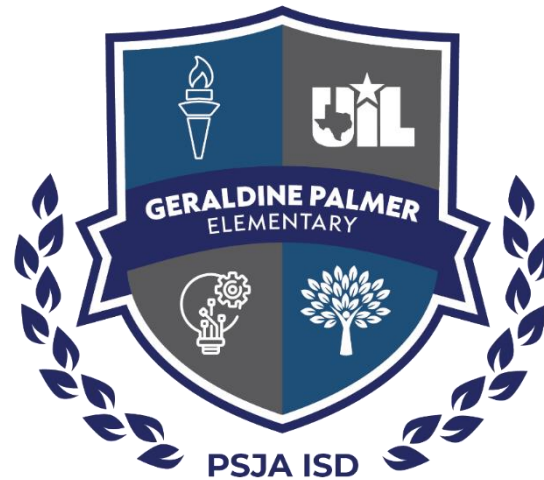




Campus Improvement Plan

Geraldine Palmer Elementary School

2026-2027

Submitted for Board Approval September 28, 2026

Board Approved Date: *September 28, 2026*

Texas Accountability System



PSJA School Board

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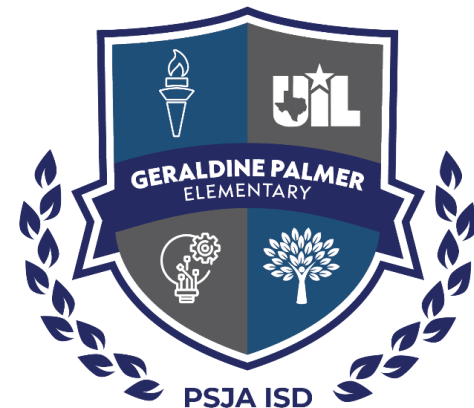
Vision

Every Palmer Elementary student is prepared to participate, compete, and excel in classrooms and extra-curricular activities that will prepare them to further their education and foster multi-generational prosperity.

Mission

As educators, the teachers and staff at Geraldine Palmer Elementary, our mission is to meet the educational and social-emotional needs of its diverse student population by equipping them with life-long learning skills that build on learning experiences in the areas of academic, cultural, technological and social emotional health.

As one Green Jay family, we are committed to build on our legacy of academic excellence and biliteracy by ensuring every student has the experiences and resources to reach their highest levels of achievement.



District Strategic Direction



Campus Executive Summary

- Demographics:**

Palmer Elementary serves students mainly from the City of Pharr, Texas who come from similar backgrounds and a way of life.

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

Snapshot 10/31/2025	ALL	MALE	FEMALE	SPED	EB	MIGRANT	ECD	GT	At-Risk
Count	648	357	291	102	373	11	558	26	577
Percent	100%	55%	45%	15.7%	57.6%	1.7%	86.1%	4%	89%

With the campus' proximity to Mexico, 49.6% of the students are considered Emergent Bilingual (EB) with Spanish being the language spoken at home.

- Comprehensive Needs Assessment Summary:**

Geraldine Palmer Elementary has been rated as a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Academic Achievement, STAAR Performance was at a 79 - C. In Domain II, Student Progress 2A Academic Growth (83 - B) and Relative Performance (88- B) with an Economically Disadvantaged population of 86.1%. In Domain III, Closing the Gaps, G Palmer Elementary scored a 90- A

The overall 2026 Accountability Rating for Geraldine Palmer Elementary was a score of 89. In grades 3-5 all tested STAAR subjects, 561 tests were administered with 100% participation in all assessments for the 2025-2026 school year.

- Curriculum/Instruction and Assessment:**

Teachers at Geraldine Palmer elementary school utilize rigorous district adopted curriculum and CIF strategies (i.e. SAAVAS for Language Arts in both English and Spanish for RLA and Science, Bluebonnet for mathematics, Magnetic Reading and Mosaico for Phonics, Frog Street for early childhood) to teach with a focus on teaching metacognitive strategies to prepare students for long term success. Students participate in two school-wide intervention periods - Blended Learning to close both language and mathematics gaps. Geraldine Palmer Elementary offers dual-language classrooms in all grades. Our goal is to create a campus of fluent readers who demonstrate above average comprehension in their ability to make connections and inferences about the texts they read. Our priority is teaching students to share their ideas about what they read through the development of metacognitive and 21st century skills while participating in cross curricular lessons that integrate the 17 Sustainable Goals, Social Emotional Learning (SEL) Competencies while developing their language and mathematic skills. Students attending Geraldine Palmer Elementary can participate in UIL academic activities, Fine Arts (Choir and Ukelele) and Athletics (Track & Cross Country). 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:**

The goal of Geraldine Palmer Elementary is to improve student achievement and student progress in Domain I and Domain II as well as meet all the targets in Domain III. We will do this through the implementation of campus and district systems such as 504, RTI, I-Ready, Age of Learning, Summit K12 in conjunction with the district adopted curriculum. We will increase student mastery of grade level TEKS by utilizing High-Quality Instructional Materials that are TEKS based, data driven instruction, thus, increasing the number of all students scoring at the “Meets” and “Masters” level on all STAAR assessments. The Campus Instructional Leadership Team will collaborate to support and guide teachers through the lesson internalization process and delivering high-quality engaging lessons. Our campus Reading Coach will support ELAR/SLAR through 3rd – 5th grade small pull-out intentional reading support. G Palmer will also increase its use in Beanstalk to promote literacy throughout the campus. In addition, we plan to implement the TXRL framework, and the campus allocated Blended Learning period to help students reach their academic goals.

Geraldine Palmer Elementary Educational Improvement Committee Members

Focus Area 1 – Effective Teaching & Learning		Focus Area 3– Leadership Growth	
Roldan Castro	Assistant Principal	Gabriela Cantu	CLL
Felis Ojeda	Teacher	Noelia Gutierrez	Teacher
Maria Flores	Teacher	Andrea Garza	Teacher
Selina Perez	Teacher	Estrella Trejo	Teacher & CIT
Dr. Susana Arredondo	PSJA EO for Elem Schools	Manuel “Manny” Gonzalez	McCoys - (Bus Rep #1)
Joe De Hoyos	Parent #2	Valentin Guerra	PSJA Integration Specialist
Focus Area 2 – Student Supports		Focus Area 3 – Family & Community Empowerment	
Nadia R Aguirre	Principal	Martha Gomez	Counselor
Maria Sepulveda Reyna	Teacher	Connie De Hoyos	Librarian / PR Rep
Melissa Lopez	Teacher	Shedrick Dallas	Coach
Ofelia Garcia	PSJA Bilingual Strategist	Jaime Lopez	Waste Management – (Bus Rep #2)
Cynthia Guzman	Parent #1	Joe De Hoyos	Parent #2
Amanda Cadena	Community Member #1	Ricardo Trevino	Community Member #2

Data Resources Reviewed

1. Attendance (2024-2025 & 2025 – 2026)
2. 2024, 2025, & 2026 STAAR Performance
3. 2024, 2025, & 2026 TELPAS Performance
4. 2024, 2025, & 2026 Identification of Schools for Improvement
5. 2025 Kindergarten Readiness
6. Discipline Referrals (Case Management – Intervention Forms)
7. PEIMS Demographics
8. Walkthroughs Data
9. Parental Involvement Data
10. T-TESS Evaluation/ Teacher Incentive Allotment
11. Teacher Certifications
12. Technology Inventories
13. Campus Climate Survey Results
14. Professional Development Plan

Campus Overall Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		89	B	
Student Achievement		79	C	0%
STAAR Performance	52	79		
College, Career and Military Readiness				
Graduation Rate				
School Progress		88	B	70%
Academic Growth	74	83	B	
Relative Performance (Eco Dis: 86.1%)		88	B	✓
Closing the Gaps	75	90	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Retrieved on August 14, 2026 ([TEA](#))

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

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

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	242	242	77	-	561	
Approaches GL or Above	179	174	60	-	413	74%
Meets GL or Above	130	131	40	-	301	54%
Masters GL	69	69	27	-	165	29%
Total Percentage Points						157%
Component Score						52

Retrieved on August 14, 2026 [TEA](#)

Student Achievement: 2026 STAAR Performance

Data Table: Accountability Groups
Texas Education Agency

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	74%	*	73%	*	-	*	-	-	72%
At Meets GL Standard or Above	54%	*	53%	*	-	*	-	-	52%
At Masters GL Standard	29%	*	29%	*	-	*	-	-	27%
Number of Tests									
At Approaches GL Standard or Above	413	*	405	*	-	*	-	-	377
At Meets GL Standard or Above	301	*	293	*	-	*	-	-	270
At Masters GL Standard	165	*	163	*	-	*	-	-	142
Total Tests	561	*	553	*	-	*	-	-	524
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	74%	*	74%	*	-	*	-	-	72%
At Meets GL Standard or Above	54%	*	53%	*	-	*	-	-	52%
At Masters GL Standard	29%	*	29%	*	-	*	-	-	27%
Number of Tests									
At Approaches GL Standard or Above	179	*	175	*	-	*	-	-	163
At Meets GL Standard or Above	130	*	126	*	-	*	-	-	117
At Masters GL Standard	69	*	68	*	-	*	-	-	61
Total Tests	242	*	238	*	-	*	-	-	226

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Science									
Percent of Tests									
At Approaches GL Standard or Above	78%	-	78%	-	-	-	-	-	76%
At Meets GL Standard or Above	52%	-	52%	-	-	-	-	-	49%
At Masters GL Standard	35%	-	35%	-	-	-	-	-	31%
Number of Tests									
At Approaches GL Standard or Above	60	-	60	-	-	-	-	-	55
At Meets GL Standard or Above	40	-	40	-	-	-	-	-	35
At Masters GL Standard	27	-	27	-	-	-	-	-	22
Total Tests	77	-	77	-	-	-	-	-	72
131	40	-	301	54%					
69	27	-	165	29%					
				157%					
				52					

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
At Meets GL Standard or Above	54%	52%	63%	100%	47%	49%	42%	38%	56%	48%	35%	-	-	35%
At Masters GL Standard	29%	27%	43%	89%	22%	25%	26%	13%	32%	22%	15%	-	-	15%
Number of Tests														
At Approaches GL Standard or Above	413	348	65	36	224	237	53	7	319	94	12	-	-	12
At Meets GL Standard or Above	301	249	52	36	152	165	43	3	236	65	7	-	-	7
At Masters GL Standard	165	130	35	32	71	83	27	1	135	30	3	-	-	3
Total Tests	561	479	82	36	322	336	103	8	425	136	20	-	-	20
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	74%	72%	83%	100%	68%	70%	55%	*	75%	70%	63%	-	-	63%
At Meets GL Standard or Above	54%	52%	64%	100%	45%	48%	45%	*	55%	50%	38%	-	-	38%
At Masters GL Standard	29%	28%	33%	87%	23%	26%	34%	*	30%	23%	25%	-	-	25%
Number of Tests														
At Approaches GL Standard or Above	179	149	30	15	95	101	24	*	140	39	5	-	-	5
At Meets GL Standard or Above	130	107	23	15	63	69	20	*	102	28	3	-	-	3
At Masters GL Standard	69	57	12	13	32	37	15	*	56	13	2	-	-	2
Total Tests	242	206	36	15	139	145	44	*	186	56	8	-	-	8
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	72%	71%	78%	100%	68%	68%	55%	*	74%	66%	50%	-	-	50%
At Meets GL Standard or Above	54%	53%	61%	100%	47%	48%	45%	*	57%	45%	38%	-	-	38%
At Masters GL Standard	29%	26%	44%	93%	19%	22%	23%	*	32%	16%	13%	-	-	13%
Number of Tests														
At Approaches GL Standard or Above	174	146	28	15	94	99	24	*	137	37	4	-	-	4
At Meets GL Standard or Above	131	109	22	15	65	70	20	*	106	25	3	-	-	3
At Masters GL Standard	69	53	16	14	27	32	10	*	60	9	1	-	-	1
Total Tests	242	206	36	15	139	145	44	*	186	56	8	-	-	8
Science														
Percent of Tests														
At Approaches GL Standard or Above	78%	79%	70%	100%	80%	80%	33%	-	79%	75%	*	-	-	*
At Meets GL Standard or Above	52%	49%	70%	100%	55%	57%	20%	-	53%	50%	*	-	-	*
At Masters GL Standard	35%	30%	70%	83%	27%	30%	13%	-	36%	33%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	60	53	7	6	35	37	5	-	42	18	*	-	-	*
At Meets GL Standard or Above	40	33	7	6	24	26	3	-	28	12	*	-	-	*
At Masters GL Standard	27	20	7	5	12	14	2	-	19	8	*	-	-	*
Total Tests	77	67	10	6	44	46	15	-	53	24	*	-	-	*

School Progress: Academic Growth

2026 Academic Growth
GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	222.0	1	222.00
Accelerated Learning Points Earned	27	0.25	6.75
Sum of Annual Growth plus Accelerated Learning Points			228.75
Total Tests Evaluated			308
Academic Growth Score			74

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	71	0	0
Tests Earning 0.5 Points	30	0.5	15.0
Tests Earning 1 Point	207	1	207
Annual Growth Points Earned			222.0
Total Tests Evaluated			308
Annual Growth Score			72

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	64	0	0
Tests Earning 1 Point	27	1	27
Accelerated Learning Points Earned			27
Total Tests Evaluated			91
Accelerated Learning Score			30

Retrieved on August 14, 2026 [TEA](#)

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
2025-26 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	20	0.0	15	15.0	4	4.0	2	2.0	1	1.0	1	1.0	43	23.0
High Did Not Meet Grade Level	16	0.0	13	6.5	6	6.0	5	5.0	8	8.0	0	0.0	48	25.5
Low Approaches Grade Level	3	0.0	5	0.0	9	4.5	9	9.0	11	11.0	1	1.0	38	25.5
High Approaches Grade Level	4	0.0	2	0.0	6	0.0	8	4.0	14	14.0	6	6.0	40	24.0
Meets Grade Level	0	0.0	2	0.0	0	0.0	5	0.0	37	37.0	29	29.0	73	66.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	0	0.0	8	0.0	58	58.0	66	58.0
Total	43	0.0	37	21.5	25	14.5	29	20.0	79	71.0	95	95.0	308	222.0

Accelerated Learning						
2025-26 Performance on STAAR						
	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level	
2024-25 Performance on STAAR	Count		Count		Count	
Did Not Meet Grade Level	64		17		9	
					1	
					91	
					27	

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Reading/Language Arts (RLA)

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	12	0.0	6	6.0	1	1.0	1	1.0	1	1.0	1	1.0	22	10.0
High Did Not Meet Grade Level	6	0.0	6	3.0	2	2.0	1	1.0	1	1.0	0	0.0	16	7.0
Low Approaches Grade Level	1	0.0	2	0.0	7	3.5	5	5.0	3	3.0	0	0.0	18	11.5
High Approaches Grade Level	2	0.0	1	0.0	3	0.0	5	2.5	8	8.0	2	2.0	21	12.5
Meets Grade Level	0	0.0	2	0.0	0	0.0	4	0.0	23	23.0	14	14.0	43	37.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0	32	32.0	34	32.0
Total	21	0.0	17	9.0	13	6.5	16	9.5	38	36.0	49	49.0	154	110.0

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	30	5	2	1	38	8

Mathematics

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	8	0.0	9	9.0	3	3.0	1	1.0	0	0.0	0	0.0	21	13.0
High Did Not Meet Grade Level	10	0.0	7	3.5	4	4.0	4	4.0	7	7.0	0	0.0	32	18.5
Low Approaches Grade Level	2	0.0	3	0.0	2	1.0	4	4.0	8	8.0	1	1.0	20	14.0
High Approaches Grade Level	2	0.0	1	0.0	3	0.0	3	1.5	6	6.0	4	4.0	19	11.5
Meets Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	14	14.0	15	15.0	30	29.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	0	0.0	6	0.0	26	26.0	32	26.0
Total	22	0.0	20	12.5	12	8.0	13	10.5	41	35.0	46	46.0	154	112.0

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	34	12	7	0	53	19

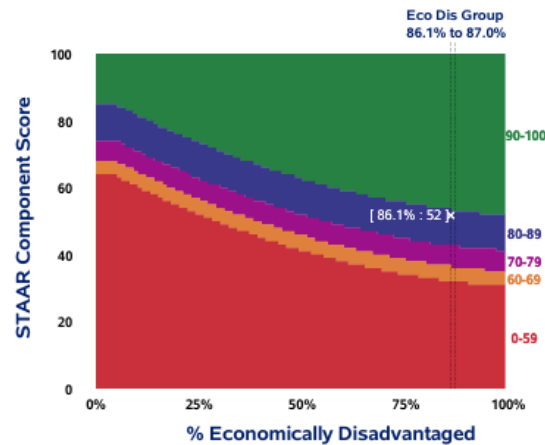
School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	86.1%	52	88
College, Career, and Military Readiness			
Relative Performance			88



Economically Disadvantaged	Elementary STAAR Scaled Score				
	30 to 59	60 to 69	70 to 79	80 to 89	90 to 100
84.1% to 85.0%	0	33	38	44	55
85.1% to 86.0%	0	33	38	44	55
86.1% to 87.0%	0	33	37	44	54
87.1% to 88.0%	0	33	37	44	54
88.1% to 89.0%	0	33	37	43	54

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

*** Confidential ***

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					75

Retrieved on August 14, 2026 [TEA](#)

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
RLA Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%		
RLA Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	54%	100%	53%	100%	-	100%	-	-	52%		
2026 # at Meets GL Standard or Above	130	2	126	1	-	1	-	-	117		
2026 Total Tests (Adjusted)	242	2	238	1	-	1	-	-	226		
2025 % at Meets GL Standard or Above	54%	--	54%	--	-	--	-	-	52%		
Mathematics 2026 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%		
Mathematics Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	54%	100%	53%	100%	-	100%	-	-	52%		
2026 # at Meets GL Standard or Above	131	2	127	1	-	1	-	-	118		
2026 Total Tests (Adjusted)	242	2	238	1	-	1	-	-	226		
2025 % at Meets GL Standard or Above	43%	--	42%	--	-	--	-	-	40%		
Total Points										18	24
Academic Growth Status											
RLA 2026 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	73%	50%	73%	100%	-	100%	-	-	72%		
2026 Growth Points	112.00	1.00	109.00	1.00	-	1.00	-	-	103.50		

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

* Confidential *

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
2026 Total Tests	154	2	150	1	-	1	-	-	143		
2025 Academic Growth Score	79%	--	79%	-	-	-	-	-	78%		
Mathematics 2026 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	76%	100%	75%	100%	-	100%	-	-	74%		
2026 Growth Points	116.75	2.00	112.75	1.00	-	1.00	-	-	106.50		
2026 Total Tests	154	2	150	1	-	1	-	-	143		
2025 Academic Growth Score	71%	--	70%	-	-	-	-	-	69%		
Total Points										18	24
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Graduated	-	-	-	-	-	-	-	-	-		
2025 # Graduated	-	-	-	-	-	-	-	-	-		
2025 Total in Class	-	-	-	-	-	-	-	-	-		
2024 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									40%		
Next Interim Target (2027-28 through 2031-32)									42%		
Long Term Target (2037-38)									46%		
Points Earned for Accountability Rating									3		
Points Evaluated for Federal School Improvement									3		
2026 TELPAS Progress Rate									41%		
2026 TELPAS Progress									98		
2026 TELPAS Total									237		
2025 TELPAS Progress Rate									48%		
Total Points										3	4

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 GERALDINE PALMER EL (108909107) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

Accountability Groups										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points
Student Success (Student Achievement Domain Score (STAAR Component Only))										
2026 Target	47	36	41	58	46	72	49	55	40	
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50	
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70	
Points Earned for Accountability Rating	3		3						3	
Points Evaluated for Federal School Improvement	3		3						3	
2026 STAAR Component Score	52	75	52	67	-	83	-	-	50	
2026 % at Approaches GL Standard or Above	74%	100%	73%	100%	-	100%	-	-	72%	
2026 % at Meets GL Standard or Above	54%	100%	53%	100%	-	100%	-	-	52%	
2026 % at Masters GL Standard	29%	25%	29%	0%	-	50%	-	-	27%	
2026 Total Tests	561	4	553	2	-	2	-	-	524	
2025 STAAR Component Score	49	--	48	--	-	--	-	-	47	
Total Points										9 12
School Quality (College, Career, and Military Readiness Performance)										
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%	
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%	
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%	
Points Earned for Accountability Rating										
Points Evaluated for Federal School Improvement										
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	
2025 Total Students	-	-	-	-	-	-	-	-	-	
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	
Total Points										
Participation 2025-26										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	
RLA										
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	
# Participants	265	2	260	2	-	1	-	-	248	
Total Students	265	2	260	2	-	1	-	-	248	
Mathematics										
% Participation	100%	100%	100%	100%	-	100%	-	-	100%	
# Participants	264	2	259	2	-	1	-	-	247	
Total Students	264	2	259	2	-	1	-	-	247	

School Progress: Closing the Gaps Continuation

Data Table: Additional Groups

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	54%	52%	64%	100%	45%	48%	45%	*	55%	50%	38%	-	-	38%
2026 # at Meets GL Standard or Above	130	107	23	15	63	69	20	*	102	28	3	-	-	3
2026 Total Tests (Adjusted)	242	206	36	15	139	145	44	*	186	56	8	-	-	8
2025 % at Meets GL Standard or Above	54%	50%	85%	100%	46%	47%	40%	--	59%	42%	--	-	-	33%
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	54%	53%	61%	100%	47%	48%	45%	*	57%	45%	38%	-	-	38%
2026 # at Meets GL Standard or Above	131	109	22	15	65	70	20	*	106	25	3	-	-	3
2026 Total Tests (Adjusted)	242	206	36	15	139	145	44	*	186	56	8	-	-	8
2025 % at Meets GL Standard or Above	43%	38%	73%	100%	34%	36%	45%	--	47%	33%	--	-	-	50%
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	0		3					
2026 Academic Growth Score	73%	73%	74%	100%	71%	73%	46%	*	73%	71%	75%	-	-	75%
2026 Growth Points	112.00	94.25	17.75	10.00	59.75	64.75	14.75	*	83.00	29.00	5.25	-	-	5.25
2026 Total Tests	154	130	24	10	84	89	32	*	113	41	7	-	-	7
2025 Academic Growth Score	79%	79%	82%	--	77%	78%	63%	--	78%	82%	--	-	-	65%
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	0		3					
2026 Academic Growth Score	76%	73%	90%	100%	68%	69%	52%	*	77%	73%	82%	-	-	82%
2026 Growth Points	116.75	95.25	21.50	10.00	56.75	61.75	16.75	*	87.00	29.75	5.75	-	-	5.75
2026 Total Tests	154	130	24	10	84	89	32	*	113	41	7	-	-	7
2025 Academic Growth Score	71%	70%	73%	--	68%	69%	71%	--	69%	73%	--	-	-	65%

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
2025 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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					3									
2026 TELPAS Progress Rate					41%									
2026 TELPAS Progress					98									
2026 TELPAS Total					237									
2025 TELPAS Progress Rate					48%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	52	51	62	96	46	48	40	46	54	46	37	-	-	37
2026 % at Approaches GL Standard or Above	74%	73%	79%	100%	70%	71%	51%	88%	75%	69%	60%	-	-	60%
2026 % at Meets GL Standard or Above	54%	52%	63%	100%	47%	49%	42%	38%	56%	48%	35%	-	-	35%
2026 % at Masters GL Standard	29%	27%	43%	89%	22%	25%	26%	13%	32%	22%	15%	-	-	15%
2026 Total Tests	561	479	82	36	322	336	103	8	425	136	20	-	-	20
2025 STAAR Component Score	49	45	70	100	42	43	45	33	52	40	33	-	-	33
School Quality (College, Career, and Military Readiness Performance)														
2026 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	-	100%
# Participants	265	228	37	15	153	161	48	*	192	73	9	-	-	9
Total Students	265	228	37	15	153	161	48	*	192	73	9	-	-	9
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	-	-	100%
# Participants	264	227	37	15	152	160	48	*	192	72	9	-	-	9
Total Students	264	227	37	15	152	160	48	*	192	72	9	-	-	9

Comprehensive Needs Assessment

Goal Area 1: Effective Teaching & Learning



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Academic Achievement: Reading/Language Arts, and Literacy, Mathematics, Science, Instructional Technology

Summary of Strengths

Geraldine Palmer Elementary provides teachers with a standard-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.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades PK3 & PK4, K- 2nd, 3rd- 5th grade.
- 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.
- Academic Achievement increased from 77 to 79; Relative Performance increased from 85 to an 88 and our Closing the Gaps increased from 84 to 90. Our overall Accountability Score improved from 85 to 89.
- Campus was designated the following distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Closing the Gaps, and Post Secondary Readiness.

Summary of Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The “All Students” Academic Achievement Status for RLA was at 54% not meeting the Next Interim Target of 55%; for Mathematics we fell short 4% from the 58% Mathematics Next Interim Target.
- Although our Academic Growth increased in mathematics by 5%, it declined for RLA by 6%. In the 4th – 5th STAAR for both Reading and Math combined 23% of tests received 0 points for growth.
- Prioritize our 5th grade students who did not meet their Accelerated Learning Growth cut score in both RLA and Math and utilize resources that support their grade level TEKS to accelerate their learning.
- Teachers must consistently integrate the new type of test items through their daily instruction, weekly assessments and benchmarks and use curriculum aligned to TEKS with fidelity to ensure students receive Tier 1 instruction to ensure students meet their MEETS cut scores in RLA and Mathematics.
- Daily instructional schedules must include ample time for Language Arts and Mathematics and provide daily intervention for all students using the Blended Learning Model.

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Annual Goal 1: 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: All student groups will show a 10% increase in performing at meets grade level or above on STAAR ERLA/SRLA by June 2027.

Strategy 1: Create, collect, and assess data to monitor student progress weekly and biweekly and drive interventions and acceleration based on data.

Timeline: September 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Reading Interventionist, Special Ed Teachers, Grade leaders

Action Steps:

- 1) Use ongoing campus and district built formative and summative assessments by grade levels (e.g. weekly, unit, iReady inform).
- 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
- 3) Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and new STAAR testing items and use data to drive intervention plans to build prescribed interventions during Blended Learning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- DMAC Reports - Weekly Comprehension & Fluency Progress Monitoring - TPRI/Tejas Lee - iReady - Reading Boost - LIONS Assessment - Escalera - Beanstack - Forde-Ferrier - Lead4ward - PSJA Curriculum - STAAR Countdown	- Lesson Plans - Tracking Sheets - DMAC Reports - CLC Agenda and Sign in Sheets - Walk throughs. - Student Data Agency Folders - BOY/MOY/EOY Assessment reports from TPRI/Tejas Lee & i-Ready - Lesson Internalization	- Lesson Plans - Teacher created assessments - Walkthrough feedback - Progress monitoring reports - Increase academic performance of all students - I-Ready reports	- District Benchmarks - Weekly assessments - STAAR Assessment - SGMs pre/post assessments - Exit Tickets - I-Ready – INFORM, MOY, EOY

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Strategy 2: Utilize teachers in 3rd-5th grade to provide additional targeted instruction and extended learning opportunities for struggling students during Blended Learning and tutorials to enhance the learning and close the gaps for Tier 2& 3.

Timeline: September 2026 – August 2027

Title I School Component: Title I, Title II, Title III, Title IV, Special Ed. & Bilingual Funds, Migrant Funds, and State Comp.

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CL, Reading Interventionist, & Grade Level Leaders

Action Steps

- 1) Teachers will disaggregate the data on all assessments and use the information to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices during CLL meetings.
- 3) Teachers will collaborate to do a lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Reading Interventionist • STAAR Released Questions • I Ready (Teacher Toolbox) • Lead4ward-STAAR Release • SAVVAS Curriculum • STAAR Countdown • PSJA YAG • Dyslexia Intervention • Cambium Think Up! - Texas	• Lesson Internalization • Tracking Sheets • CLC Agenda and Sign in Sheets • Walkthroughs • Summit K12 Reports • IReady reports • Curriculum Documents	• Lesson Plans • Increase academic performance of all students in STAAR • Walkthrough feedback • I Ready Reports (growth)	• Formative assessments • Benchmarks • STAAR • SGMs (pre/post test) • IReady Diagnostic (BOY, MOY, EOY) • Weekly Assessments Dyslexia Intervention assessments

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Strategy 3: Support the implementation of the reading and math adoption including the TEKS alignment through CLC and grade-level planning meetings.

Timeline: August 2026 – June 2027

Title I School Component: Title I, Title II, Title III, Title IV, Special Ed., Bilingual Funds, Migrant Funds & State Comp.

Persons Responsible: Classroom Teachers, Principal, Assistant Principal, CLL, Reading Interventionist & Special Ed Teachers

Action Steps

- 1) Teachers will utilize DOK questions and interactive journals to raise rigor of instruction.
- 2) Teachers will utilize thinking maps/graphic organizers to improve students' critical thinking skills during weekly lessons.
- 3) Teachers will continue to use sentence frames or stems to scaffold students' oral language development.
- 4) Teachers will include exit tickets that are aligned to daily objectives in every lesson.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• ELAR/SLAR TEKS • District supplemental curriculum resources (DMR) • I Ready (teacher toolbox) • SAVVAS Realize • PSJA Reading & Math YAG (Tree of Life) • Dyslexia intervention program • Lead4ward STAAR Release • Cambium • Bluebonnet Math	• Lesson Plans • Tracking Sheets • CLC Agenda and Sign in Sheets • Walk throughs • Blended Learning Student Trackers • IReady Reports • Weekly Assessments	• Increased academic performance of all students • Performance Growth • I Ready • Fluency (WPM) • Weekly assessment data/exit tickets	• District Benchmarks • Weekly assessments • STAAR Assessment • IReady (BOY, MOY, EOY)

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Annual Goal 1: 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 2: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Reading & Math by June 2027.

Strategy 1: Monitor student performance through the disaggregation of assessment data using reports to identify areas of need during CLC meeting and grade-level planning meetings

Timeline: Sept. 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Reading Coach, Special Ed Teachers

Action Steps:

- 1) Teachers will disaggregate the scores on all STAAR assessments and use data to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices during CLC meetings.
- 3) Teachers will collaborate to do a lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Bluebonnet Math & PSJA Curriculum - I Ready (Teacher Toolbox) - District Created Resources - Countdown to STAAR - Lead4ward - SAVVAS - PSJA Warehouse - PSJA District (YAG) - Cambium - IXL	- Lesson Plans - Tracking Sheets - CLC Agenda & Sign In Sheets - Planning Meetings - Walkthroughs - Weekly Agenda BL	- Increased academic performance of all students - IReady Performance Growth - STAAR performance	- District Benchmarks - STAAR Assessment - Bluebonnet Module Assessments - I-Ready Assessments (BOY, MOY, EOY) - Exit Tickets - Reading Assessments

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Strategy 2: Campus Leadership team will provide ongoing support for the implementation of Blended Learning (small group) and students with an accelerated plan instruction plan in 3rd-5th grades.

Timeline: September 2026 – August 2027

Title I School Component: Title I, Title II, Title III, Title IV, Special Ed. & Bilingual Funds, Migrant Funds, and State Comp.

Persons Responsible: Classroom Teachers, Principal, Assistant Principal, CLL, Reading Interventionist, & Resource teachers.

Action Steps:

- 1) Additional instructional minutes will be provided during school and after school tutorials.
- 2) Teachers will work with a small group of students during Blended Learning to meet requirements of accelerated instruction plan.
- 3) Strategically group students for differentiated instruction & implement differentiated instruction.
- 4) Implement fluency intervention blocks for all grade levels.
- 5) Provide multiple opportunities for development of research based ELA/SLA skills and strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Think Up! - Ready Texas - PSJA Curriculum - Lead4ward - I Ready (Teacher Toolbox) - Cambium - TEKS Resource System	- Lesson Plans - Tracking Sheets - CLC Agenda & Sign In Sheets - Planning Meetings - Walkthroughs - Agency Folders - Blended Learning - Countdown to STAAR	- Increase academic performance of all students - IReady Assessments (BOY,MOY,& EOY) Reports - Fluency reports	- District Benchmarks - Module Assessments - STAAR Assessment - Bluebonnet Math - I ready Assessments (BOY, MOY, EOY)

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

OBJECTIVE 2: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Reading & Math by June 2027.

Strategy 3: Integrate the application of technology to during math and reading blended learning environments, incorporating online programs such as iReady.

Timeline: September 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Use I Ready to teach STAAR objectives and embed strands as needed for 3rd-5th grade students
- 2) Computer Lab manager will generate reports to identify and communicate students' areas of needs to teachers.
- 3) Use I Ready to reinforce aligned curriculum being taught in PK-5 classrooms.
- 4) Purchase classroom computers/devices and headphones for the classroom technology center so, all students have accessibility to one on one technology.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- I Ready - Google Slides - Google Classroom - IXL - Cambium - Bluebonnet Lesson Prerequisite	- Lesson Plans - Tracking Sheets - CLC Agenda & Sign in Sheets - Planning Time - Walkthroughs - Blended Learning Agenda	- Increased academic performance of all students - I Ready performance growth - End of Module Performance Reports	- District Benchmarks - Module Assessments - STAAR Assessment - TFAR Assessments - Bluebonnet Module Assessments

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Annual Goal 1: 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 3: All student groups will show a 10% increase in performing at meets grade level or above on STAAR Science by June 2027.

Strategy 1: Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings

Timeline: August 2026 – August 2027

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

Funds Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL,

Science Lab Teacher **Action Steps:**

- 1) Teachers will disaggregate data on all assessments and use the information to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices.
- 3) Teachers will collaborate to do lesson internalization and increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills and correlate it to sustainability goals.
- 4) Teachers and lead team analyze data reports to create target groups and action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Progress Monitoring - Science Lab - Think Up Science - IReady Teacher Tool Box - IXL - SAVVAS - Cambium - STAAR Countdown - STAAR Academies - Tutoring	- Lesson Plans - Tracking Sheets - CLC Agenda and Sign In Sheets - Science Journals - Walkthroughs	Increased academic performance of all students in Science.	- District Benchmarks - Weekly assessments - STAAR Assessment

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Strategy 2: Teachers (3rd-5th) will closely collaborate with Science Lab teacher to support students with an accelerated instruction plan.

Timeline: August 2026 – August 2027

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

Funds Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL,

Science Lab Teacher **Action Steps**

1) Additional instructional minutes will be provided during school and after school tutorials during Blended Learning.

2) Science Lab Teacher will work with a small group of students to meet requirements of accelerated instruction plan. (Only during the Spring, based on student need)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Science Teacher - STAAR Released Questions - I Ready (Teacher Toolbox) - Lead4ward - Think Up Texas - IXL Science	- Lesson Plans - Tracking Sheets - CLC Agenda and Sign in Sheets - Walkthroughs - Science Journals - IXL Reports - Exit Tickets .	Increase academic performance of all students	- Formative assessments - Benchmarks - STAAR in Science IReady Diagnostic

Goal Area 1: Effective Teaching & Learning – Geraldine Palmer Elementary

Strategy 3: Integrate the application of technology to promote a blended learning environment during science instruction through various online programs

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Science Lab Teacher

Action Steps

- 1) Promote utilization of Google apps including Google Classroom, Google Drive, and Nearpod, and Summit K-12, and provide support to campus staff.
- 2) Monitor the use of science instructional technology tools to promote student engagement and learning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Science Curriculum - I Ready - SAVVAS - Nearpod - Think Up - Summit K12 - IXL Science	- Lesson Plans - Tracking Sheets - DMAC Reports - Agenda and Sign in Sheets Planning meetings - Walk throughs	Increased academic performance of all students	- District Benchmarks - Weekly assessments - STAAR Assessment

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5th will perform at approaches, meets, and master’s level of reading fluency and comprehension goals set by the district.

OBJECTIVE 1: All students in 1st-3rd Grades will perform at approaches, meets, and master’s level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 1: Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Instructional Aides, Principal, Assistant Principal, CLL, Reading Coach, Reading Interventionist

Action Steps:

- 1) 1st and 3rd grade teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation. and phoneme manipulation in their literacy block and reading intervention groups.
- 2) Teachers will explicitly teach early reading strategies using the Florida Center and TPRI/TEJAS LEE activities
- 3) Second, third, and any new teacher to the grade level will complete Texas Reading Academy Modules and implement strategies during instruction

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Magnetic & Mosaico Reading • District Adopted Reading Curriculum • Texas Reading Academies Resources • District Fluency Books • Sight word flashcards • TPRI/TEJAS Lee Activities • SAVVAS • Summit K12 (for EBs)	• Lesson Plans • Tracking data (board) • CLC Agenda and Sign in Sheets • Walk throughs • Blended Learning stations • Magnetic & Mosaico books	• Increased academic performance of all students TPRI/Tejas LEE MOY & EOY	• District Benchmarks • Weekly Assessments • TPRI/TejasLee/TxKEA Assessments • Fluency Tracker

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Strategy 2: Integrate the application of technology to promote a blended learning environment during RLA/SLA instruction through various online programs.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Instructional Aides, CLL, Librarian, Principal, Assistant Principal, Reading Interventionist

Action Steps:

- 1) Develop monthly schedule and agenda for PAC meetings and communicate with community through district approved social media outlets.
- 2) Establish campus expectations and procedures for PAC literacy events.
- 3) Teachers will support and provide literacy activities, tips, and material to parents and communicate students' goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- ELAR/SLAR TEKS - PAC meeting calendar & agenda - IReady Teacher toolbox - District Tracker - TPRI/Tejas LEE interventions & fluency - SAVVAS Curriculum - Magnetic/Mosaico	- Lesson Plans - Tracking Sheets - CLC Agenda and Sign in Sheets - Planning meetings - Walk throughs - Blended Learning Student Agency Folders	- Increased academic performance of all students - IReady performance growth - TPRI/Tejas LEE Reports	- District Benchmarks - Weekly assessments - STAAR Assessment - IReady (BOY, MOY, & EOY) - TPRI/Tejas LEE (BOY, MOY, & EOY)

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Strategy 3: Integrate the application of technology to promote a blended learning environment during science instruction through various online programs

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Instructional Aides, CLL, Librarian, Principal, Assistant Principal, Reading Coach

Action Steps:

- 1) Develop monthly schedule and agenda for PAC meetings and communicate with community through district approved social media outlets.
- 2) Establish campus expectations and procedures for PAC literacy events.
- 3) Teachers will support and provide literacy activities, tips, and material to parents and communicate students' goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- ELAR/SLAR TEKS, PK Guideline PAC meeting calendar - PAC meeting agenda - Nearpod - IReady	- Lesson Plans - Tracking Sheets - DMAC Reports - Agenda and Sign in Sheets - CLC work - Planning meetings - Walk throughs	Increased academic performance of all students	- District Benchmarks - Weekly assessments - STAAR Assessment - Monthly ISIP

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and master’s level of reading fluency and comprehension goals set by the district.

OBJECTIVE 2: All students in kindergarten will meet district and state goals on Texas-KEA (Kindergarten Entry Assessment) assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 1: Implement explicit phonemic awareness and phonics instruction to build reading fluency and decoding strategies.

Timeline: August 2026 – August 2027

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

Persons Responsible: classroom Teacher, Principal, Assistant Principal, CLL Reading center 3rd-5th Grade, Paraprofessional

Action Steps:

- 1) Teachers will supplement the district curriculum with SSRW and Florida Center activities during whole and small group instruction
- 2) Teachers will incorporate these activities into their lesson plans to ensure the provision of explicit and systematic phonemic awareness and phonics instruction
- 3) Evaluators will monitor the implementation of instruction during walkthroughs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Texas Reading Academy Resources - IReady - IPad - Mosaico - Magnetic - Progress Monitoring - Countdown to Kinder TX Readiness	- Lesson Plans - Tracking Sheets - CLC agenda and Sign in Sheets - Planning meetings - Walk throughs	- Increased academic performance of all students - Student Achievement gains	- Weekly assessments - Texas KEA Assessment - Teacher informative assessment

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Strategy 2: Decrease the number of students achieving Support and Monitor levels on TX KEA

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will analyze formative and summative assessments to determine how to best differentiate instruction to meet students' needs
- 2) Teachers will provide differentiated, data-driven instruction to students during small groups
- 3) Campus administration/evaluators will monitor the implementation of differentiated instruction in classrooms

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SAVAAS Curriculum • Texas Reading Academy Resources • IReady • Blended Learning • Magnetic/Mosaico • 13 Day Countdown to KPM	• Lesson Plans • Tracking Sheets • CLC Agenda and Sign in • Planning meetings • Walk throughs	• Increased academic performance of all students	• District Benchmarks • Weekly assessments • Texas KEA Assessment • TPRI K • Tejas LEE K

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

OBJECTIVE 3: All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments

Strategy 1: Monitor progress of students' ability to rapidly name/produce letter names/sounds

Timeline: August 2026 – August 2027

Title I School Component: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds **Persons Responsible:** Classroom Teacher, Paraprofessionals,

Principal, Assistant Principal **Action Steps:**

- 1) Teachers will include phonological awareness instruction in their lesson plans. Teachers will teach phonological awareness skills during whole group instruction and small group instruction. Attend Teacher training.
- 2) Teachers will use progress monitoring and fluency assessment data to drive instruction by providing appropriate interventions for students in need during school-wide intervention block.
- 3) Teachers will create a print-rich learning environment in person or virtual to stimulate children's natural curiosity and engage children in classroom lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Frog Street Press - LION/LEON - Age of Learning - PSJA YAG - PK3 & PK4 Texas Guidelines	Phonological awareness block in lesson plans (whole group, small group, and school-wide intervention block) Teachers will turn in six weeks' progress monitoring and BOY, MOY, and EOY assessments to leadership team.	Students will meet PSJA ISD fluency goals of 90% at approaches, 60% at meets, and 30% at master's level of letter name/sound recognition/production	Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments Formative: daily work and exit tickets

Goal Area 1: Student Achievement– Geraldine Palmer Elementary**Strategy 2:** Parent Communication and Collaboration**Timeline:** August 2026 – August 2027**Title I School Component:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Classroom Teacher, Principal, Assistant Principal**Action Steps:**

- 1) Teachers will communicate district goals to parents and explain progress monitoring/assessment process. Teachers will collaborate with parents to set fluency goals for the students.
- 2) Teachers will keep lines of communication open by informing parents of student's progress and/or any challenges the students may face in a timely manner. Teachers will collaborate with parents to determine the root cause of children's challenges.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Palmer Parent Communication Log - Frog Street - Curriculum Night - Literacy Night - Grandparents Day - Mother's and Father's Day - PK Pow Wow - PK3-PK4 Texas Guidelines - King and Queen of the ABCs - Meet the Teacher Night	- Parent Communication Logs - Class Dojo - Sign In Sheets	PK teachers will create a learning community by including parents in the goal setting process for their child. Students will meet district fluency goals with the instruction and support of classroom teachers and parental support. Students increase phonic awareness and master letter names and sounds.	- LION/LEON EOY Assessment - Formative: six weeks progress monitoring and BOY, MOY, and EOY Assessments

Goal Area 1: Student Achievement– Geraldine Palmer Elementary

Strategy 3: Monitor progress of students' ability to comprehend literacy through weekly comprehension checks

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal

Action Steps:

- 1) Teachers will align instruction Texas Pre-K Guidelines Emergent Literacy - Reading Domain
- 2) Teachers will assess students' comprehension each week
- 3) Teachers will turn in progress monitoring comprehension results to AP

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Frog Street Press Curriculum - Progress Monitoring Tracking Sheets - PK3-PK4 Texas Guidelines - LION/LEON Reports - Age of Learning Reports	Teachers will plan for comprehension checks in weekly lesson plans; Teachers will align lessons with comprehension objectives assessed by planning with the end in mind.	Teachers monitor students' comprehension through questioning	- LION/LEON (BOY, MOY, EOY) - Age of Learning (BOY, MOY, EOY)

Focus Area 2: Student Support



GOAL AREA 2: STUDENT SUPPORTS

Areas Reviewed: 2026 Academic Performance: All Subjects; 2026 Academic Growth: Reading & Math; 2026 Closing the Gaps: All Students, Hispanic, High Focus, Eco Dis, Emergent Bilinguals, SPED, and Cont. Enrolled; & 2026 TELPAS

Summary of Strengths

Geraldine Palmer Elementary provides teachers with a standard-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.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades PK3 & PK4, K- 2nd, 3rd- 5th grade.
- 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.
- Academic Achievement increased from 77 to 79; Relative Performance increased from 85 to an 88 and our Closing the Gaps increased from 84 to 90. Our overall Accountability Score improved from 85 to 89.
- In Academic Achievement in both RLA and Math we met all the targets for All Students and all subgroups.
- Campus was designated the following distinctions: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Closing the Gaps, and Post Secondary Readiness.

Summary of Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The “All Students” Academic Achievement Status for RLA was at 54% not meeting the Next Interim Target of 55%; for Mathematics we fell short 4% from the 58% Mathematics Next Interim Target.
- Although our Academic Growth increased in mathematics by 5%, it declined for RLA by 6%. We were shy of meeting the next interim target by 1% in RLA and by 2% in Mathematics. In the 4th – 5th STAAR for both Reading and Math combined 23% of tests received 0 points for growth.
- Prioritize our 5th grade students who did not meet their Accelerated Learning Growth cut score in both RLA and Math and utilize resources that support their grade level TEKS to accelerate their learning.
- For Progress in Achieving English Language Proficiency, we surpassed the target by only 1% and missed the Next interim by 1%.
- Our SPED students did not meet Academic Growth target by 6% in both RLA nor Mathematics;

GOAL AREA 2: STUDENT SUPPORTS

Annual Goal 1: By May 2027, 46% of EBs will demonstrate progress by advancing one composite level on their TELPAS to meet the long-term target.

OBJECTIVE 1: Implement targeted language acquisition instruction for emerging bilingual students aligned with TELPAS domains (ELPS) and research based instructional strategies (RBIS).

Strategy 1: Incorporate differentiated ELPS strategies that target writing proficiency level descriptors (PLDs) into lesson plans.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will use Student Profile Sheet to determine students' writing proficiency based on 2025-2026 TELPAS scores.
- 2) Teachers will incorporate writing strategies into their lessons from the ELPS Instructional Tool through the implementation of Summit K12, daily writing journals, Exit Tickets, and weekly TELPAS writing samples and maintain a TELPAS Binder.
- 3) Teachers will include the targeted ELPS objective on their objective wall and review it with students daily.
- 4) Teachers will have individualized conferences with students to provide feedback.
- 5) Lesson plans will be monitored on a bi-weekly basis to ensure the language objective is included.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Proficiency Level Descriptors • ELPS Instructional Tool • TELPAS Strategies Journal • Footsteps To Brilliance • Summit K-12	• Lesson Plans • ELPS • TELPAS Progress Monitoring Holistic Data • Summit K-12 Reports • Daily Writing Journals • Weekly Writing Samples	• TELPAS Progress Monitoring Holistic Data • 2026 TELPAS Writing Scores	• Teacher Observations • Summit K-12 Assessments

Focus Area 2: Student Supports

Strategy 2: Incorporate differentiated ELPS strategies that target speaking proficiency level descriptors (PLDs) into lesson plans.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- Teachers will use Student Profile Sheet to determine students' speaking proficiency based on 2025-2026 TELPAS scores.
- Teachers will incorporate speaking strategies into their lessons from the ELPS Instructional Tool.
- Teachers will include the targeted ELPS objective on their objective wall.
- Teachers will provide opportunities for students to practice their second language through the implementation of Summit K12, songs, storytelling, low-stakes classroom activities, through the use of Vocaroo and Footsteps to Brilliance, and various presentation opportunities.
- Teachers will continue to implement sentence stems or frames to scaffold students' oral language development.
- Lesson plans will be monitored on a bi-weekly basis to ensure the language objective is included.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Proficiency Level Descriptors • ELPS Instructional Tool • TELPAS Strategies • Summit K12 • Vocaroo • Footsteps to Brilliance • PVC Phones • Headphone/Microphone	• Lesson Plans • Objective Walls • TELPAS Progress • Monitoring Holistic Data-Classroom interaction with other students • Student Oral Presentation Skills	• TELPAS Progress Monitoring Holistic Data, 2026 TELPAS Speaking Scores.	• Teacher Observations • Student Presentations • Summit K-12 data tracking log

Focus Area 2: Student Supports

Strategy 3: Students will practice with TELPAS Online Modules to develop overall second language proficiency.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- Students will have access to activities in TELPAS online tutorials from TEA on TFAR or Summit K-12.
- Teachers will create a log on the implementation of TELPAS online modules on a timeline.
- Administration will monitor teacher log for fidelity.
- Student led conferences will be held to showcase to parents their progress in the Summit K-12 program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS online tutorials • TELPAS Released Practice Tests • Summit K-12 • Daily attendance log • Benchmark reports • TELPAS Writing Journal • TELPAS Progress Monitoring Form	• Students will show progress in the writing domain of TELPAS	• Attendance log • Summit K12 reports • Increase in students' English language writing proficiency	• Attendance log • Summit K12 reports • Increase in students' English language writing proficiency

Focus Area 2: Student Supports

Strategy 4: Review TELPAS progress monitoring holistic data during CLCs and create a campus wide Summit K12 and TELPAS Calendar of activities.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL,

Action Steps:

- Teachers will implement ELPS strategies contingent upon the lesson and need of students for all domains.
- Teachers will review holistic data from TELPAS 2026 and Summit K12 during CLC meetings to assess the impact of strategies and progress.
- Teachers will adjust strategies as students make progress or need additional support for growth.
- Teachers will create a Summit K12 and TELPAS Calendar of activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Progress Monitoring Form • List of ELPS strategies implemented • TELPAS 2026 Data • Summit K12 Data • Summit K12	• Lesson Plans • Objective walls • TELPAS Progress Monitoring • CLC Agendas	• Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	• Classroom observations • Summit K-12 Student Data Folders • Summit K-12 Data Reports (BOY, MOY, Benchmark) • Benchmark Scores

Focus Area 2: Student Supports

Annual Goal 2: By June 2027, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 5% in all subjects.

OBJECTIVE 1: By June 2027, the achievement gap between All Students and both Special Education students and Emergent Bilinguals will close by 5% on RLA/SLA STAAR.

Strategy 1: Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts and hands on opportunities.

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal/CTC, CLL, GT Teachers, Dyslexia Teacher, Special Education Teachers, Reading Coach, Counselor

Action Steps:

- Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.
- Campus leadership team will monitor strategy implementation during walk throughs.
- Teachers will include the targeted ELPS objective on their objective wall.
- Teacher will use fidelity RACE/RACES and district strategies that are rolled out and turned around to them.
- Teacher will provide multiple learning opportunities for students to use academic vocabulary through presentations and academic talks/PBL's

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Reading Curriculum • Reading Rockets • Itty Bitty Book of CIF • Unique • TPSP • Lexia Program – Reading by Design	• Lesson Plans • Walk throughs • CLC work	• Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned. • Growth in benchmarks taken	• District Benchmarks • STAAR • Classroom Talk • Classroom writings • Weekly Progress Monitoring Assessments • Computer program reports

Focus Area 2: Student Supports

Strategy 2: Teachers will intentionally plan scaffolding strategies targeted for Emergent Bilinguals and for special education students (follow their IEPs)

Timeline: August 2026 – August 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Special Education Teachers, Resource Teachers

Action Steps:

- General Education teachers, Resource teachers, and Special Education teachers will keep open lines of communication to agree on students' abilities and goals with each other and parents.
- Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.
- Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Students' IEP • District Curriculum • TEKS • TEA available resources	• Lesson Plan • Student Work • Special Education Logs	• Students will use appropriate scaffolds to successfully demonstrate mastery of IEP goals and TEKS	• Daily Work • Benchmarks Assessments • STAAR

Goal Area 3: Leadership Growth



Goal Area 3: Leadership Growth

Areas Reviewed: Analysis of T-TESS Evaluations, Bilingual/ESL Teacher Certification, Professional Development Trainings, Number of Teachers rated: Distinguished, Accomplished, Proficient, Developing, Improvement Required

Strengths

- Teachers meet through CLCs to collaborate among the grade levels and analyze student work to inform instruction
- Campus CLL collaborates with administration to develop a campus professional development plan to support the campus teachers' goals.
- Mentor Teachers have been identified.
- CIT collaborates with administration to schedule Technology Trainings.
- The Leadership values and CARE standards mentality is adopted by all teachers and staff (Customer Service) and used as an Evaluation Tool for non-teaching staff members.
- Electronic Instructional Focus Walkthrough form is used to monitor and provide feedback to teachers.
- Strong commitment and financial support to professional development and professional growth opportunities for staff

Challenges

- *Calibrating evaluations and creating a system to effectively measure performance based on student achievement.*
- *Campus support for teachers new to their grade level.*
- *Teacher guidance and support to effectively execute blended learning and new curriculum (Lesson Internalization for LAR, Math, and Science)*
- *Support teacher with the fidelity of implementing HQIM using Research based Instructional Strategies (RBIS) in both Mathematics and RLA.*
- *Teachers need support to implement with fidelity the Common Instructional Framework strategies, The Fundamental 5 strategies, and SIOP (Sheltered Instructional Observation Protocol) strategies.*
- *Tight schedule and scope and sequence may challenge the allocation of time for training (I-Ready, Age-of Learning, I-XL Science, Las Links, TPRI/Tejas Lee, LION/LEON*
- *Lesson Internalization support and guidance for K-5th grade teachers is provided, however, time is a factor.*
- *ELPS Update to implement for the 2027-2028 school year may pose a challenge as we implement the new updates ELPS this school year.*

Goal Area 3: Leadership Growth

Annual Goal 1: Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.

Objective 1: Campus Lead Team will support the professional growth of teachers by coaching, monitoring, evaluating, providing feedback, & providing Social Emotional Support.

Strategy 1: Implement an effective instructional coaching system with ongoing feedback to monitor teacher effectiveness

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- 1) Administration and CLL will establish a calendar of walkthroughs for teachers who need support and develop an action plan.
- 2) Administration and CLL will conduct walkthroughs based on the calendar and provide teachers with timely feedback.
- 3) Use coaching and communication strategies for coaching sessions cycles
- 4) Provide clear, targeted and actionable feedback, and use Shout Outs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Coaching log - Teachers' PD goals - CLC Meetings	- Observations - Informal Walkthroughs - Shout Outs - PD Goals	- Teacher implementation of effective strategies - Teacher receives shout outs - Increased quality instructional time	Informal observations and Walkthroughs

Goal Area 3: Leadership Growth

Strategy 2: New teachers will be provided with a peer colleague to support their teacher effectiveness development. New teachers include teachers that are new to the profession, content, grade level, or school.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Lead Teacher

Action Steps:

- 1) Create a schedule where new teachers and peer colleagues can meet and collaborate on curriculum and campus procedures.
- 2) Hold monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.
- 3) Peer colleague will provide feedback and guidance during these monthly meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mentorship within the school	- Designate planning time during the day for planning instructional best practices and procedures. - Meeting and Planning with mentor	- Teacher feedback - Effective instructional practices in the classroom - Meeting Sign-In Sheets	- Summative Conference - Increased teacher performance

Goal Area 3: Leadership Growth

Strategy 3: Provide professional development opportunities to maximize the implementation of the Reading Academies coursework and writing in PK3- 3rd grade classrooms.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Reading Coach, Kinder-3rd Grade Teachers

Action Steps:

- 1) CLL and teachers will review student performance data to determine specific areas of need in Reading.
- 2) CLL will develop trainings and schedule PD opportunities for teachers.
- 3) Monitor and adjust as needed to support teachers.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Reading Academies coursework - CLC Meetings	- Sign Ins - Agendas - Implementation of Reading & Writing Strategies	Teachers will implement Reading and writing strategies in their classrooms	- Increased Teacher Performance - Implementation of strategies - Improved Reading scores

Goal Area 3: Leadership Growth

Annual Goal 1: Geraldine Palmer Elementary will develop educator capacity to maximize at least 95% of the instructional time through coaching, mentoring and staff development.

Objective 2: Campus administrators will provide professional learning opportunities for staff based on observed data and identified Professional goals.

Strategy 1: Campus administrators will identify areas of growth by teachers.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal,

Action Steps:

- Campus administrators will review data to identify areas of need and growth.
- Campus administrators will develop and monitor professional development goals to address areas of need and growth.
- Campus administrators will review and monitor the achievement of professional development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional walkthroughs focus tool • T-TESS observations • SGM data • Collaborative Learning Communities • Journal Reflections	• Walk-Through Data • Walk- Through schedule • CLC agenda and sign in sheets • Admin/teacher conferences • PD Goals	• Increased quality instructional time • Implementation of best practices • Observation of CIF	• Walk-Through Data Reviews • T-TESS Observation Rubric

Goal Area 3: Leadership Growth

Strategy 2: Instructional leadership team members will calibrate on T-TESS rubric to identify areas of growth by teachers and provide effective feedback to teachers

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the TTESS rubric.
- The instructional leadership team will analyze ratings on TTESS rubric, observations, and calibrate after each joint walkthrough.
- The instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.
- Instructional leadership will train and update the staff on the TTESS Rubric.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS Observation Rubric	• Observations • Walkthroughs • Professional Development	• Teacher implementation of effective strategies • Rolling out of TTESS Rubric • Implementation of best instructional Practices	• T-TESS Observation Rubric • Creation of Professional Development

Goal Area 3: Leadership Growth

Strategy 3: Campus administration will collect and monitor data supporting maximizing of instructional time.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal

Action Steps:

- Campus administrators will conduct meetings with staff to establish clear expectations for classroom instructional expectations
- Campus administrators will review walkthrough data to identify staff instructional needs and develop an action plan.
- Implement monitor and revise action plan.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional walkthroughs focus tool • T-TESS Observations • SGM Data • Collaborative Learning Communities • Fluency Data • TPRI/Tejas LEE • STAAR Data • TELPAS Data	• Observations • Walkthroughs • Professional Development	• Teacher implementation of effective strategies • Increased quality instructional time • Implementation of best instructional Practices • Student Data Folders	• T-TESS Observation Rubric • Walk-Through Data reviews

Goal Area 3: Leadership Growth

Annual Goal 2: Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.

Objective 1: Provide all staff with professional development in the integration of technology into the curriculum.

Strategy 1: Provide teachers and students with access to appropriate technology resources encouraging the use of devices and programs such as Google Classroom, TEAMS, & other platforms

Timeline: Sept. 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- Inform teachers and students about the technology resources that are available during monthly technology meetings.
- Establish expectations and routines on the implementation of technology resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Curriculum • Google Classrooms • Teams • E-school • Clever • DMAC • Nearpod	• Professional Development Sessions	• Technology / Programs will be effectively integrated into the curriculum and classroom activities.	• T-TESS Rubric

Goal Area 3: Leadership Growth

Strategy 2: Provide resources for instructional staff to effectively integrate technology into the curriculum provided by the district to implement the TEKS.

Timeline: September 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- Develop goals and desired outcomes for the integration of technology into the curriculum.
- Provide training based on the desired outcomes.
- Purchase the technology resources needed to ensure the success of the desired outcomes. Equipment & materials for instructional purposes may include computers, chargers, headphones, printers, toner, ink, scanners, paper, Cricut, copier rentals... etc. from varied sources based on the educational need (ex. But not limited to – Lakeshore, Gateway, Scholastic, Cielo, Canon & Copy Graphics... etc.)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Classroom Technology • Technology Trainings • Educational Technology supportive devices and equipment • Newline • iPad	• Google Classroom Lessons • Classroom Technology • Technology Training Sign-in Sheets	• Technology / Programs will be effectively integrated into the curriculum and classroom activities.	• T-TESS Rubric

Goal Area 3: Leadership Growth

Strategy 3: Utilize technology applications during staff development as a campus source of professional development experiences.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- Develop goals and desired outcomes for the integration of technology into the curriculum.
- 2). Provide training based on the desired outcomes.
- Implement and model technology applications during staff development, staff meetings, and CLC meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Classroom Technology • Technology Trainings	• Walkthroughs • Classroom Technology • Sign Ins • Training Certificates	• Technology / Programs will be effectively integrated into the curriculum and classroom activities.	• T-TESS Rubric

Goal Area 3: Leadership Growth**Annual Goal 3: Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2027**

Objective 1: Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)

Strategy 1: Provide CARE training for staff (instructional aides, office staff, nurse, librarian and counselor) on the Spirit of PSJA Evaluation Tool and set expectations as applicable to their roles

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal

Action Steps

- Schedule the fall training
- Monitor and review professional development goals to create training based on needs and goals.
- Schedule Spirit of PSJA Categories and behaviors training

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Spirit of PSJA training materials • CARE Training	• Use of the Evaluation tool • One evaluation entered per staff member • Improved positive culture • Attendance • Enrollment increase	• Improved customer service • Increased efficiency • Happier employees	• Spirit of PSJA Evaluation tool

Goal Area 3: Leadership Growth**Strategy 2:** Staff will create SMART Goals**Timeline:** August 2026 – August 2027**Title I School Component:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Principal, Assistant Principal, Employee being evaluated, (instructional aides, office staff, nurse, librarian, and counselor)**Action Steps:**

- Training staff on evaluation tool
- Give staff timeline to complete the self-evaluation and goal setting
- Offer growth opportunities to staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Spirit of PSJA Evaluation • Timeline	• Evaluations enter the system	• Improved customer service • Increased efficiency • Happier employees	• Goals enter the evaluation system

Focus Area 4: Family and Community Empowerment



Goal Area 4: Family & Community Empowerment

Areas Reviewed: *Attendance, Prevention on: Bullying, Child Abuse and Sexual Abuse, Dating Violence and Awareness, and Suicide; Discipline Management , Safety Protocols*

Strengths

- An Attendance Committee is established, and absenteeism is reviewed at the end of each marking period.
- Procedures and systems are in place to monitor attendance and reward good attendance.
- A district liaison is assigned to our campus and comes at least once a week to review students whose attendance is more than 10 days.
- Parent resources, materials and communications are provided in both English and Spanish.
- Curriculum nights are scheduled at the beginning of the school year to explain classroom expectations and procedures to parents.
- The campus website and Campus Facebook page informs parents of events and highlights students' and parents' participation in events.
- Opportunities for parents to volunteer are easily accessible.
- Administrators communicate expectations and apply discipline protocols consistently and fairly throughout the campus which has resulted in a steady decrease of Intervention Forms.
- All staff members are trained on creating a safe school culture and climate which includes a strong focus on customer service. (CARE standards)
- Students participate in weekly Counselor lessons which include the District PK- 12 Counseling and Guidance Curriculum and Structured ~~Time~~ **Time**
- **Safety Protocols**
 - Integrate the police and security departments into all emergency situations. Our guardian collaborates with the PD to coordinate events and traffic. The Raptor is used with fidelity and consistency.
 - School continues to have only has one access point to the campus. Doors have been labeled to meet state requirements. Door sweep logs were conducted in a timely manner and are properly filed as well as the weekly audit reports conducted by the district.
 - Emergency Response Team is established, and members know their roles.
- The Safety Committee is established and charged with ensuring all rooms have an evacuation plan posted. It schedules the mandated yearly drills and documents accordingly.

Challenges

- Parents have a moderate rate of participation at campus meetings
- Student led goal meetings should be held throughout the school year, so parents learn about the state accountability system and how it affects their children.
- Parent Academic Conferences [PAC] should be scheduled after a benchmark to share student progress.
- Staff members need training on how to effectively share assessment strategies with parents and share their children's progress.
- Teaching staff members need additional training/support in the use of the Case Management system.
- The campus website needs to be enhanced to increase posts of instructional activities/events not just social events.

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 1: By 2027, the culture and climate at Palmer Elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 1: Train 100% of staff on physical and psychological school safety to create a safe school culture and climate

Strategy 1: Staff development on safety protocols.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, School Nurse, Custodians, School Staff

Action Steps:

- Stay updated with school district guidelines TEA guidelines and state mandates
- Train staff in updated on TEA guidelines: lockdown procedures and active threat situation.
- Staff members complete district required state mandated training.
- Provide staff development for schoolwide personnel on safety procedures to increase school safety.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Health Services Mandatory Annual Staff Training • Emergency Response Team • Fire Safety Procedures • Raptor • Security Cameras • Security Safety Audits • Night-lock • Lock-down Procedures	• Certificates and sign in sheets • PD Workshop Check-in • Agendas • Mobile Mind Certificates	• All staff and students report to campus for the continuity of learning.	• Campus walk through on safety checklist. • Fire Drills • End of training quizzes • Lockdown Drills

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention**Strategy 2:** Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.**Timeline:** August 2026 – August 2027**Title I School Component:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Teachers, Counselor, Principal, Assistant Principal, School Staff, Community Members**Action Steps:**

- 1 Training for staff on bullying/cyber-bullying awareness, de-escalation, and restorative practices.
- Provide students with Student Code of Conduct policies.
- Train teachers, students and inform parents of the Stop-it App.
- Review number of behavior intervention forms.
- Train teachers on how to use the Case Management App for Behavior Intervention forms and student notes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District approved bullying/ cyberbullying presentations. • Stop It App • Counseling (SEL)	• Sign in sheets • Agendas • Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff • Counseling Classroom Lessons	• Providing a safe environment where they feel safe to come to school.	• Decrease the number of bullying cases, behavior intervention reports.

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 4: By 2027, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students

Objective 2: Increase engagement of parents and community members by providing current public information resources.

Strategy 1: Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, Counselor, School Nurse, Campus PR Representative, Teachers

Action Steps:

- Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school's Facebook page, school website, and Class Dojo.
- One hundred percent of teachers will connect Class Dojo to 100% of students and parents who have access to technology.
- Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.
- Administration will use Blackboard Mass Notification to connect with parents via e-mail, text messages, and phone calls in both English and Spanish.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Facebook account • Class Dojo • Access to PSJA PR information • Parent Communication Log • Monthly Calendars • Event Notices • School Website • Google Classroom • Blackboard Mass Notification	• Increase in the number of followers on Palmer Facebook page • Increase in parent-teacher communication via Class Dojo	• Parents are consistently aware of school events, policies, and procedures	• Facebook Posts • Class Dojo Posts • School Website

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention**Strategy 2:** Increase parent involvement promoting social and academic school events to promote learning.**Timeline:** August 2026 – August 2027**Title I School Component:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Principal, Assistant Principal, Counselor, Campus PR Representative, Parental Liaison, Teachers**Action Steps:**

- School personnel will contact parents to inform them of curriculum meetings, literacy nights, and strategies to help develop a better understanding of the classroom setting.
- Teachers will implement and inform parents of curriculum activities to motivate life learning skills.
- Librarian will conduct Literacy Nights twice per semester (twice in the fall and twice in the spring).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent Communication Log • PAC Meeting • Literacy Nights • Curriculum Nights • Meet the Teacher • Open House • Class Dojo • Palmer Facebook • Plamer campus website • Monthly Calendar • Notices	• Parent Communication Log • Sign In Sheets • Notices/ Posts	• Increase parent and community involvement and engagement in school actives.	• Parent Communication Log • Sign In sheets

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 4: By 2027, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 3: Achieve 98% of student attendance standard.

Strategy 1: Establish a Student Attendance Committee to provide incentives for students who meet attendance goals and contribute to the positive school culture

Timeline: August 2026 – August 2027

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

Persons Responsible: Student Attendance Committee, Principal, Assistant Principal, School Secretary, PEIMS Clerk, Receptionist, Campus PR Representative

Action Steps:

- Implement the use of attendance committee to schedule attendance incentives for every six weeks and advertise them.
- The Attendance committee will review weekly, monthly and attendance by marking periods.
- The Attendance committee will collaborate with campus liaison to address and support students in danger of not meeting their 90% attendance.
- Conference with parents and students experiencing poor attendance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Attendance Records • Incentives • Awards	• Attendance Records • Agenda • Sign-in sheet	• Improve student achievement • Attendance goal met	• Attendance Records

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Strategy 2: Faculty will implement and integrate social emotional learning activities with the students.

Timeline: August 2026 – August 2027

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

Persons Responsible: SEL Committee, Teachers, Principal, Assistant Principal, Counselor, School Secretary, PEIMS Clerk, Receptionist, Campus PR Representative

Action Steps:

- SEL Committee will create and provide students and parents with monthly SEL activities.
- Teachers will acknowledge student achievements with special awards, assemblies and celebrations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Six Weeks Assemblies • Birthday Recognitions • Character Building • King & Queen Alphabet and Sight Words • Green Jay Scholar • Monthly SEL Calendar	• Attendance Records	• Improve student achievement • Attendance goal met	• Attendance Records

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Strategy 3: Teachers and staff will communicate with parents using district protocols to prevent a student from being excessively absent.

Timeline: August 2026 – August 2027

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

Persons Responsible: Student Attendance Committee, Principal, Assistant Principal, School Secretary, PEIMS Clerk, Receptionist

Action Steps:

- Staff will notify parents when students need to make up minutes in ARP program
- Parent liaison/Parent educator contacts parents for students that have excessive absences, which may include home visits
- Teacher contact parents when student is out and document in parent communication logs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent Communication Log • Attendance Records	• Attendance Records	• Student's Academic Performance	• Daily Attendance

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Annual Goal 4: By 2027, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.

Objective 4: Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

Strategy 1: Implement district wraparound services designed to give a child non-academic support he or she needs throughout the school day

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:

- Wraparound committee will assist and provide resources for students in non-academic need.
- Teachers will assist in identifying students that need wraparound services.
- Counselor will provide community resources available to assist student and parent's needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District SEL resources	• Students are provided with non-academic support so they can be successful in school.	• Improve student achievement and student self-esteem.	• Students demonstrate an increase in executive function skills • Student engagement in lessons/activities increases

Goal Area 4: Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention

Strategy 2: Foster a positive campus culture and support the appropriate social-emotional development of students.

Timeline: August 2026 – August 2027

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

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:

- Counselor will provide students will SEL lessons to help student develop self-managing techniques.
- Teacher will be aware of the importance of how SEL activities play an important role in classroom climate-for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.
- Campus expectations for common areas around the school.
- Develop social skills during recess with organized play activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SEL activities/ lessons • Districts Counseling Curriculum • Expectation Posters	• Counselor Curriculum of SEL lessons • Posted Campuswide expectations	• Observation of student and teacher interaction while in common areas (cafeteria, gym, hallway, Google Classroom, etc.).	• Students demonstrate increase in executive function skills Student engagement in lessons/activities increases

Professional Development Plan

District PD/Testing Calendar - [2026-2027 PD and Testing Calendar Elementary](#)

- Beginning of the Year Staff Development Week - District Personnel/ Campus Based – Leadership Team
- ELPS Update - District Personnel/ Campus Based – Leadership Team
- I-Ready Trainings – District Personnel / Company Representatives
- Age of Learning Trainings – District Personnel / Company Representatives
- SAAVAS Trainings (ELAR/SLAR) – District Personnel (Language Arts Coordinators)
- Bluebonnet Trainings – Math – District Personnel (Math Coordinator)
- Lesson Internalization – District Curriculum Coordinators

Title I, Part A

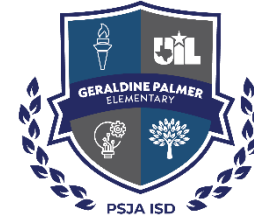
School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account 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, pupil 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) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty 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 English & Spanish

Geraldine Palmer Elementary School Parent & Family Engagement (PFE) Program



2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	Geraldine Palmer Elementary is committed to our vision: Every Palmer Elementary student is prepared to participate, complete, and excel in classrooms and extra-curricular activities that will prepare them to further their education and foster multi-generational prosperity. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I, 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. All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
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 support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer

	families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. 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 • Blackboard Mass Messenger • personal invitations • email • the campus website • social media (Facebook) • 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 at Elementary and Secondary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Family Literacy Nights (September 2026, November 2026, February 2027, and May 2027) total of 4 • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • National Parent Involvement Day (November 2026) • Special Education Parent Conference (September 2026) • Christmas Posada Family Event (December 2026) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (September 2026 - October 2026) • Curriculum Meetings (September 2026) • Understanding Assessment Meetings (January 2027 – February 2027)
Curriculum	Geraldine Palmer 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 • Summit K-12 (2nd – 5th) • Bluebonnet Math (K – 5th grade) • Mosaico (Spanish Phonics K-2nd) • Magnetic Reading (English Phonics K-2nd) • SAAVAS- Reading / Lectura & Science (K-5th) • FrogStreet (PK3- PK4) • Blended Learning for Language Arts & Mathematics (K-5th grade)

	• IXL-Science(K-5th) • Footsteps to Brilliance (PK4 – 2nd grade) • Vocaroo – Online voice recorder • I-Ready: Reading & Math (K -5th grade) • Age of Learning: Reading & Math (PK3 & PK4) • Learning.com (PK3 – 5th Grade) • Beanstack (PK3 – 5th grade) Reading Challenges & logs for Libraries • News-O-matic -Online Learning Resource (K-5th) • MackinVIA – (PK3-5th) School digital resources			
Forms of Academic Assessments	At Geraldine Palmer 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 Geraldine Palmer 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	Geraldine Palmer 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. Geraldine Palmer Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Geraldine Palmer 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.	Provide a dedicated learning space at home for studying, completing homework, and using technology.	Be open to new ideas and learn from others. Attend school daily and be punctual.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through:

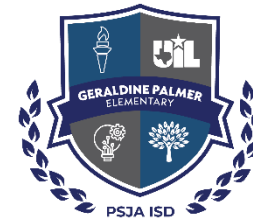
	Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any 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.	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.	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.	The PSJA District Website, Parent Website, and Campus Websites and Class Dojo. 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
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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.)

Geraldine Palmer Elementary School

Política de Participación de Padres de Familia



2026-2027 Programa de Participación de Padres y Familias (PFE)	
¿Qué es?	La primaria Geraldine Palmer está comprometida con nuestra visión: Cada alumno de Palmer Elementary está preparado para participar, completar y destacar en aulas y actividades extraescolares que les prepararán para continuar su educación y fomentar la prosperidad multigeneracional. 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 • Blackboard Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales (Facebook) • 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	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). - Noche Familiar de Lietericidad (septiembre de 2026, noviembre 2026, febrero 2027 y mayo 2027). - Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026) - Desfile del Listón Rojo (octubre de 2026). - Día Nacional de la Participación de los Padres (noviembre de 2026). - Conferencia para Padres de Educación Especial (septiembre de 2026). - Posada Navideña Familiar (diciembre de 2025). - Reuniones de Título I del Plantel (septiembre de 2026). - Reuniones para Revisar la Política del Plantel (noviembre de 2025). - Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). - Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). - Reuniones sobre Asistencia Escolar (septiembre 2026- octubre de 2026). - Reuniones sobre el Currículo (septiembre de 2026). - Reuniones para Comprender las Evaluaciones Académicas (enero de 2027 – febrero 2027)
Currículo	La primaria Geraldine Palmer utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil. - TEKS (Texas Essential Knowledge and Skills) Resource System - Summit K-12 (2do – 5to) - Bluebonnet Math (Kinder – 5to grado) - Mosaico (fonética española Kinder-2do) - Magnetic Reading (fonética en ingles K-2do) - SAAVAS- Reading / Lectura & Ciencias (K-5to) - FrogStreet (PK3- PK4) - Aprendisaje Combinado para Artes de lenguaje y matemáticas (K-5to grado)

	• IXL-Science(K-5to grado) • Footsteps to Brilliance (PK4 – 2do grado) • Vocaroo – grabadora de voz en linea • I-Ready: Reading/Lectura & Math (K -5to grado) • Age of Learning: Reading/Lectura & Math (PK3 & PK4) • Learning.com (PK3 – 5to Grado) • Beanstack (PK3 – 5th grade) Retos y registros para bibliotecas • News-O-matic - Recurso de aprendizaje en linea (K-5th) • MackinVIA – (PK3-5th) Recursos digitales de la escuela
Formas de Evaluacion Académica	En la primaria Geraldine Palmer todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de 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 La primaria Geraldine Palmer 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. La primaria de Geraldine Palmer 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	La primaria Geraldine Palmer 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 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.	- Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	- Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea necesario.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, 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.				