PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY

MARCIA R. GARZA ELEMENTARY

Campus Improvement Plan

2025-2026

Submitted for Board Approval on September 22, 2025.

Board Approved Date: _____ *2025*

Vision

Our Vision

Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become cultural influential global citizens.

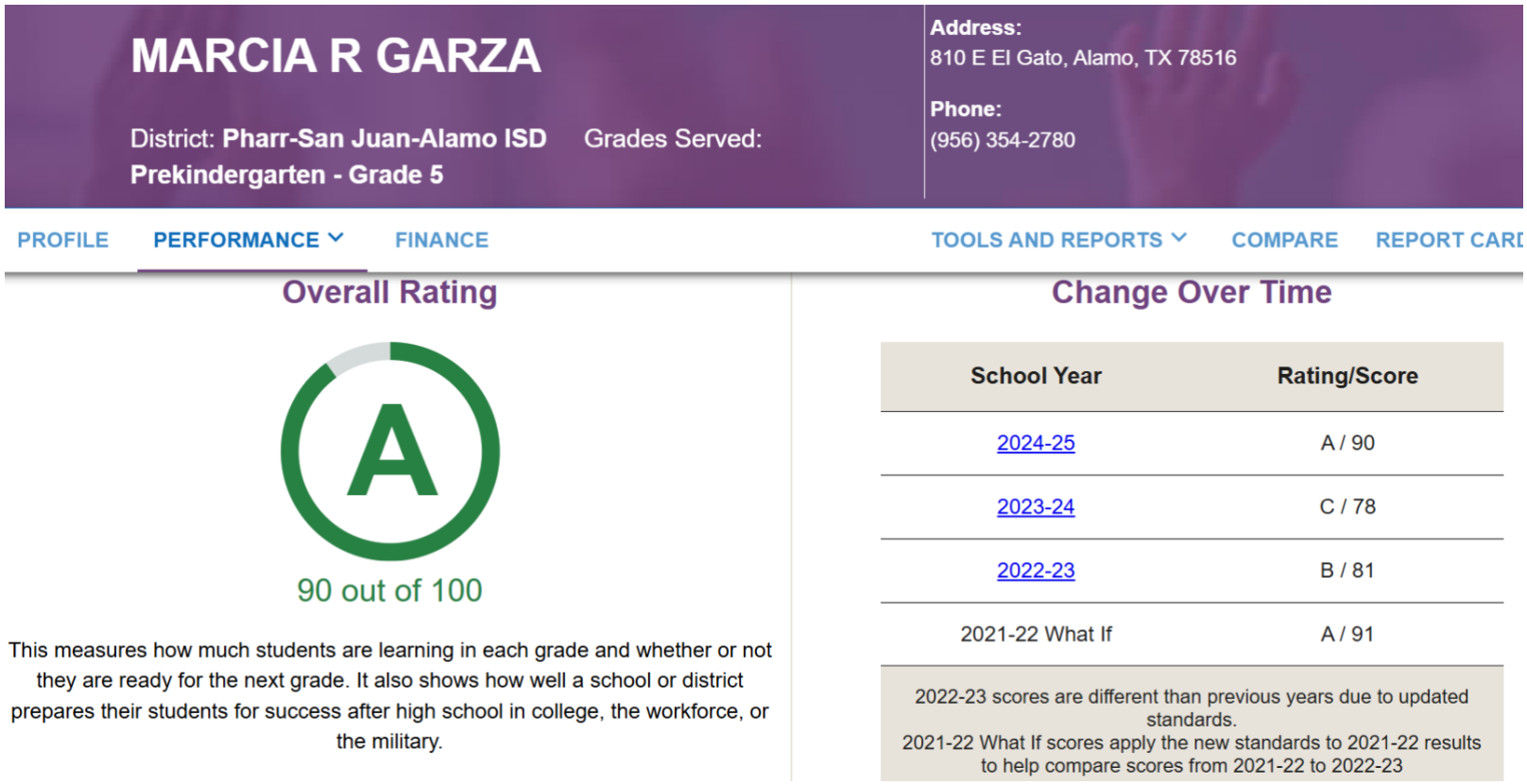
Our Mission

At Marcia R. Garza Elementary, our mission is to Model and mold healthy mindsets, render real world learning experiences and grow great leaders.

School Motto

“Enter to Learn... Leave to Achieve”

Texas Accountability System



MARCIA R GARZA

District: **Pharr-San Juan-Alamo ISD** Grades Served: **Prekindergarten - Grade 5**

Address:
810 E El Gato, Alamo, TX 78516

Phone:
(956) 354-2780

PROFILE | PERFORMANCE | FINANCE | TOOLS AND REPORTS | COMPARE | REPORT CARD

Overall Rating

A

90 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

Change Over Time

School Year	Rating/Score
2024-25	A / 90
2023-24	C / 78
2022-23	B / 81
2021-22 What If	A / 91

2022-23 scores are different than previous years due to updated standards.
2021-22 What If scores apply the new standards to 2021-22 results to help compare scores from 2021-22 to 2022-23

Retrieve on Nov. 11, 2024 from: 2024 Accountability System | Texas Education Agency (Texas School Report Cards | Marcia R Garza | Profile)

Strategic Direction





Diana Y. Serna
Board President (Place 2)



Ricardo "Rick" Rodriguez
Vice-President (Place 4)



Ramona Barron
Secretary (Place 5)



Griselda Quintanilla
Asst. Secretary (Place 6)



Yolanda Castillo
Member (Place 3)



Cynthia A. Gutierrez
Member (Place 7)



Carlos Villegas, Jr.,
Member (Place 1)



Dr. Alejandro Elias, Superintendent of Schools

Superintendent's Cabinet
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

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

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

Campus Educational Improvement Committee

Members

Member	Role
Marisa T. Santoy	Principal
Oscar Reyes	Assistant Principal
Erika Cantu	Counselor
Lydia Buenrostro	Collaborative Learning Leader / CIT
Yamileth Garza	Nurse
Allyson Mendoza	Librarian
Rene Marquez	Reading Interventionist
Dora Hinojosa	Lead Teacher- PreK 3 and 4
Norma Zuniga	Lead Teacher- Kinder
Alejandra Cortez	Lead Teacher- 1st grade
Sagrario Beatriz Meza	Lead Teacher- 2nd grade
Anabel Salinas	Lead Teacher- 3rd grade
Myra Castillo	Lead Teacher- 4th grade
Evelyn Araiza	Lead Teacher- 5th grade
Ofelia Alba	Para-Professional
Hector Garza	Physical Education Coach
Joe Barrios	Music Teacher
Yvette Umana	Special Ed. Resource Teacher
Elizabeth Alvarez	Parent
Maria Solis	Community Member

Mission: Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become a culturally influential global citizen. We will model and mold healthy mindsets, render real world learning experiences and grow great leaders. "Enter to Learn - Leave to Achieve"

Demographics Summary: The current enrollment of Marcia R. Garza Elementary as of October 2025 was 534 students. The student population at Garza Elementary consists of 100% Hispanic. Our students represent low socio-economic status of approximately 99% with 5.6% migrant students and 17.7% mobility. Approximately 11.4% of our student population receive special education services, while 11.8% receive accommodation under 504. Our Gifted and Talented population accounts for approximately 10.8% of our student population. The bilingual population is approximately 56.9% where most of the students' home language is Spanish. The attendance rate for the campus consistently remains between 95%. Most of our students live in the South Alamo area.

Comprehensive Needs Assessment Summary: Marcia R. Garza Elementary received an overall grade of 78 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, Marcia R. Garza earned a 78, which shows how much students know and can do at the end of the school year in the areas of Reading and Math. We had 74% of students in Approaches, 46% in Meets and 20% in Masters. The Student Growth Domain II Part A, Marcia R. Garza Elementary received a 90 and on Domain 2B the Relative Performance, which considers our demographics, MRGE scored an 84. Marcia Garza Elementary scored 91 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment: Teachers collaboratively discuss our district-adopted curriculum, *My View*, with an emphasis on integrating the Sustainability Goals to guide instructional planning based on students' areas of concern. During CLCs, teachers break down and analyze the TEKS, plan time to internalize lessons, and differentiate instruction to target student growth. Teachers also participate in learning walks focused on research-based strategies (CIF, Reciprocal Reading, Gradual Release, Fundamental Five, ELPS, DOK, etc.). i-Ready Math and .), Istation Reading, Summit K12 TELPAS, and Summit K12 Science are incorporated into the daily schedule to address areas of need. Progress monitoring is intentionally conducted in Reading, Math, Science, and Writing. A rotating blended learning schedule is used to accommodate interventions and acceleration, specifically targeting individual student needs. In addition to computer-based learning, teachers implement project-based learning aligned with the Sustainable Development Goals while integrating 21st-century interdisciplinary themes into daily lessons.

Summary of Goals: Improve student mastery of grade-level TEKS by utilizing TEKS-based high-quality instructional materials, and data-driven instruction to increase the percentage of students scoring at the **Meets** or **Masters** level on STAAR by 10% across all subject areas and subgroups. Students in grades K–2 will demonstrate a 5% increase in the number performing in Tier 1, as determined by IReady Reading and IReady Math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Strengthen the practice of high-engagement, rigorous instruction for all students. State data will reflect a 10% increase in Domains I, II, and III. Provide a safe, rigorous, and highly engaging learning environment for all students and staff. Ensure that 100% of students participate in the campus-wide Project-Based Annual SDG Fair and in social-emotional learning/growth mindset initiatives. Additionally, 100% of students will participate in College Career and Military Readiness End-of-Year Career Expo. Increase the academic achievement of all students in all subgroups by 5% and close the achievement gap by 5% among economically disadvantaged, special education, and Emergent Bilingual (EB) populations. Provide 100% of parents with opportunities to participate in school events and engagement activities. Marcia R. Garza Elementary will continue to partner with community stakeholders to ensure student and campus success.

Campus Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

The student body at PSJA ISD is majority Hispanic with the following breakdown of student populations:

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At-Risk
Number	**545**	273	272	60	295	1	1	31	541	29	514
Percent	100%	49.2%	49%	10.8%	54.1%	0.2%	0.2%	5.7%	99.3%	5.3%	94%

With the district's proximity to Mexico, 54.1% of the students are considered EB with Spanish being the language spoken at home.

Student Performance:

Using preliminary student performance data, Pharr-San Juan-Alamo has been rated an "B" District by the state of Texas on the 2024-2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of 48, Marcia R. Garza Elementary earned a grade of 76.

In Domain II Part A, School Progress (90), and Domain II Part B Relative Performance (85) with an Eco Dis at a 99.3%. Marcia R. Garza Elementary earned a scale score of 85. Domain III, Closing the Gaps Domain, Marcia R. Garza Elementary scale score was a 90.

The overall 2025 Accountability Rating for Marcia R. Garza Elementary was a score of 90. We had 100% participation for the 2024-2025 school year.

Executive Summary Continued

Student Performance:

For the 2025-2026 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 46% (52% Reading, 47% Math) in June 2025 to 50% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase to 55% by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase to 50% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase to 30% by June 2026.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2026.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2026.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.
The district is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness.
2. Taking a system-wide approach to sustainability through a multi-departmental committee.
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications.

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity to earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

2023-2024 STAAR

OVERALL RATING

PSJA ISD / MARCIA R. GARZA ELEMETNARY
ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	3-12 Enrollment	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2024 Overall Score	Letter Grade	2023 Overall Score	↑↓
PSJA ISD	**21104**		**79**	**77**	**86**	**86**	**86**	**60.2**	**84**	**25.3**	**86**	**B**	**88**	-2
Marcia R. Garza Elementary	247	1.2%	70	74	79	79	79	55.3	76	22.8	78	C	91	-13

2024-2025 STAAR

PSJA ISD / MARCIA R. GARZA ELEMETNARY
ALL ADMINISTRATIONS (ACCOUNTABILITY DATA)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Bet Better of Domain 1 or Domain 2ter of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD	**21104**	**80**	**76**	**87**	**87**	**87**	**87**	**87**	**84**	**87**	**B**	**86**	**+1**
Marcia R. Garza Elementary	1.0%	76	89	85	89	89	62.3	90	27.3	89	B	89	**↑ 11**

2024 – 2025 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

All Students	2025			2024			2023		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd grade READING	76%	50%	21%	66%	48%	23%	74%	43%	17%
District				71%	45%	18%	70%	43%	19%
State				74%	48%	21%	76%	50%	16%
3rd grade MATH	69%	49%	12%	64%	33%	8%	71%	49%	18%
District				68%	37%	10%	72%	43%	16%
State				70%	42%	15%	73%	45%	19%
4th grade READING	88%	60%	26%	83%	45%	21%	77%	37%	9%
District				79%	49%	23%	75%	45%	20%
State				81%	51%	23%	77%	48%	22%
4th grade MATH	83%	59%	27%	71%	52%	17%	73%	57%	16%
District				74%	51%	21%	74%	51%	23%
State				69%	46%	21%	71%	48%	22%
5th grade READING	82%	46%	21%	71%	45%	11%	82%	47%	21%
District				79%	51%	25%	80%	55%	28%
State				79%	55%	29%	81%	57%	28%
5th grade MATH	71%	33%	13%	71%	52%	17%	73%	38%	10%
District				74%	51%	21%	80%	51%	18%
State				69%	46%	21%	80%	51%	21%
5th grade SCIENCE	78%	47%	19%	53%	17%	7%	67%	38%	16%
District				60%	27%	10%	67%	36%	15%
State				58%	28%	11%	65%	36%	16%

2022 – 2024 STAAR/STAAR ALT 2 District Results
SPED at Approaches, Meets and Masters Level of Performance –

GARZA ELEMENTARY
DOMAIN I - STUDENT ACHIEVEMENT
2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	59	18	31%	41	69%	29	49%	7	12%	43	**72**
Grade 4 Mathematics	82	14	17%	68	83%	48	59%	22	27%	56	**85**
Grade 5 Mathematics	63	18	29%	45	71%	21	33%	8	13%	39	**67**
Grade 3 Reading (English)	58	14	24%	44	76%	29	50%	12	21%	49	**77**
Grade 4 Reading (English)	81	10	12%	71	88%	49	60%	21	26%	58	**88**
Grade 5 Reading (English)	61	11	18%	50	82%	28	46%	13	21%	50	**77**
Grade 3 Reading (Spanish)	1	1	100%	0	0%	0	0%	0	0%	0	**30**
Grade 4 Reading (Spanish)	1	0	0%	1	100%	0	0%	0	0%	33	**58**
Grade 5 Reading (Spanish)	2	0	0%	2	100%	2	100%	2	100%	100	**100**
Grade 5 Science	63	17	27%	46	73%	16	25%	6	10%	36	**62**
TOTAL TESTS	471	103	22%	368	78%	222	47%	91	19%		
										Domain I - Student Achievement Scaled Score (78 + 47 + 19) ÷ 3 = 48	**76**

2024-2025 STAAR (Preliminary) Scores

Domain I Student Achievement

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	12882	9508	74%	5986	46%	2631	20%	47	75	C
Garza Elementary	465	362	78%	217	47%	90	19%	48	76	C

Domain 2A Student Growth

	ANNUAL GROWTH						Raw Score	Scale Score	Letter Grade
	# of Tests	# of students				Earned Points			
		0	0.5	1	ACCEL				
PSJA ISD	7512	1894	786	4832	780	5420	72	81	B
Garza Elementary	286	56	23	207	51	231.25	81	91	A

Domain 2B Relative Performance

	Number of Tests	Approaches Grade Level		Meets Grade Level		Masters Grade Level		Raw Score	Scale Score	Letter Grade
		Met Std	% Points	Met Std	% Points	Met Std	% Points			
PSJA ISD	12882	9508	74%	5986	46%	2631	20%	47	84	B
Garza Elementary	465	362	78%	217	47%	90	19%	48	85	B

Domain 3 Closing the Gap

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)

	ALL		HISPANIC		HIGH FOCUS		EB		ECO		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
2023-27 Interim	*49*	*46*	*44*	*39*	*42*	*37*	*45*	*37*	*40*	*35*	*29*	*26*								
2028-32 Next Interim	*58*	*55*	*53*	*49*	*52*	*48*	*54*	*48*	*50*	*46*	*41*	*38*								
2038 Long Term	*75*	*73*	*72*	*70*	*71*	*69*	*73*	*69*	*70*	*68*	*65*	*63*								
PSJA ISD	45	52	45	52	44	51	43	48	43	50	21	18	3	6	6	15	24	63	30%	18.8
Garza Elementary	47	53	47	53	47	53	42	45	47	53	25	22	4	6	6	16	24	67	30%	20.0

2024-2025 STAAR (PRELIMINARY) OVERALL RATING ELEMENTARY SCHOOLS

	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	Overall Score	Letter Grade
PSJA ISD	75	81	84	84	84	58.8	90	27.0	86	B
Garza Elementary	76	91	85	91	91	63.7	90	27.0	91	A

Comprehensive Needs Assessment

Data Resources Reviewed

1. Spring 2025 STAAR Campus Summary Report
2. 2024-2025 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. TTESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2024 & 2025)
11. Technology Inventories

Marcia R. Garza Elementary Educational Goals

Goal Area 1: Student Achievement - The percentage of students who perform at meets grade level or above on STAAR Reading, Math, and Science will increase by 10% by June 2026.

Goal Area 2: Closing the Achievement Gap - All identified student groups in the Closing the Gaps domain will meet 100% of the indicators in the Academic Achievement component by June 2026.

Goal Area 3: Improving Safety, Public Support, Culture and Climate - By June 2026, the campus will demonstrate a 10% increase in teachers' and staff's positive perception of staff–student relationships, as measured by campus culture and climate surveys.

Goal Area 4: Increase Staff Quality, Recruitment and Retention- By June 2026, 80% of Marcia R. Garza Elementary teachers will be "Highly Effective" based on the T-TESS rubric.

Goal Focus Area 1: Student Achievement

Goal Area 1 – Student Achievement	
Marisa T. Santoy	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Evelyn Araiza	Teacher Leader
Myra Castillo	Teacher Leader
Anabel Salinas	Teacher Leader
Yvette Umana	SPED Teacher

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING (Marcia Garza Elementary)

Areas Reviewed: Student Performance

Strengths

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

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

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

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 52%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 42%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 42%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 21%.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 46%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 42%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 21%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third-quarter students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

Goal Focus Area 1: Student Achievement

***Annual Goal 1*: All identified student groups in Domain IReading STAAR Performance will increase 5% in all levels by June 2026.**

Objective 1: All identified student groups will increase 5% in all levels by end of June 2026.

Strategy 1: Plan to show differentiated Instruction.
Timeline: - August 2025 - June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) 1) Unpack of TEKs Implementation of detailed lesson plan to show differentiated Instruction
2) Student groups' data will be disaggregated at campus levels to determine student progress and increase performance at all levels.
3) Use assessment data to drive intervention/acceleration plans during blended learning daily.
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • iReady Reading/Math • Estrellita • Summit K12 • SSRW • STAAR Release Assessments (BM I & II) • Teacher-Created Materials Leveled Readers, Story works, CIF • Strategies, Nursery Rhymes, Fairy Tales, Novel Sets, Bilingual Dictionaries • Lake shore manipulatives • TEKSING Toward STAAR, Think Up, Forde Ferrier RTI, SIOP model • Mosaico/Magnetic • Bluebonnet • TPRI Tejas Lee	• District Review Sessions (DRS) • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • LPAC notes • Lesson Plans/Internalization • Language Acquisition Monitoring • TX KEA/LION Reports • CLI Reports • Data Walls in Data Den • Growth walls in classrooms • DRA Reports • Student Growth Setting Reflections • Student Growth Measures • TPRI/TEJAS LEE • Student Journey Progress Monitoring Books	• Increase of students to meets and masters • Increase academic performance of all student groups in all BM *STAAR tested subjects	• Weekly Assessments • CBA I • BM I & II • STAAR/EOC • TELPAS • TEJAS LEE • TPRI • Age of Learning • -CLI • -TX KEA • IReady BOY/MOY/EOY

Strategy 2: Daily small group intervention and acceleration, Blended Learning
Timeline: August 2025 - June 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Allocate resources (e.g., IReady, Magnetic, Mosaico, and Think-Up to facilitate reading development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for program implementation
4) Enrichment Camps in spring and summer 2026

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • IReady Reading • Estrellita • Summit K12 • SSRW • DRA • STAAR Release Assessments (BM I • & II) SSRW, Mentoring Minds, • Thinking Ups • Migrant Tutors • ELPS strategies • Forde Ferrier • Kamico Writing • Motivational Reading • Mentoring Minds, Reading, Writing • Brilliant Education • Magnetic • Mosaico	• Student Progress Profiles • DMAC Reports • Campus Data Reports • Campus Performance Reviews (CPR) • Weekly assessments • CLC • Walkthroughs • TX KEA Reports • CLI Reports • Data Walls in Data Den • Growth walls in classrooms • DRA Reports • Student Growth Setting Reflections • TPRI/TEJAS LEE • Student Journey Books	• Student achievement gains • Closing achievement gaps • Increase in the percentage of students at all levels	• Formative assessments • CBAs • Benchmarks • STAAR/EOC • TELPAS • TX KEA • -CLI

Annual Goal 2: All identified student groups in Domain I Math STAAR Performance will increase 5% in all levels by June 2026.

Objective 1: All identified student groups will increase 5% in all levels by end of June 2026.

Strategy 3: Differentiation of Instruction
Timeline: August 2025 - June 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Unpack of TEKs Implementation of detailed lesson plan to show differentiated Instruction
2) Student groups data will be disaggregated at campus levels to determine student progress and increase performance at all levels
3) Use assessment data to drive blended learning daily
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps/tutoring, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*District Curriculum * Math *ST Math *STAAR Release Assessments (BM I & II) *Teacher Created Materials *Leveled Readers *Story Works *CIF strategies * Lake Shore manipulatives * TEKSING Toward STAAR *Think Up *Calendar Math *Flocabulary	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans/Internalization *Language Acquisition Monitoring *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Growth Setting Reflections *Student Growth Measures *Student Journey Progress Monitoring Books *Age of Learning	*Increase percentage of students to Meets and Masters' level *Increase academic performance of all students groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR

Strategy 4: Daily small group intervention and acceleration, Blended Learning
Timeline: August 2025 - June 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Allocate resources to facilitate math development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for program implementation
4) Certified Teacher tutors
5) Enrichment Camps in spring and summer 2026

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*District Curricula *STAAR Release Assessments (BM I & II) *Teacher-Created Materials *Leveled Readers * Story works *CIF Strategies *Lake Shore manipulatives *TEKSING Toward STAAR *Think Up *Calendar Math *Flocabulary *iReadyMath/Reading	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs *TX KEA Reports *CLI Reports *Data Walls in Data Den *Growth walls in classrooms *DRA Reports *Student Data Tracking Folders	*Student achievement gains *Closing achievement gaps *Increase in the percentage of students at the Meets and Master's levels on STAAR	*Formative assessments *CBAs *Benchmarks *STAAR

Annual Goal 3: All identified student groups in Domain I Science STAAR Performance will increase 5% in all levels by June 2026.

Objective 1: All identified student groups will increase 5% in all levels by end of June 2026.

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 2025 – June 2026
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 HQIM and instructional strategies that promote the use of higher order thinking skills and correlate it to sustainability goals.
4) Teachers and leadership team analyze data reports to create target groups and action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• DMAC Reports (Printed in Color) • Progress Monitoring • Science Lab • Think Up • iReady • Summit K12 • SAVVAS	• Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign-in Sheets • Planning meetings • Walkthroughs	• Increased academic performance of all students	• District Benchmarks • Weekly assessments • STAAR Assessment • CBA's

Strategy 2: Teacher will closely collaborate with Science Lab teacher to support students with an accelerated instruction plan.
Timeline: August 2025 – June 2026
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 small group interventions and after school tutorials.
2) Science Lab Teacher will work with a small group of students during interventions to meet requirements of accelerated instruction plan.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Science Curriculum • DMAC Reports (Printed in Color) • Progress Monitoring • Science Lab • Think Up • IReady • SAVVAS • Science Academies	• Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign-in Sheets • Planning meetings Walkthroughs	• Increased academic performance of all students	• District Benchmarks • Weekly assessments • STAAR Assessment • CBA's

Goal Focus Area 2: Closing the Achievement Gap

Goal Area 2 – Closing the Achievement Gap	
Marisa T. Santoy	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Evelyn Araiza	Teacher Leader
Myra Castillo	Teacher Leader
Anabel Salinas	Teacher Leader
Sagrario Meza	Teacher Leader
Yvette Umana	SPED Teacher

Goal Area 2: Closing the Achievement Gap

***Annual Goal 2*: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.**

Objective 1: All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided with high-quality, research-based instruction throughout the 2025-2025 school year.

Strategy 1: Prioritize high quality professional development directly tied to data analysis and identified student needs
Timeline: - August 2025 – June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) ELPS training will be provided for all members to meet the needs of our EB students
2) Inclusion, supplemental aids, modified instructions, and RTI training will be provided for all staff members to meet the needs of students in special education.
3) Provide Lead4ward training for all teachers on Data Analysis/Differentiated Instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • iReady Reading • Estrellita • Summit K12 • SSRW • STAAR Release Assessments (BM I • & II) • Teacher-Created Materials • Leveled Readers • Story works • CIF Strategies • Nursery Rhymes, Fairy Tales, Novel Sets	• District Review Sessions (DRS) • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • LPAC notes • Lesson Plans • Language Acquisition	• Closing the achievement gap among English Learners and all student groups	• Weekly Assessments • CBA I • BM I & II • STAAR • TELPAS • Summit K12 BOY/MOY/EOY • IReady Reading/Math

• Bilingual Dictionaries • Lake shore manipulatives • TEKSING Toward STAAR • Think Up • RTI • SIOP • Lead4Ward	Monitoring Application • Individual Student Growth Plans		

Strategy 2: Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate progress.
Timeline: August 2025 - June 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Serve the academic and social needs of subgroups through tutorials, counseling, extra-curricular and school organizations such as UIL Robotics, CHESS, Student Council, Technology club, Choir, Book Clubs, drama, and environmental clubs
2) Provide Dyslexia services to students identified with dyslexia characteristics by Provider of Dyslexia Intervention (PDI)
3) Using data room, teachers will monitor assessment results and lead data analysis discussions and plan appropriate targeted instructional interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Chief of Academics • Executive Officers • Executive Directors • District Directors (DL, Sp. Ed, Migrant, • 504/RTI • Title I Coordinator • Content Coordinators • Principal and Assist. Principal	• Student Progress Profiles • DMAC Reports • Campus Data Reports • Campus Performance Reviews (CPR) • Weekly assessments • CLC • Walkthroughs • TX KEA Reports • CLI Reports • Data Walls in Data Den • Growth walls in classrooms • DRA Reports • Student Growth Setting	• District Curriculum • iReady Reading - Study Sync • RTI • Fluency Progress Monitoring • STAAR Release Assessments (BM I & II) • Individual Student	• Weekly Assessments • CBA I • BM I & II • STAAR • TELPAS • CLI • TX KEA • Fluency Checks • Age of Learning

	Reflections • TPRI/TEJAS LEE • Student Journey Books • Age of Learning	Growth Plans	

Annual Goal 2: **All student groups in grades PK-5th will perform at approaches, meets, and masters 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 2025 – August 2026
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-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
• Florida Center Activities • Estrellita • Sing, Spell, Read, & Write • Reading Phonics Resource • District Adopted Reading Curriculum • Texas Reading Academies Resources	• Student Progress Profiles • DMAC Reports • Campus Data Reports • Campus Performance Reviews (CPR) • Weekly assessments • CLC	• Increased academic performance of all students	• District Benchmarks • Weekly Assessments • STAAR Assessment • TPRI/Tejas Lee/TxKEA Assessments

• District Fluency Books • Heggerty Eng./Sp.	• Walkthroughs • TX KEA Reports • CLI Reports • Data Walls in Data Den • Growth walls in classrooms • DRA Reports • Student Growth Setting Reflections • Student Data Tracking Folder		

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 1: All students in 1st-3rd Grades will perform at approaches, meets, and masters 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 2: Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.

Timeline: Sepember 2025 – August 2026
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) RLA/SLA teachers will utilize ELAR to incorporate balanced literacy components in their daily schedules
2) Campus leadership team will monitor the implementation of the balanced literacy components and provide feedback
3) New PK-1st grade teachers will participate and complete Reading Academies & TXRL training

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Florida Center Activities • Estrellitas • Sing, Spell, Read, & Write • Reading Phonics Resource • District Fluency Books • Iready • Mosiaco • Magnetic • Heggery Eng/Sp. • CRC	• 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 • ALI • TPRI/Tejas LEE Texas KEA •

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 2: 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: September 2025 – August 2026
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, 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
• Florida Center Activities • Estrellita • Sing, Spell, Read, & Write, Reading Phonics Resource, District Adopted Reading Curriculum • Texas Reading Academy Resources • iReady • Heggerty • Mosaico • Magnetic	• Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign in Sheets CLC work • Planning meetings • Walkthroughs	• Increased academic performance of all students	• District Benchmarks • Weekly assessments • Texas KEA Assessment • ALI Check • Circle-PreK • TPRI • Tejas LEE

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 2025 – June 2026
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 and attend pertinent district-mandated 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 to stimulate language acquisition and children's natural curiosity while engaging children in lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Frog Street Press • Sing, Spell, Read, and Write • Florida Center Activities • CLI-Engage Activities • Estrellitas • Reading Boost • Florida Center Activities • Age of Learning • !Ready Reading • Magnetic • Mosiaco • PSJA Fluency Checklist (bi-monthly). PSJA Fluency Assessment (BOY, MOY, EOY) • Parent Communication Log	• Teachers will turn in six weeks' progress monitoring and BOY, MOY, and EOY assessments to Assistant Principal • Phonological awareness block in lesson plans (whole group, small group, and school-wide intervention block) • Parent Communication/Class Dojo	• Increased academic performance of all students	• Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments • Formative: daily work and exit tickets

Annual Goal 3: **English Learners will advance by at least one level of TELPAS composite rating from August 2025 to August 2026**

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2025-2026 TELPAS assessment.

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

Timeline: Septembert 2025 – August 2026
Title I School Component: **T**itle 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 2024-2025 TELPAS scores.
2) Teachers will incorporate writing strategies into their lessons from the ELPS Instructional Tool.
3) Teachers will include the targeted ELPS objective on their objective wall.
4) Lesson plans will be monitored on a 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
• Foot STEPS To Brilliance
• Sumit K-12
• Copy Graphics,
• Canon,
• Gateway
• Cielo
• Rays' business supplies
• Psja warehouse
	• Lesson Plans
	  • ELPS
	  • TELPAS Progress Monitoring Holistic Data
	  • Summit K-12 Reports
		• TELPAS Progress Monitoring Holistic Data
		• 2026 TELPAS Writing Scores
			• Teacher Observations
			• Summit K-12 Assessments
			• TELPAS

Annual Goal 3: **English Learners will advance by at least one level of TELPAS composite rating from August 2025 to June 2026**

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2025-2026 TELPAS assessment.

Strategy 2: Review TELPAS progress monitoring holistic data during CLC and create a campus wide Summit K12 calendar of activities

Timeline: September 2025 – August 2026
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 implement ELPS writing strategies through the daily language objective.
2) Teachers will review holistic data during CLC meetings to assess the impact of strategies
3) Teachers will adjust strategies as students make progress or need additional support for growth

4) Teacher will use TELPAS benchmark data and the Summit K-12 data to reflect through CLC and throughout the year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Progress Monitoring Form • Individual LEP strategic Plans • List of ELPS strategies implemented • Summit K-12 • SIOP Strategies	• Lesson Plans • Objective Walls • TELPAS Progress Monitoring • ELPS	• Teachers will use data to provide differentiated and target ELPS strategies to appropriate students	• Teacher Observations • TELPAS

Annual Goal 3: **English Learners will advance by at least one level of TELPAS composite rating from August 2025 to June 2025**

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2025-2026 TELPAS assessment.

Strategy 3: Students will practice with TELPAS Online Modules to develop writing proficiency.

Timeline: August 2025 – June 2026
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) Students will have access to activities in TELPAS online tutorials from TEA on TFAR or Summit K-12.
2) Teachers will create a log on the implementation of TELPAS online modules on a timeline.
3) Administration will monitor teacher log for fidelity.
4) 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 • Summit K-12 • Daily attendance log • Benchmark reports • TELPAS Writing Journal	• Students will show progress in the writing domain of TELPAS • Teacher/student conference log	• Attendance log • Summit K12 reports • Increase in students' English language writing proficiency	• Attendance log • Summit K12 reports • Increase in students' English language writing proficiency • TELPAS report

Annual Goal 3: **English Learners will advance by at least one level of TELPAS composite rating from August 2025 to June 2026**

Objective 2: Three percent of EL students will move up on PLD in the writing domain of the 2025-2026 TELPAS assessment.

Strategy 2: Review TELPAS progress monitoring holistic data during CLC

Timeline: August 2025 – June 2026
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 implement ELPS speaking strategies through all the disciplines taught.
2) Teachers will review holistic data during CLC meetings to assess the impact of strategies.
3) Teachers will adjust strategies as students make progress or need additional support for growth.
4) Teacher will provide multiple opportunities for students to practice speaking their 2nd language in class and through LOD (language of the day) model of the Dual Language program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

• TELPAS Progress Monitoring Form • List of ELPS strategies implemented • Summit K12 • TELPAS writing journals	• Lesson Plans • Objective Walls • TELPAS Progress Monitoring	• Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	• Classroom observations • TELPAS report

Annual Goal 4: **By June 2026, 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 2% in all subjects.**

Objective 1: By June 2026, the achievement gap between Special Education students will close by 2% 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 2025 – June 2026
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:
1) Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings.
2) Campus leadership team will monitor strategy implementation during walk throughs.
3) Teachers will include the targeted ELPS objective on their objective wall.
4) Teacher will use RACE/RACES with fidelity and district strategies that are rolled out and turned around to them.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Reading Curriculum • Reading Rockets • Itty Bitty Book of CIF • Unique • TPSP • Lexia Program	• Lesson Plans • Walk throughs • Student work samples • Student Data Tracking Folder • Lexia program data	• 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 • Lexia reports

Goal Focus Area 3: Improving Safety, Public Support, Culture and Climate

Goal Area 3– **Improving Safety, Public Support, Culture and Climate**	
Marisa T. Santoy	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Alysson Mendoza	Librarian
Dora Hinojosa	Teacher Leader
Norma Zuniga	Teacher Leader
Alejandra Cortez	Teacher Leader
Stephanie Abrego	SPED Teacher

Goal Area 3: Improving Safety, Public Support, Culture and Climate

***Annual Goal 3*: By June 2026, the campus culture and climate will increase 10% on teachers and staff perception of staff-student relationships.**

<u>Objective 1</u>: By June 2026, student social and emotional learning knowledge and skills will increase by 10%.

Strategy 1: All students will be provided with guidance lessons that build on the social emotional development of the student
Timeline: - Aug 2025-June 2026
Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Implement Pre-K through 5 comprehensive counseling and guidance curriculum during counseling class
2) Encourage Migrant Students Attendance through uniform migrant vouchers
3) Implement weekly kindness challenge
4) PBIS

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Region One Conference • Training and Materials • Research Based Best Practices District PreK-12 Counseling and • Guidance Curriculum • Structured and intentional Timelines • Feedback Surveys • SEL courses • Uniform Voucher Title I Part C	• Attendance Reports • Walk Through/Observation Reports • Timelines • PowerPoint Presentations • Student SEL Profiles • Student Guidance Lessons • Completed Surveys • Social media weekly challenges	• Culture and Climate Survey • (BOY, MOY & EOY) • Increase in student Participation • Increase attendance of special populations (EBs, migrants, SPED, 504) • Increase in Student Achievement	• Panorama Surveys and Needs • Assessments • SEL Skills Universal Screener • Participation • Performance • District Walk Through Software/Portal

• Bully Safety PD			

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities
Timeline: September 2025 - May 2026
Title I School Components: Title I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Implement and address skills in their lessons such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
2) Promote the five competencies in extracurricular activities such as art, physical education (sports), cheerleading, football, UIL academic events, Enrichment Camps, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Sustainability goals • Research based best practices • Clubs • UIL • DI • Bus Safety Student PD Bullying Student PD	• Attendance Reports • Walk Through/Observation Reports • Timelines • PowerPoint Presentations • Student SEL Profiles • Student Guidance Lessons • Completed Surveys	• Attendance rosters by club/UIL • activity • Student feedback • Parent surveys • STAAR data • BM data • CLI data • TX KEA data	• Panorama Climate Survey • Participation and Performance • Panorama SEL Skills Screener • District surveys • "counselor's corner" • SEL check ins

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 2025 – August 2026
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:
1) Stay updated with school district guidelines TEA guidelines and state mandates
2) Train staff in updated on TEA guidelines: lockdown procedures and active threat situation.
3) Staff members complete district required state mandated trainings.
4) 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 • 2024-2025 Public Health Training Health Services COVID 19 Guidelines Update • Fire Safety Procedures • Raptor • Security Cameras • Security Safety Audits	• 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 •

• Night Locks • Shatter Proof Window Film			

Strategy 2: Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.

Timeline: August 2025 – August 2026
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.
2) Provide students with Student Code of Conduct policies.
3) Train teachers, students and inform parents of the Stop-it App.
4) Review number of behavior intervention forms.
5) 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. • Notify App	• Sign in sheets • Agendas • Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff	• Providing a safe environment where they feel safe to come to school.	• Decrease the number of bullying cases, behavior intervention reports.

Objective 3: 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 2025 – August 2026
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:
1) 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.
2) One hundred percent of teachers will connect Class Dojo to 100% of students and parents who have access to technology.
3) Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.
4) Administration will use Black Board. 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	• 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

Objective 3: Increase engagement of parents and community members by providing current public information resources

Strategy 2: Increase parent involvement promoting social school events to promote learning.

Timeline: August 2025 – August 2026
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:
1) School personnel will contact parents to inform them of curriculum meetings, literacy, and strategies to help develop a better understanding of the classroom setting.
2) Teachers will implement and inform parents of curriculum activities to motivate life learning skills.
3) Librarian will conduct Literacy Nights once every six weeks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent Communication Log • PAC Meeting • Literacy Nights • Curriculum Nights	• Parent Communication Log • Sign In Sheets •	• Increase parent and community involvement and engagement in school activities.	• Parent Communication Log • Sign In sheets

Objective 2: 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 2025 – August 2026
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:
1) Implement the use of attendance committee to come up with incentives.
2) The Attendance committee will schedule incentives every six weeks.
3) Attendance committee will advertise incentives on social media and on campus.
4) Classroom Shout Outs during Lunch

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation

• Attendance Records • Incentives • Awards	• Attendance Records	• Improve student achievement • Attendance goal met	• Attendance Records

Objective 2: Achieve 98% of student attendance standard

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

Timeline: August 2025 – August 2026
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:
1) SEL Committee will create and provide students and parents with monthly SEL activities.
2) Teachers will acknowledge student achievements with special awards, assemblies and celebrations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Attendance Records • Incentives • Awards	• Attendance Records	• Improve student achievement • Attendance goal met	• Attendance Records

Objective 2: Achieve 98% of student attendance standard

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

Timeline: August 2025 – August 2026
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:

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

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

Objective 3: Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

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

Timeline: August 2025 – August 2026
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:
1) Counselor will provide students will SEL lessons to help student develop self-managing techniques.
2) 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.
3) Campus expectations for common areas around the school.
4) Develop social skills during recess with organized play activities.

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

Objective 3: 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 2025 – August 2026
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:
1) Wraparound committee will assist and provide resources for students in non-academic need.
2) Teachers will assist in identifying students that need wraparound services.
3) Counselor will provide community resources available to assist student and parent's needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• SEL activities/ lessons • Districts Counseling Curriculum	• Counselor Curriculum of SEL lessons	• 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

Goal Focus Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 1 – Student Achievement	
Marisa T. Santoy	Principal
Oscar Reyes	Assistant Principal

Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Evelyn Araiza	Teacher Leader
Myra Castillo	Teacher Leader
Anabel Salinas	Teacher Leader
Yvette Umana	SPED Teacher

Goal Area 4: Increase Staff Quality, Recruitment and Retention

***Annual Goal 4*: By June 2026, 80% of Marcia R. Garza Elementary teachers will be "Highly Effective".**

<u>Objective 1</u>: By June 2026, student social and emotional learning knowledge and skills will increase by 10%.

Strategy 1: Monitor and review data
from Instructional Focus Walk-Throughs and the impact on highly effective instructional delivery.

Timeline: - Aug 2025-May 2026
Title I School Components: **T**itle I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Track and record current walk-through form information from district personnel/programmers.
2) Compile data from walk throughs and previous year TTESS teacher evaluation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TXCEE data • DMAC data • walk through feedback • Teacher learning walks. Leadership Walks • TTESS Guide	• DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • LPAC notes • Lesson Plans • Language Acquisition Monitoring Application	• Closing the achievement gap among student groups • Increase academic performance of all student groups in all BM, STAAR tested subjects • Extended Conference Plan	• Weekly Assessments • CBA I • BM I & II • STAAR/EOC • TELPAS • SEL feedback • Counselors Corner feedback • Mindful check ins • ! Ready's • Math

Strategy 2: Conduct 10 walk throughs and follow up feedback sessions to focus on GROW and GLOW data.
Timeline: September 2025 - May 2026
Title I School Components: **T**itle I - IV, State Bilingual Funds, State Comp.
Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers
Action Steps:
1) Revise/Update Walk-Through Form
2) Provide feedback from the administration team, and Collaborative Learning Leader (CLL) to chart progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional Focus Walk-Throughs • TTESS Evaluation tool • TXCEE data • DMAC data • Walk through feedback • Teacher led learning walks.	• Walk through form for distance learning • Collect and review data. • Teacher reflection form	• Student engagement • Closing the achievement gap. • Student centered classrooms. • Positive classroom environment.	• Review walk-through focus • tool mid-year and end of year

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 2025 – August 2026
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 •

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

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 2025 – June 2026
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 •

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 2025 – June 2026
Title I School Component: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal,
Action Steps:

1) Campus administrators will review data to identify areas of need and growth.
2) Campus administrators will develop and monitor professional development goals to address areas of need and growth.
3) 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 •

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

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 2025 – June 2026
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) Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the TTESS rubric.

2) The instructional leadership team will analyze ratings on TTESS rubric, observations, and calibrate after each joint walkthrough.
3) The instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.
4) 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 •

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

Timeline: August 2025 – June 2026
Title I School Component: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal
Action Steps:

1) Campus administrators will conduct meetings with staff to establish clear expectations for classroom instructional expectations
2) Campus administrators will review walkthrough data to identify staff instructional needs and develop an action plan.
3) 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

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: August 2025 – June 2026
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:
1) Inform teachers and students about the technology resources that are available during monthly technology meetings.
2) 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 Observation Rubric

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

Timeline: August 2025 – June 2026
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:
1) Develop goals and desired outcomes for the integration of technology into the curriculum.
2) Provide training based on the desired outcomes.
3) 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	• Google Classroom Lessons • Classroom Technology	• Technology / Programs will be effectively integrated into the curriculum and classroom activities.	• T-TESS Observation Rubric

• Newline • Ipads	• Technology Training Sign-in Sheets		

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

Timeline: August 2025 – June 2026
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:
1) Develop goals and desired outcomes for the integration of technology into the curriculum.
2). Provide training based on the desired outcomes.
3) 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 Observation Rubric

Annual Goal 3: Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2026

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 2025 – June 2026
Title I School Component: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds
Persons Responsible: Principal, Assistant Principal
1) Schedule the fall training
2) Monitor and review professional development goals to create training based on needs and goals.
3) 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

Annual Goal 3: **Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2025**

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 2: Staff will create SMART Goals

Timeline: August 2025 – June 2026
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)

1) Training staff on evaluation tool
2) Give staff timeline to complete the self-evaluation and goal setting
3) 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

Professional Development Plan

District PD/Testing Calendar https://studentpsjaisd-my.sharepoint.com/:b:/g/personal/susana_arredondo1_psjaisd_us/ET0tlcQf8eZJo_vQWMcvudcBko3wb0TbwwpHs7_aHDWjbA?e=DWPfja

- **Beginning of the Year Staff Development Week - 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.