzalez



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

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

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

Challenges

- The area of literacy, specifically reading comprehension and the development of higher-level reading skills, continues to be an area of focus. While the campus demonstrated significant growth in Meets and Masters performance, targeted support is needed to sustain these gains and address areas where performance declined. Additionally, mathematics continues to require focused attention, particularly in ensuring students progress from Approaches to Meets and Masters.
- The All-Student Group in Reading increased to 61% at Meets Grade Level Standard or Above, reflecting a 12 percentage point increase from 2025.
- Grade 3 Reading increased significantly at the Meets level to 66%, a 15 percentage point gain, and Masters increased to 45%, a 23 percentage point gain; however, Approaches decreased by 3 percentage points, indicating a need to monitor students who are not yet progressing to the Meets level.
- Grade 4 Reading Masters performance decreased from 39% to 20%, a 19 percentage point decline, despite increases in Approaches and Meets. Continued emphasis on higher-order thinking, text evidence, and rigorous comprehension tasks is needed.
- Grade 5 Reading demonstrated strong growth, with Meets increasing to 69% and Masters increasing to 44%; continued interventions are needed to ensure students below Meets make adequate progress.
- The All-Student Group in Mathematics increased to 61% at Meets Grade Level Standard or Above, reflecting a 12 percentage point increase; however, continued support is needed to move students from Approaches to Meets and Masters.
- Grade 3 Mathematics remains an area of concern, with only 47% of students performing at Meets Grade Level Standard or Above and 11% at Masters.
- Grade 4 Mathematics showed growth at all performance levels, but 35% of students reached Masters, indicating an opportunity to further increase the percentage of students demonstrating advanced mathematical understanding.
- Grade 5 Mathematics showed substantial growth, with Meets increasing to 67% and Masters increasing to 39%; maintaining this momentum while

addressing students below grade level remains a priority.

- Continued vertical alignment of reading and mathematics instruction is needed to ensure consistency in rigor, academic vocabulary, problem-solving, and student expectations across grade levels.
- Small-group instruction and targeted interventions should continue to focus on students performing below the Meets Grade Level Standard, with progress monitored regularly through assessment data.
- Professional development should continue to strengthen higher-order questioning, student discourse, evidence-based responses, and rigorous tasks that move students toward Meets and Masters performance.

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 89 (a B grade) to 92, demonstrating a 3% 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 61% in June 2025 to 64% by June 2026. (demonstrating a 3% increase)

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

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

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

- **Facilitate Collaborative Planning and Feedback:**

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

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

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

- **Use a Standardized Walkthrough Tool:**

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

- **Debrief and Provide Timely Feedback:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans •Calibration training for administration •Book study on Leverage Leadership 2.0 by Paul Bambrick-Santoy •I-Ready Teacher Toolbox	•Walkthrough documents •Feedback forms	•BOY, BM1 and EOY scores show increases in student achievement and student performance growth	•Formative assessments •Benchmarks/BOY and EOY •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Power Up •I-Ready •Read Works •Lead4ward training •I-Ready Teacher Toolbox	•Training Agenda •Collaborative Learning Community Meetings •Tutorial lesson plans •Attendance sheets	•BOY, BM1 and EOY scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks, BOY and EOY •STAAR/TELPAS •Results Driven Accountability •I-Ready

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

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

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strategy 2: Monitor all student progress on a weekly 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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

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 CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

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

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strategy 3: 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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and make adjustments to learning strategies.

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

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 31% to 46%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from **31% to 46%** by the end of the academic year, demonstrating a **15% 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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, 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
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, 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
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

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:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, 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
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Annual Goal 2: Early Childhood**

OBJECTIVE 2: By the end of the school year, 85% 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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

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

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

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

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

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

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

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

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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **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.
- **Deliver Daily, Small Group or Individualized Letter-Sound Instruction:**
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- **Reinforce Letter-Sound Connections Through Literacy Centers and Play:**
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

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

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Strategy 3: Increase Oral Language Opportunities Through Interactive Read-Alouds

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

AREA LEADS: Ana Smith, Laura Torres, Hilda Gonzalez, Beatriz Lackey



GOAL AREA 2: STUDENT SUPPORTS

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
 - The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th.
 - Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
 - Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
 - Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
-
- **Challenges pending TPAP report** The area of literacy, specifically reading comprehension and the development of higher-level reading skills, continues to be an area of focus. While the campus demonstrated significant growth in Meets and Masters performance, targeted support is needed to sustain these gains and address areas where performance declined. Additionally, mathematics continues to require focused attention, particularly in ensuring students progress from Approaches to Meets and Masters.
 - The All-Student Group in Reading increased to 61% at Meets Grade Level Standard or Above, reflecting a 12 percentage point increase from 2025.
 - Grade 3 Reading increased significantly at the Meets level to 66%, a 15 percentage point gain, and Masters increased to 45%, a 23 percentage point gain; however, Approaches decreased by 3 percentage points, indicating a need to monitor students who are not yet progressing to the Meets level.
 - Grade 4 Reading Masters performance decreased from 39% to 20%, a 19 percentage point decline, despite increases in Approaches and Meets. Continued emphasis on higher-order thinking, text evidence, and rigorous comprehension tasks is needed.
 - Grade 5 Reading demonstrated strong growth, with Meets increasing to 69% and Masters increasing to 44%; continued interventions are needed to ensure students below Meets make adequate progress.
 - The All-Student Group in Mathematics increased to 61% at Meets Grade Level Standard or Above, reflecting a 12 percentage point increase; however, continued support is needed to move students from Approaches to Meets and Masters.
 - Grade 3 Mathematics remains an area of concern, with only 47% of students performing at Meets Grade Level Standard or Above and 11% at Masters.
 - Grade 4 Mathematics showed growth at all performance levels, but 35% of students reached Masters, indicating an opportunity to further increase the percentage of students demonstrating advanced mathematical understanding.
 - Grade 5 Mathematics showed substantial growth, with Meets increasing to 67% and Masters increasing to 39%; maintaining this momentum while addressing students below grade level remains a priority.
 - Continued vertical alignment of reading and mathematics instruction is needed to ensure consistency in rigor, academic vocabulary, problem-solving, and student expectations across grade levels.
 - Small-group instruction and targeted interventions should continue to focus on students performing below the Meets Grade Level Standard, with progress monitored regularly through assessment data.
 - Professional development should continue to strengthen higher-order questioning, student discourse, evidence-based responses, and rigorous tasks that move students toward Meets and Masters performance.

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 1: School Progress

By May 2027, Carmen Anaya 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: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

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
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts • I-Ready Teacher Toolbox	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • BOY, Benchmark, and EOY • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.

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

Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).

- **Create Visual Word Walls or Interactive Vocabulary Journals:**

Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ___ is used to ___.”)

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

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations****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:**

- **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 like Think-Pair-Share or Socratic Circles:**

Build collaborative talk into daily instruction with routines such as:

- Think-Pair-Share: Students think individually, share with a partner, then with the group.
- Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program • I-Ready Teacher Toolbox	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • BOY, Benchmarks and EOY assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

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

Action Steps:

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

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

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

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

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

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

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

GOAL AREA 2: STUDENT SUPPORTS

Strategy 2: Hold Collaborative Data Review Meetings Each Quarter

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

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

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

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

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

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

GOAL AREA 2: STUDENT SUPPORTS

Strategy 3: Conduct Regular IEP-Driven Small Group or 1:1 Instruction

Timeline: September 2026 – May 2027

Title I School Component: 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:

- **Create an Instructional Schedule Based on Student IEP Service Minutes:**
Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.
- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**
Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)
- **Track Student Participation and Progress After Each Session:**
Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

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

AREA LEADS: Ana Smith, Laura Torres, Diana Gonzalez



GOAL AREA 3: LEADERSHIP GROWTH**Areas Reviewed: Student Performance****Strengths**

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

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

Challenges

- The area of literacy, specifically reading comprehension and the development of higher-level reading skills, continues to be an area of focus. While the campus demonstrated significant growth in Meets and Masters performance, targeted support is needed to sustain these gains and address areas where performance declined. Additionally, mathematics continues to require focused attention, particularly in ensuring students progress from Approaches to Meets and Masters.
- The All-Student Group in Reading increased to 61% at Meets Grade Level Standard or Above, reflecting a 12 percentage point increase from 2025.
- Grade 3 Reading increased significantly at the Meets level to 66%, a 15 percentage point gain, and Masters increased to 45%, a 23 percentage point gain; however, Approaches decreased by 3 percentage points, indicating a need to monitor students who are not yet progressing to the Meets level.
- Grade 4 Reading Masters performance decreased from 39% to 20%, a 19 percentage point decline, despite increases in Approaches and Meets. Continued emphasis on higher-order thinking, text evidence, and rigorous comprehension tasks is needed.
- Grade 5 Reading demonstrated strong growth, with Meets increasing to 69% and Masters increasing to 44%; continued interventions are needed to ensure students below Meets make adequate progress.
- The All-Student Group in Mathematics increased to 61% at Meets Grade Level Standard or Above, reflecting a 12 percentage point increase; however, continued support is needed to move students from Approaches to Meets and Masters.
- Grade 3 Mathematics remains an area of concern, with only 47% of students performing at Meets Grade Level Standard or Above and 11% at Masters.
- Grade 4 Mathematics showed growth at all performance levels, but 35% of students reached Masters, indicating an opportunity to further increase the percentage of students demonstrating advanced mathematical understanding.
- Grade 5 Mathematics showed substantial growth, with Meets increasing to 67% and Masters increasing to 39%; maintaining this momentum while addressing students below grade level remains a priority.
- Continued vertical alignment of reading and mathematics instruction is needed to ensure consistency in rigor, academic vocabulary, problem-solving, and student expectations across grade levels.
- Small-group instruction and targeted interventions should continue to focus on students performing below the Meets Grade Level Standard, with progress monitored regularly through assessment data.
- Professional development should continue to strengthen higher-order questioning, student discourse, evidence-based responses, and rigorous tasks that move students toward Meets and Masters performance.

GOAL AREA 3: LEADERSHIP GROWTH

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

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

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

GOAL AREA 3: LEADERSHIP GROWTH**Strategy 2: Implement a Weekly Planning Support System****Timeline:** September 2026 – May 2027**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

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

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

GOAL AREA 3: LEADERSHIP GROWTH**Strategy 3: Monitor and Provide Timely Feedback****Timeline:** September 2026 – May 2027**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

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

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

GOAL AREA 3: LEADERSHIP GROWTH

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

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

GOAL AREA 3: LEADERSHIP GROWTH**Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring****Timeline:** September 2026 – May 2027**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation • Feedback Forms •Lesson Plans • TIA designated teachers • On going professional development	•Walkthrough documents • peer to peer observations • summative evaluations	•BOY, BM1 and EOY scores show increases in student achievement and student performance growth	•Formative assessments •BOY, Benchmark and EOY •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

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
•Training Material/Agenda •TIA designated teachers •Banners for recognition for classrooms •Year- at- a- Glance, •Weekly Lessons •District wide contest • TEEMS platform for evaluations •I-Ready reports	•Training Agenda •Collaborative Learning Community Meetings • shout out wall	•BOY, BM1 and EOY scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •BOY, Benchmark and EOY •STAAR/TELPAS •Results Driven Accountability •I-Ready

AREA LEADS: Ana Smith, Laura Torres, Christina Mercado, Vivian Cantu



GOAL AREA 4: FAMILY COMMUNITY
Areas Reviewed: Student Performance
Strengths

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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:

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- Professional development should continue to strengthen higher-order questioning, student discourse, evidence-based responses, and rigorous tasks that move students toward Meets and Masters performance.

GOAL AREA 4: FAMILY COMMUNITY

Annual Goal 1: Family involvement and interaction with their child's school will increase by 30%.

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

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

GOAL AREA 4: FAMILY COMMUNITY

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

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

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

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

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

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

GOAL AREA 4: FAMILY COMMUNITY

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

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

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

GOAL AREA 4: FAMILY COMMUNITY

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
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

GOAL AREA 4: FAMILY COMMUNITY

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

Timeline: September 2026 – May 2027

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

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

Action Steps:

- **Family Nights:**

Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.

- **Communication Plan:**

Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.

- **Attendance Ambassadors program:**

This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

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

GOAL AREA 4: FAMILY COMMUNITY

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

Timeline: September 2026 – May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental 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
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

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:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Carmen Anaya Elementary is committed to our vision: Dedicated to Excellence. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education.

	Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act

	(ESSA).
Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success. ☐ Meet the Teacher Night/Open House (August 2026 and March 2027) ☐ Parent-Teacher Conferences (All Grade Levels-September 2026-May 2027) ☐ Cultural Family Night (September 2026) ☐ Literacy nights (September 2026-May 2027) ☐ Breakfast with principal parents invited (September 2026-May 2027) ☐ Grandparents Celebration (September 2026) ☐ Donuts with Dad (October 2026) ☐ Halloween Trunk/Treat Family Night (October 2026) ☐ Red Ribbon Parade (October 2026) ☐ Fall Festival (November 2026) ☐ Thanksgiving Feast parents invited (November 2026) ☐ National Parent Involvement Day (November 2026) ☐ Cafe Sessions with Counselors (September 2026-May 2027) ☐ Christmas Posada Family Event (December 2026) ☐ Fine Arts Literacy Night (December 2026) ☐ Title I Campus Meetings (September 2026) ☐ Campus Policy Campus Meetings (November 2026) ☐ Campus Compact Meetings (February 2027) ☐ Campus Plan Feedback Meetings (April 2027) ☐ Attendance Meetings (October 2026) ☐ Curriculum Meetings (September 2026) ☐ Understanding Assessment Meetings (January 2027) ☐ Dia del Niño, family picnic (April 2027) ☐ Mother’s Day (May 2027) ☐ PK and 5th Grade Promotion Ceremonies (May 2027) ☐ End of Year Award Assembly (May 2027)
Curriculum	Carmen Anaya Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. ☐ TEKS (Texas Essential Knowledge and Skills) Resource System

	☐ ELPS (English Language Proficiency Standards) ☐ Summit K-12 ☐ Frog Street ☐ Mosaico / Magnetic ☐ IXL ☐ Beanstack ☐ Vacaroo ☐ SAAVAS ☐ AGE of Learning (P3 - PK4) ☐ I-Ready (K – 5TH) ☐ Reading by Design ☐ Bluebonnet
Forms of Academic Assessments	At Carmen Anaya Elementary, all students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Carmen Anaya Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	Carmen Anaya Elementary values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Carmen Anaya Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.
Additional Parent Support	Carmen Anaya Elementary values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.

School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Implement team-oriented sessions offering literacy strategies for all parents. Host meetings covering a variety of relevant topics,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus Websites Parent–Teacher conferences and phone calls Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.				

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

2025-2026 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Carmen Anaya Elementary está comprometida con nuestra visión: (ESCRIBA AQUÍ LA VISIÓN DE SU ESCUELA). Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica

	• Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de:

	• La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2025 y marzo de 2026). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2025 a mayo de 2026). • Cursos de alfabetización para adultos, incluyendo: ○ GED ○ Inglés como Segundo Idioma (ESL) ○ Computación ○ Ciudadanía (septiembre de 2025 a mayo de 2026). • Cursos de capacitación laboral para padres, como: ○ Soldadura ○ Montacargas ○ Flebotomía ○ RCP (CPR) ○ HVAC ○ Curso para Sustitutos ○ Entre otros. • Noche Cultural Familiar (septiembre de 2025). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2025).

	• Desfile del Listón Rojo (octubre de 2025). • Exposición Distrital de Programas (octubre de 2025). • Día Nacional de la Participación de los Padres (noviembre de 2025). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2025, marzo de 2026 y mayo de 2026). • Conferencia para Padres de Educación Especial (septiembre de 2025). • Cafecitos con los Consejeros Escolares (septiembre de 2025 a mayo de 2026). • Posada Navideña Familiar (diciembre de 2025). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2025, y marzo de 2026). • Reuniones de Título I del Plantel (septiembre de 2025). • Reuniones para Revisar la Política del Plantel (noviembre de 2025). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2026). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2026). • Reuniones sobre Asistencia Escolar (octubre de 2025). • Reuniones sobre el Currículo (diciembre de 2025). • Reuniones para Comprender las Evaluaciones Académicas (enero de 2026)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. (NOMBRE DE LA ESCUELA) utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • ELPS (English Language Proficiency Standards) • Summit K-12 • Frog Street • Mosaico / Magnetic • IXL • Beanstack • Vacaroo • SAAVAS • AGE of Learning (P3 - PK4) • I-Ready (K – 5TH) • Reading by Design • Bluebonnet
Formas de Evaluacion	Carmen Anaya Elementary Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de

Académica	Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards (NOMBRE DE LA ESCUELA) da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.			
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. Carmen Anaya Elementary valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.			
Apoyo Adicional para los Padres y las Familias	Carmen Anaya Elementary reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua
	-Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se	-Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios

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