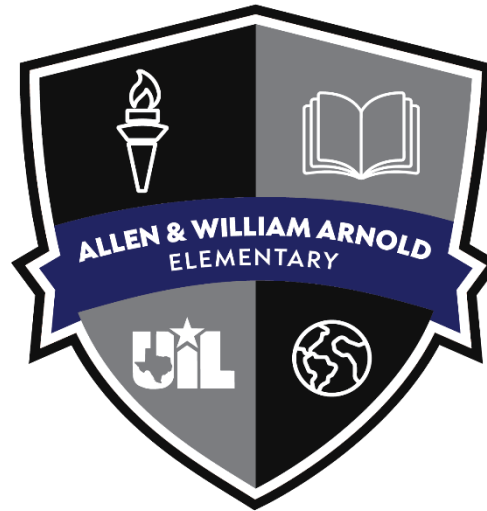




Campus Improvement Plan

Allen & William Arnold Elementary

2026-2027

Submitted for Board Approval on August 28, 2026

Board Approved Date: *September 28, 2026*

Texas Accountability System



PSJA School Board

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Vision

At Allen & William Arnold Elementary, our vision is to empower every student to learn, grow, and excel in a safe, inclusive, and engaging learning environment. Through high expectations, innovative instruction, and meaningful opportunities, we strive to develop confident, compassionate, and responsible learners who are prepared to participate, compete, and succeed in an ever-changing global society.

Mission

At Allen & William Arnold Elementary, our mission is to provide rigorous, engaging, and responsive learning experiences that meet the needs of every student. Through strong instruction, meaningful relationships, bilingualism, and collaboration with families and the community, we prepare students to grow academically, socially, and emotionally while developing the confidence and skills needed for future success.

Visión

En Allen & William Arnold Elementary, nuestra visión es empoderar a cada estudiante para que aprenda, crezca y alcance la excelencia en un ambiente de aprendizaje seguro, inclusivo y estimulante. A través de altas expectativas, enseñanza innovadora y oportunidades significativas, nos esforzamos por formar estudiantes seguros de sí mismos, compasivos y responsables, preparados para participar, competir y alcanzar el éxito en una sociedad global en constante evolución.

Misión

En Allen & William Arnold Elementary, nuestra misión es brindar experiencias de aprendizaje rigurosas, dinámicas y adaptadas a las necesidades de cada estudiante. A través de una enseñanza de alta calidad, relaciones significativas, el bilingüismo y la colaboración con las familias y la comunidad, preparamos a nuestros estudiantes para crecer académica, social y emocionalmente, mientras desarrollan la confianza y las habilidades necesarias para alcanzar el éxito en el futuro.

District Strategic Direction



Campus Executive Summary

Demographics:

Allen & William Arnold Elementary serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Allen & William Arnold Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	641	339	302	100	191	8	480	42	475
Percent	100%	52.89%	47.11%	15.60%	29.80%	1.25%	74.88%	6.55%	74.10%

With the district's proximity to Mexico, 29.8% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Allen & William Arnold Elementary has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 88. In Domain II, School Progress (91), Academic Growth (86) and Relative Performance (91) with an Eco Dis at a 91.6%. And last, Domain III, Closing the Gaps, PSJA scored an 88.

The overall 2026 Accountability Rating for Allen & William Arnold Elementary was a score of 90. In grades 3-5 all tested STAAR subjects, 717 tests were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

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

Summary of Goals:

Friendly reminder, goals need to be aligned with Strategic Direction Plan, DIP Goals, District TIP and Campus TIP.

A&W Arnold Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning

Name	Role
Dueñas, Ernesto	Principal
Hernández, Marciana	Asst. Principal
Garcia, San Juanita	CLL
Anzaldua, Andrea	Reading Coach
Valdez, Elda	Counselor
Rivera, Karyna	Teacher
Flores, Ilsa	Teacher
Luna, Samantha	Early Childhood
Rivera, Ericka	Parent

Focus Area 2: Student Supports

Name	Role
Dueñas, Ernesto	Principal
Hernández, Marciana	Asst. Principal
Garcia, San Juanita	CLL
Anzaldua, Andrea	Reading Coach
Hernández, Esmeralda	Counselor
Valdez, Elda	Counselor
Cano, Aaron	Teacher SPED
Adame, Melissa	Salvation Army
Garcia, Ofelia	Dual Language
Garcia, Dulce	Parent

Focus Area 3: Leadership Growth

Name	Role
Dueñas, Ernesto	Principal
Hernández, Marciana	Asst. Principal
Garcia, San Juanita	CLL
Hernández, Esmeralda	Counselor
Anzaldua, Andrea	Reading Coach
Soto, Crystal	Teacher
Martinez, Cynthia	Teacher
Guerra, Valentin	Instructional Technology
Garcia, Dulce	Parent

Focus Area 4: Family & Community Empowerment

Name	Role
Dueñas, Ernesto	Principal
Hernández, Marciana	Asst. Principal
Hernández, Esmeralda	Counselor
Valdez, Elda	Counselor
Anzaldua, Andrea	Reading Coach
Garcia, San Juanita	CLL
Adame, Melissa	Salvation Army
Murillo, Mariana	Parental Involvement
Orozco, Nireitha	District Liaison
Garcia, Dulce	Parent

Data Sources Reviewed

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

Campus Overall Summary

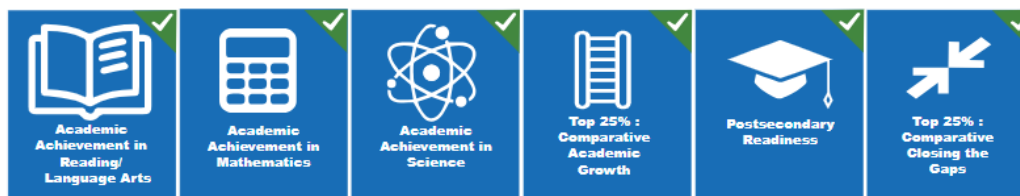
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		88	B	0%
STAAR Performance	58	88		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	76	86	B	
Relative Performance (Eco Dis: 91.6%)		91	A	✓
Closing the Gaps	71	88	B	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



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Retrieved on August 26, 2026, from

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2026&lev=C&id=108909130&prgopt=reports/acct/summary.sas

Identification of Schools Improvement

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

⁺ Ever HS EBs are included in the Federal Graduation Rate.

^{*} Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

⁺ As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

Student Achievement: 2026 STAAR Performance

2026 STAAR Performance

ALLEN & WILLIAM ARNOLD EL (108909130) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	307	306	104	-	717	
Approaches GL or Above	261	226	85	-	572	80%
Meets GL or Above	204	159	56	-	419	58%
Masters GL	125	98	36	-	259	36%
Total Percentage Points						174%
Component Score						58

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	80%	78%	95%	100%	76%	78%	61%	*	84%	72%	70%	*	-	67%
At Meets GL Standard or Above	58%	56%	90%	94%	53%	56%	38%	*	66%	45%	30%	*	-	33%
At Masters GL Standard	36%	34%	62%	78%	31%	33%	31%	*	42%	26%	15%	*	-	17%
Number of Tests														
At Approaches GL Standard or Above	572	515	57	80	186	205	128	*	389	183	14	*	-	12
At Meets GL Standard or Above	419	365	54	75	129	146	80	*	303	116	6	*	-	6
At Masters GL Standard	259	222	37	62	76	87	65	*	193	66	3	*	-	3
Total Tests	717	657	60	80	244	263	210	*	462	255	20	*	-	18
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	85%	84%	96%	100%	83%	84%	66%	*	89%	79%	88%	*	-	86%
At Meets GL Standard or Above	66%	64%	92%	97%	59%	62%	39%	*	73%	55%	38%	*	-	43%
At Masters GL Standard	41%	38%	68%	78%	35%	37%	30%	*	48%	28%	25%	*	-	29%
Number of Tests														
At Approaches GL Standard or Above	261	237	24	36	88	96	57	*	177	84	7	*	-	6
At Meets GL Standard or Above	204	181	23	35	63	71	34	*	145	59	3	*	-	3
At Masters GL Standard	125	108	17	28	37	42	26	*	95	30	2	*	-	2
Total Tests	307	282	25	36	106	114	87	*	200	107	8	*	-	7
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	74%	72%	92%	100%	68%	70%	55%	*	79%	64%	50%	*	-	43%
At Meets GL Standard or Above	52%	49%	88%	89%	45%	47%	37%	*	60%	38%	13%	*	-	14%
At Masters GL Standard	32%	30%	52%	78%	28%	30%	30%	*	37%	24%	13%	*	-	14%
Number of Tests														
At Approaches GL Standard or Above	226	203	23	36	72	80	47	*	158	68	4	*	-	3
At Meets GL Standard or Above	159	137	22	32	48	54	32	*	119	40	1	*	-	1
At Masters GL Standard	98	85	13	28	30	34	26	*	73	25	1	*	-	1
Total Tests	306	281	25	36	106	114	86	*	200	106	8	*	-	7
Science														
Percent of Tests														
At Approaches GL Standard or Above	82%	80%	100%	100%	81%	83%	65%	-	87%	74%	*	-	-	*
At Meets GL Standard or Above	54%	50%	90%	100%	56%	60%	38%	-	63%	40%	*	-	-	*
At Masters GL Standard	35%	31%	70%	75%	28%	31%	35%	-	40%	26%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	85	75	10	8	26	29	24	-	54	31	*	-	-	*
At Meets GL Standard or Above	56	47	9	8	18	21	14	-	39	17	*	-	-	*
At Masters GL Standard	36	29	7	6	9	11	13	-	25	11	*	-	-	*
Total Tests	104	94	10	8	32	35	37	-	62	42	*	-	-	*

School Progress: Academic Growth

2026 Academic Growth

ALLEN & WILLIAM ARNOLD EL (108909130) - 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	282.0	1	282.00
Accelerated Learning Points Earned	29	0.25	7.25
Sum of Annual Growth plus Accelerated Learning Points			289.25
Total Tests Evaluated			379
Academic Growth Score			76

School Progress: Relative Performance

2026 Relative Performance

ALLEN & WILLIAM ARNOLD EL (108909130) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	91.6%	58	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Closing The Gaps

2026 Closing the Gaps

ALLEN & WILLIAM ARNOLD EL (108909130) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	15	24	62.5	50.0%	31.3
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					71

School Progress: Closing The Gaps (Continued)

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	66%	64%	92%	97%	59%	62%	39%	*	73%	55%	38%	*	-	43%
2026 # at Meets GL Standard or Above	204	181	23	35	63	71	34	*	145	59	3	*	-	3
2026 Total Tests (Adjusted)	307	282	25	36	106	114	87	*	200	107	8	*	-	7
2025 % at Meets GL Standard or Above	58%	55%	81%	95%	46%	50%	31%	--	64%	47%	--	--	-	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	52%	49%	88%	89%	45%	47%	37%	*	60%	38%	13%	*	-	14%
2026 # at Meets GL Standard or Above	159	137	22	32	48	54	32	*	119	40	1	*	-	1
2026 Total Tests (Adjusted)	306	281	25	36	106	114	86	*	200	106	8	*	-	7
2025 % at Meets GL Standard or Above	50%	46%	75%	80%	40%	44%	34%	--	54%	41%	--	--	-	33%

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 Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	85%	83%	95%	92%	77%	79%	75%	-	87%	80%	92%	-	-	92%
2026 Growth Points	160.75	140.75	20.00	22.00	41.75	48.75	45.25	-	108.00	52.75	5.50	-	-	5.50
2026 Total Tests	190	169	21	24	54	62	60	-	124	66	6	-	-	6
2025 Academic Growth Score	82%	81%	88%	85%	73%	74%	88%	--	84%	80%	--	--	-	50%
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	0	3				0	3		3					
2026 Academic Growth Score	68%	65%	88%	88%	60%	59%	70%	-	71%	63%	58%	-	-	58%
2026 Growth Points	128.50	110.00	18.50	21.00	32.50	36.50	41.25	-	87.50	41.00	3.50	-	-	3.50
2026 Total Tests	189	168	21	24	54	62	59	-	124	65	6	-	-	6
2025 Academic Growth Score	82%	81%	88%	85%	85%	86%	81%	--	85%	78%	--	-	-	50%

School Progress: Closing The Gaps (Continued)

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					56%									
2026 TELPAS Progress					74									
2026 TELPAS Total					133									
2025 TELPAS Progress Rate					55%									

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
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	58	56	82	91	53	56	43	*	64	48	38	*	-	39
2026 % at Approaches GL Standard or Above	80%	78%	95%	100%	76%	78%	61%	*	84%	72%	70%	*	-	67%
2026 % at Meets GL Standard or Above	58%	56%	90%	94%	53%	56%	38%	*	66%	45%	30%	*	-	33%
2026 % at Masters GL Standard	36%	34%	62%	78%	31%	33%	31%	*	42%	26%	15%	*	-	17%
2026 Total Tests	717	657	60	80	244	263	210	*	462	255	20	*	-	18
2025 STAAR Component Score	53	50	72	80	45	48	38	69	55	48	37	--	-	46

Comprehensive Needs Assessment

Area Leads: Ernesto Dueñas, Marciana Hernández, San Juanita Garcia, Andrea Anzaldua



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Allen & William Arnold Elementary provides teachers with a standards-aligned curriculum, scope and sequence, instructional resources, and assessments aligned to the Texas Essential Knowledge and Skills (TEKS). Campus and district assessment data are analyzed throughout the year to identify student needs, adjust instruction, provide targeted intervention, and monitor progress. Teachers engage in collaborative planning and data analysis to strengthen Tier I instruction and provide differentiated support based on student performance. In addition:

- **2026 STAAR performance demonstrated strong overall achievement**, with 80% of tests at Approaches Grade Level or Above, 58% at Meets or Above, and 36% at Masters Grade Level.
- **RLA was a campus strength**, with 85% at Approaches or Above, 66% at Meets or Above, and 41% at Masters.
- **Science performance was strong at the Approaches level**, with 82% at Approaches or Above, 54% at Meets or Above, and 35% at Masters.
- **Gifted and Talented students demonstrated high levels of achievement**, with 100% at Approaches or Above and 94% at Meets or Above across all tested subjects.
- RLA performance among **Emergent Bilingual students** was comparatively strong, with 83% at Approaches or Above and 59% at Meets or Above.
- Academic growth data indicate that **268 of 379 evaluated tests earned the full 1 annual-growth point**, demonstrating meaningful year-to-year progress for a majority of students.
- Teachers utilize assessment results, student work, progress-monitoring data, and collaborative planning to identify students requiring intervention, acceleration, or enrichment.
- Professional development and instructional support are provided throughout the year in response to classroom observations, assessment results, student needs, and campus performance.

Challenges

Although 2026 STAAR results demonstrate areas of strength, analysis of achievement, student-group, writing, and academic-growth data identifies several areas requiring continued improvement:

- **Mathematics remains a priority area.** Campuswide performance was 74% at Approaches or Above, 52% at Meets or Above, and 32% at Masters, compared with RLA performance of 85%, 66%, and 41%, respectively.
- Achievement gaps remain for **Special Education students**. Across all subjects, 61% reached Approaches or Above and only 38% reached Meets or Above. In RLA, 39% reached Meets or Above; in Mathematics, only 37% reached Meets or Above.
- **Emergent Bilingual students require continued targeted support**, particularly in Mathematics. Current EB students achieved 45% Meets or Above in Mathematics compared with 52% for All Students.

- The **High Focus student group continues to trail All Students** across overall achievement levels: 78% versus 80% at Approaches, 56% versus 58% at Meets, and 34% versus 36% at Masters.
- **Extended Constructed Response (ECR) writing is a significant campus need.** The percentage of students earning 0 points ranged from **67% to 78%** across English and Spanish RLA assessments, while only 0–3% earned the maximum 10 points.
- Writing performance indicates a need for **explicit, vertically aligned writing instruction across grade levels**, including regular opportunities for students to analyze text, develop evidence-based responses, revise writing, and respond to rigorous constructed-response tasks.
- Academic growth requires additional attention. Of the **379 tests evaluated**, 83 earned 0 annual-growth points and 28 earned only 0.5 points, resulting in an **Annual Growth Score of 74**.
- **Accelerated Learning is a particular area of concern.** Of 80 evaluated tests from students who previously Did Not Meet Grade Level, 51 remained at Did Not Meet, while 29 earned an accelerated-learning point, resulting in an **Accelerated Learning Score of 36**.
- The growth data indicate a need to strengthen systems for moving students from **Did Not Meet to Approaches and from Approaches to Meets/Masters**, with intentional progress monitoring and timely instructional response.
- Continued monitoring of RLA, writing, Mathematics, and Science curriculum implementation will be necessary to ensure alignment, rigor, differentiation, and effectiveness for all student groups.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the 2026–2027 academic year, Allen & William Arnold Elementary will increase student achievement in Reading/Language Arts, Mathematics, and Science through rigorous Tier I instruction, purposeful lesson internalization, data-driven instructional planning, targeted intervention, and continuous progress monitoring. Particular emphasis will be placed on increasing performance at the Meets and Masters Grade Level standards, strengthening written response performance, closing achievement gaps among identified student groups, and increasing year-to-year academic growth.

OBJECTIVE 1: The percentage of students scoring Meets Grade Level or Above on STAAR will increase from the 2026 baseline of 58% across all tested subjects to at least 63% by June 2027, representing a minimum 5-percentage-point increase.

Supporting targets will include improving RLA from 66% to at least 71% Meets+, Mathematics from 52% to at least 57% Meets+, and Science from 54% to at least 59% Meets+.

Strategy 1: Strengthen Lesson Internalization and Data-Driven Instruction

Weekly collaborative planning and lesson internalization will be implemented to ensure teachers deeply understand the TEKS, learning objectives, success criteria, instructional tasks, anticipated misconceptions, differentiation needs, and assessment expectations prior to instruction. Student performance data will be routinely analyzed to identify students requiring reteaching, intervention, acceleration, or enrichment.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, Migrant and other applicable funds

Persons Responsible: Principal, Assistant Principal, Instructional Coaches, Campus Lead Liaison, Grade-Level Chairs, Classroom

Teachers, Intervention Personnel, Special Education Teachers, and Bilingual/ESL Personnel

Action Steps:

- **Establish Consistent Lesson Internalization:** Conduct weekly collaborative planning sessions focused on TEKS alignment, learning objectives, success criteria, rigor, questioning, student tasks, misconceptions, and appropriate instructional responses.
- **Use Data to Drive Instruction:** Analyze STAAR, benchmark, common assessment, formative assessment, progress-monitoring, and student-work data to identify standards and student groups requiring additional support.
- **Strengthen Differentiation and Intervention:** Plan targeted small-group instruction, reteaching, tutorials, acceleration, and enrichment based on demonstrated student needs, with particular attention to Emergent Bilingual and Special Education students.

- **Strengthen RLA Written Response:** Embed explicit, vertically aligned instruction in constructed response, text evidence, organization, elaboration, revision, and editing in response to ECR performance.
- **Monitor Academic Growth:** Track individual student movement toward Approaches, Meets, and Masters throughout the year, with particular attention to students who previously Did Not Meet and students requiring accelerated instruction.
- **Monitor Implementation:** Campus administrators and instructional support personnel will use walkthroughs, lesson-plan reviews, student-work analysis, coaching, and data meetings to determine the effectiveness of instructional practices and make timely adjustments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Resource System and district curriculum resources; instructional materials; STAAR and accountability data; benchmark/common assessments; student work and ECR exemplars/rubrics; intervention resources; progress-monitoring systems; professional development and coaching resources	Lesson internalization documents; collaborative planning agendas/minutes; annotated lesson plans; data-analysis documents; intervention/small-group plans; student goal/progress trackers; walkthrough and coaching documentation; student writing samples	Increased STAAR Approaches, Meets, and Masters performance; improved RLA, Mathematics, and Science achievement; reduction in students scoring 0 on ECRs; increased academic growth; improved performance of EB and SPED students; increased movement from Did Not Meet to Approaches/Meets	Common/formative assessments; benchmarks; STAAR; ECR writing samples; progress-monitoring data; student growth measures; intervention data; walkthrough trends; data-meeting reviews

OBJECTIVE 1: The percentage of students scoring Meets Grade Level or Above on STAAR will increase from the 2026 baseline of 58% across all tested subjects to at least 63% by June 2027, representing a minimum 5-percentage-point increase.

Supporting targets will include improving RLA from 66% to at least 71% Meets+, Mathematics from 52% to at least 57% Meets+, and Science from 54% to at least 59% Meets+.

Strategy 2: Implement Targeted Intervention, Reteach, and Progress Monitoring

A systematic intervention and progress-monitoring process will be implemented to provide timely, targeted instructional support for students who have not demonstrated mastery of grade-level TEKS. Teachers will use multiple sources of student data to identify specific skill gaps, provide differentiated small-group instruction and reteach, and regularly monitor student response to intervention. Instructional adjustments will be made based on evidence of student progress, with intentional support for students performing below grade level and identified student groups demonstrating achievement gaps.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL, Migrant, State Compensatory Education, and other applicable funds

Persons Responsible: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers, Intervention Personnel, Special Education Teachers, Bilingual/ESL Personnel, and other instructional support staff

Action Steps:

- **Identify Students and Priority TEKS:** Use STAAR, benchmark, common assessment, formative assessment, universal screener, and classroom data to identify students and standards requiring intervention or reteaching.
- **Provide Targeted Small-Group Instruction:** Implement flexible, skills-based small groups during the instructional day and through supplemental intervention/tutorial opportunities.
- **Establish Progress-Monitoring Cycles:** Monitor identified students at regular intervals to determine whether interventions are producing the expected academic growth.
- **Respond to Student Progress:** Regroup students and adjust instructional strategies, intervention intensity, frequency, and duration based on progress-monitoring results.
- **Prioritize Identified Student Groups:** Provide intentional scaffolds, accommodations, linguistic supports, and differentiated instruction for Emergent Bilingual, Special Education, At-Risk, and other students demonstrating achievement gaps.
- **Monitor Intervention Effectiveness:** Campus leadership and instructional support staff will routinely review intervention documentation and student outcomes through data meetings, walkthroughs, and progress-monitoring reviews.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
STAAR and benchmark data; district curriculum; TEKS-aligned intervention resources; universal screeners; progress-monitoring tools; high-quality instructional materials; supplemental instructional resources; tutoring/intervention materials	Intervention rosters and schedules; small-group plans; progress-monitoring records; data-meeting documentation; student trackers; intervention logs; teacher documentation; walkthrough evidence	Increased percentage of students demonstrating mastery of priority TEKS; increased Meets/Masters performance; reduction in students performing at Did Not Meet; improved performance of EB, SPED, At-Risk and High Focus students; increased benchmark and STAAR achievement	Formative/common assessments; benchmarks; progress-monitoring measures; student work; intervention-cycle reviews; STAAR; data meetings; walkthroughs

OBJECTIVE 1: The percentage of students scoring Meets Grade Level or Above on STAAR will increase from the 2026 baseline of 58% across all tested subjects to at least 63% by June 2027, representing a minimum 5-percentage-point increase.

Supporting targets will include improving RLA from 66% to at least 71% Meets+, Mathematics from 52% to at least 57% Meets+, and Science from 54% to at least 59% Meets+.

Strategy 3: Provide Instructional Resources, Supplies, and Equipment

The campus will identify, acquire, maintain, and provide access to instructional supplies, materials, technology, and durable equipment necessary to support effective curriculum implementation, differentiated instruction, intervention, enrichment, and the development of high-quality instructional resources.

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education, local funds, grants, donations, and other allowable funding sources

Persons Responsible: Principal, Assistant Principal, Instructional Coaches, Librarian, Teachers, Special Education Personnel, Bilingual/ESL Personnel, Intervention Personnel, and other Campus Staff

Action Steps:

- **Identify Instructional Resource Needs:**
Routinely assess campus and teacher needs for instructional supplies, materials, technology, and equipment based on curriculum requirements, student needs, instructional priorities, and available resources.
- **Acquire Campuswide Instructional Equipment:**
Purchase, replace, or maintain durable equipment such as **high-capacity laminating machines, instructional printing/production equipment, binding equipment, and other necessary campuswide instructional resources**, as allowable and appropriate.
- **Support Development of Instructional Materials:**
Ensure teachers have access to equipment and supplies necessary to create standards-aligned learning centers, manipulatives, intervention materials, visual supports, vocabulary resources, student reference tools, differentiated activities, and other instructional materials.
- **Support Differentiated Student Needs:**
Prioritize resources that increase teachers' ability to provide appropriate instructional supports for **Emergent Bilingual, Special Education, At-Risk, intervention, accelerated, and other identified students**.
- **Maximize Resource Longevity and Use:**
Utilize durable production equipment and materials to create reusable instructional resources, reduce repeated replacement costs, and maximize campus resources across classrooms and grade levels.

- **Pursue Supplemental Resources:**

When appropriate, utilize allowable campus funds, grants, business partnerships, sponsorships, donations, and other external resources to address instructional equipment and material needs that cannot be met through existing resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional supplies/materials • High-capacity laminating machine and supplies • Printing/production equipment • Binding/production equipment • Instructional technology • Manipulatives • Intervention materials • Visual supports • Curriculum resources • Grants/external resources	• Purchase/acquisition records • Resource inventories • Equipment utilization • Teacher-created instructional materials • Classroom resources • Intervention/differentiation materials • Grant/donation documentation	• Increased teacher access to instructional resources • Increased availability of differentiated materials • Increased implementation of intervention/enrichment resources • Increased durability and reuse of instructional materials • Improved support for effective curriculum implementation	• Resource-needs reviews • Teacher/staff feedback • Equipment utilization • Classroom walkthroughs • Instructional material reviews • Student performance/progress data

OBJECTIVE 1: The percentage of students scoring Meets Grade Level or Above on STAAR will increase from the 2026 baseline of 58% across all tested subjects to at least 63% by June 2027, representing a minimum 5-percentage-point increase.

Supporting targets will include improving RLA from 66% to at least 71% Meets+, Mathematics from 52% to at least 57% Meets+, and Science from 54% to at least 59% Meets+.

Strategy 4: Extended Learning, Tutoring, and Enrichment Opportunities

The campus will provide supplemental extended learning opportunities beyond the regular instructional day and school calendar to address identified academic needs, accelerate student growth, provide targeted intervention, and expand access to meaningful enrichment experiences. Opportunities may include before- and after-school instruction, weekend tutoring, intersession activities, and summer enrichment programs designed in response to student needs and interests.

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education, local funds, grants, donations, and other allowable funding sources

Persons Responsible: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers, Special Education Personnel, Bilingual/ESL Personnel, Intervention Personnel, Enrichment Program Staff, and other Campus Staff

Action Steps:

- **Identify Students and Program Needs:**
Utilize STAAR, benchmark, formative assessment, progress-monitoring, teacher recommendation, student interest, and other available data to identify students and areas of need for extended academic and enrichment opportunities.
- **Provide Weekend and Extended-Day Tutoring:**
Offer targeted tutoring before school, after school, and/or on designated weekends to provide additional instructional time in RLA, Mathematics, Science, writing, and other identified areas of need.
- **Provide Summer Enrichment Opportunities:**
Develop summer learning experiences that extend beyond remediation and provide students opportunities for **acceleration, literacy, STEM, fine arts, technology, project-based learning, leadership, creativity, and other high-interest enrichment experiences.**
- **Provide Appropriate Staffing and Compensation:**
Utilize allowable funding sources to compensate qualified staff for supplemental instructional and enrichment services provided outside the regular duty day or calendar, in accordance with district procedures.

- **Provide Program Resources and Support:**

Allocate allowable funds for instructional materials, enrichment supplies, technology, equipment, transportation, meals/snacks, and other resources necessary for effective implementation, when applicable and allowable.

- **Monitor Participation and Effectiveness:**

Maintain student participation and attendance records and evaluate academic progress, student engagement, program outcomes, and staff/family feedback to determine the effectiveness of extended learning opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Supplemental staff compensation/stipends • Weekend tutoring funds • Summer enrichment funds • Instructional/intervention materials • Enrichment supplies • STEM/fine arts/technology resources • Transportation, as applicable/allowable • Meals/snacks, as applicable/allowable • Title I/SCE and other allowable funds • Grants/external resources	• Weekend tutoring schedules/rosters • Summer enrichment schedules/rosters • Student attendance records • Staff participation/time records • Lesson/program plans • Intervention/enrichment materials • Program expenditure documentation	• Increased mastery of priority TEKS • Increased academic growth • Improved benchmark/STAAR performance • Reduction in students performing below grade level • Increased access to enrichment • Increased student engagement and participation	• Formative assessments • Benchmarks • STAAR • Progress-monitoring data • Attendance/participation data • Program evaluations • Student/staff/family feedback

OBJECTIVE 2: Academic Growth

The Domain II-A Academic Growth Score in Reading/Language Arts and Mathematics will increase from 76 in 2026 to at least 80 by June 2027, while reducing the number of students earning zero annual-growth points and increasing the percentage of students meeting or exceeding their individual growth expectations.

Strategy 1: Individual Student Growth Monitoring

Individual student growth targets and progress-monitoring systems will be implemented in Reading/Language Arts and Mathematics to ensure students demonstrate measurable year-to-year academic growth.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education

Persons Responsible: Executive Officers, Content Coordinators, School Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers, Bilingual/ESL Personnel, Intervention Personnel

Action Steps:

- **Establish Individual Growth Targets:**
Use prior-year STAAR performance, beginning-of-year assessments, and current student data to establish appropriate individual growth expectations.
- **Identify Priority Growth Students:**
Identify students who previously earned 0 or 0.5 growth points and students whose performance indicates they are at risk of not demonstrating expected annual growth.
- **Maintain Student Growth Trackers:**
Monitor individual student progress following common assessments, benchmarks, progress-monitoring measures, and other appropriate assessments.
- **Conduct Growth-Focused Data Meetings:**
Review individual student trajectories during collaborative data meetings and determine whether students are on track to achieve expected growth.
- **Respond to Growth Data:**
Adjust instruction, differentiation, intervention, acceleration, and enrichment based on individual student progress.
- **Engage Students in Goal Setting:**
Provide students with developmentally appropriate opportunities to understand their current performance, establish academic goals, and monitor progress toward those goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Prior-year STAAR data • TEKS Resource System • District curriculum resources • Benchmark/common assessments • Student growth trackers • Progress-monitoring tools • Student goal-setting resources • Intervention/enrichment resources	• Individual student growth targets • Student growth trackers • Data-meeting documentation • Student goal-setting documents • Progress-monitoring records • Instructional adjustment plans • Intervention/enrichment documentation	• Increased Domain II-A Academic Growth Score • Reduction in students earning 0 growth points • Increased students earning full growth points • Increased RLA and Mathematics growth • Increased movement between performance levels	• Formative assessments • Common assessments • Benchmarks • STAAR • Student Growth Measures • Progress-monitoring data • Student growth tracker reviews • Data meetings

OBJECTIVE 2: Academic Growth

The Domain II-A Academic Growth Score in Reading/Language Arts and Mathematics will increase from 76 in 2026 to at least 80 by June 2027, while reducing the number of students earning zero annual-growth points and increasing the percentage of students meeting or exceeding their individual growth expectations.

Strategy 2: Accelerated Learning for Students Below Grade Level

Targeted accelerated instruction will be provided to students who previously performed at Did Not Meet Grade Level or demonstrate significant learning gaps, with the goal of accelerating progress toward grade-level mastery.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education

Persons Responsible: Executive Officers, Content Coordinators, School Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers, Bilingual/ESL Personnel, Intervention Personnel

Action Steps:

- **Identify Accelerated Learning Students:**
Use prior STAAR performance and current assessment data to identify students requiring accelerated instruction in RLA and Mathematics.
- **Diagnose Specific Learning Gaps:**
Analyze student performance by TEKS and prerequisite skill to determine the specific concepts preventing students from accessing current grade-level content.
- **Develop Targeted Accelerated Learning Plans:**
Provide focused instruction addressing prerequisite skills while maintaining access to rigorous grade-level TEKS and instruction.
- **Provide Supplemental Instruction:**
Utilize small-group instruction, intervention blocks, tutorials, and other supplemental instructional opportunities to provide additional time and support.
- **Monitor Movement Toward Grade Level:**
Routinely evaluate whether students are progressing from Did Not Meet toward Approaches, Meets, and Masters and adjust supports accordingly.
- **Evaluate Accelerated Learning Effectiveness:**
Review student progress during campus data meetings to determine which interventions are producing sufficient growth and make timely adjustments when progress is inadequate.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• STAAR data • District curriculum resources • TEKS-aligned intervention resources • Progress-monitoring tools • High-quality instructional materials • Tutoring resources • Supplemental instructional materials • Professional development	• Accelerated learning student lists • Intervention schedules • Accelerated instruction plans • Small-group lesson plans • Progress-monitoring records • Tutorial documentation • Data-meeting documentation	• Increased Accelerated Learning Score • Reduction in students remaining at Did Not Meet • Increased movement to Approaches/Meets • Increased student growth • Improved RLA and Mathematics performance	• Formative assessments • Benchmarks • STAAR • Progress-monitoring assessments • Student Growth Measures • Intervention reviews • Data meetings

OBJECTIVE 3: Written Response and RLA Performance

Given the ECR data you provided, I believe this deserves its own objective, rather than burying writing inside Objective 1.

The percentage of students earning zero points on STAAR Extended Constructed Response (ECR) items will decrease across grades 3–5 in both English and Spanish by June 2027, with each tested grade/language reducing its 2026 zero-point rate by at least 15 percentage points and demonstrating an increase in students earning points across the ECR rubric.

The baselines are significant: 3rd English 78%, 3rd Spanish 77%, 4th English 69%, 4th Spanish 70%, 5th English 68%, and 5th Spanish 67% scoring zero.

Strategy 1: Vertically Aligned Writing and ECR Instruction

A vertically aligned writing framework will be implemented across grade levels to strengthen students' ability to construct organized, evidence-based written responses and successfully respond to STAAR ECR tasks.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education

Persons Responsible: Executive Officers, RLA Content Coordinators, School Administration, Reading Coach, Instructional Coaches, Classroom Teachers, Special Education Teachers, Bilingual/ESL Personnel

Action Steps:

- **Establish Vertical Writing Expectations:**
Develop consistent campus expectations for constructed response, text evidence, organization, elaboration, conventions, revision, and editing across grade levels.
- **Provide Explicit ECR Instruction:**
Model and explicitly teach the process for analyzing prompts, planning responses, developing ideas, incorporating relevant text evidence, elaborating, revising, and editing.
- **Embed Writing Across Instruction:**
Provide frequent opportunities for students to respond to increasingly rigorous text-dependent writing tasks during regular RLA instruction.
- **Calibrate Scoring:**
Conduct collaborative teacher calibration using STAAR ECR rubrics, exemplars, and student work to strengthen consistency in scoring and instructional expectations.

- **Analyze Student Writing:**
Routinely analyze student responses to identify trends in organization, development of ideas, text evidence, elaboration, and conventions and use findings to plan reteach.
- **Monitor ECR Progress:**
Track student performance throughout the year using common writing tasks and campus/district assessments to determine whether the percentage of zero-point responses is decreasing.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District RLA curriculum • STAAR ECR rubrics • STAAR released items/exemplars • Student writing samples • Writing instructional resources • Professional development • Bilingual/Spanish instructional resources	• Writing plans • ECR lesson documentation • Student writing portfolios • Scored ECR samples • Calibration agendas/artifacts • Writing data trackers • Collaborative planning documentation	• Reduction in 0-point ECR responses • Increased ECR rubric scores • Improved quality of student writing • Increased RLA Meets/Masters performance • Improved English and Spanish writing performance	• Common ECR assessments • Student writing samples • ECR rubric data • Benchmarks • STAAR • Writing portfolio reviews • Data meetings

OBJECTIVE 3: Written Response and RLA Performance

Given the ECR data you provided, I believe this deserves its own objective, rather than burying writing inside Objective 1.

The percentage of students earning zero points on STAAR Extended Constructed Response (ECR) items will decrease across grades 3–5 in both English and Spanish by June 2027, with each tested grade/language reducing its 2026 zero-point rate by at least 15 percentage points and demonstrating an increase in students earning points across the ECR rubric.

The baselines are significant: 3rd English 78%, 3rd Spanish 77%, 4th English 69%, 4th Spanish 70%, 5th English 68%, and 5th Spanish 67% scoring zero.

Strategy 2: Writing Across the Curriculum

Structured writing opportunities will be intentionally embedded across content areas to increase the frequency, quality, and complexity of student writing and strengthen students' ability to communicate academic thinking in written form.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education

Persons Responsible: Executive Officers, Content Coordinators, School Administration, Instructional Coaches, Classroom Teachers, Special Education Teachers, Bilingual/ESL Personnel

Action Steps:

- **Embed Written Responses Across Content:**
Incorporate short and extended written responses in RLA, Mathematics, Science, and other appropriate instructional settings.
- **Require Evidence and Academic Vocabulary:**
Provide students opportunities to explain reasoning, justify answers, cite evidence, and appropriately use content-specific academic vocabulary.
- **Provide Writing Scaffolds:**
Utilize sentence stems, graphic organizers, models, exemplars, vocabulary supports, and other scaffolds based on student need while gradually increasing student independence.
- **Provide Timely Feedback:**
Establish opportunities for teacher feedback, student revision, peer review, and reflection so students learn to improve written responses rather than simply complete them.

- **Differentiate Linguistic Support:**

Provide appropriate language-development supports for Emergent Bilingual students in both English and Spanish while maintaining rigorous expectations for written expression.

- **Monitor Writing Across Content Areas:**

Review student work during planning, PLC/CLC meetings, walkthroughs, and data meetings to ensure writing is routinely incorporated and instructional expectations remain consistent.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District curriculum resources • TEKS Resource System • Academic vocabulary resources • Writing rubrics • Graphic organizers/scaffolds • Student exemplars • Content-area instructional materials • Bilingual resources	• Lesson plans • Student writing samples • Writing journals/notebooks • Content-area written responses • Walkthrough evidence • Collaborative planning artifacts • Student portfolios	• Increased frequency and quality of writing • Improved constructed-response performance • Increased use of evidence and academic vocabulary • Improved ECR scores • Improved RLA achievement	• Student work reviews • Common assessments • ECR assessments • Benchmarks • Walkthrough data • Writing rubrics • STAAR

Area Leads: Ernesto Dueñas, Marciana Hernández, San Juanita Garcia, Andrea Anzaldua, Esmeralda Hernandez, Elda Valdez



GOAL AREA 2: Student Supports

Areas Reviewed: Student Support Systems

Strengths

Allen & William Arnold Elementary is committed to supporting the academic, behavioral, social-emotional, linguistic, and developmental needs of the whole child. Campus systems are designed to identify student needs early and provide appropriate levels of intervention and support through collaboration among teachers, counselors, administrators, instructional support personnel, Special Education staff, Bilingual/ESL personnel, families, and other student-support professionals. Counselors will serve as Student Support Area Leads to strengthen the coordination, implementation, and monitoring of social-emotional, behavioral, and preventive student supports. In addition:

- The campus utilizes a Multi-Tiered System of Supports (MTSS) to identify and respond to academic, behavioral, social-emotional, and attendance-related student needs through increasingly targeted levels of support.
- Campus counselors provide preventive and responsive services addressing social-emotional development, self-regulation, coping skills, positive relationships, responsible decision-making, academic confidence, and readiness to learn.
- Campus support systems provide opportunities to address testing anxiety and academic stress, helping students develop coping strategies, confidence, perseverance, and healthy responses to challenging academic situations.
- Positive behavioral expectations and social-emotional supports are incorporated into campus systems to promote a safe, respectful, responsible, and supportive learning environment.
- Teachers and support personnel utilize assessment, classroom performance, behavior, attendance, intervention, and other available student data to identify students requiring additional support.
- Special Education and Emergent Bilingual students receive specialized services, accommodations, linguistic supports, differentiated instruction, and other appropriate supports designed to provide access to rigorous grade-level learning.
- Campus staff collaborate with families and district/community resources when students demonstrate academic, behavioral, attendance, social-emotional, or other needs requiring additional assistance.
- The campus provides intervention, small-group instruction, counseling, mentoring, student check-ins, progress monitoring, and other targeted supports based on identified student needs.

Challenges

Analysis of campus performance and student-support needs indicates a continued need to strengthen coordinated systems that address barriers to student learning and ensure that students requiring additional support demonstrate measurable progress. Academic performance gaps among identified student groups, combined with behavioral, social-emotional, attendance, and testing-related needs, reinforce the importance of a comprehensive whole-child approach. Specifically:

- **Special Education students demonstrate significant achievement gaps.** In 2026 STAAR Mathematics, 55% of Special Education students achieved Approaches Grade Level or Above and **37% achieved Meets Grade Level or Above**, compared with 74% Approaches and 52% Meets for All Students.
- In 2026 RLA, Special Education students achieved **66% Approaches and 39% Meets Grade Level or Above**, compared with 85% Approaches and 66% Meets for All Students.
- **Emergent Bilingual students require continued targeted academic and linguistic support**, particularly in Mathematics, where current EB students achieved 68% Approaches and **45% Meets Grade Level or Above**, compared with 74% and 52%, respectively, for All Students.
- Academic-growth data demonstrate a need for stronger intervention and progress monitoring. Of 379 tests evaluated for annual growth, **83 earned zero growth points and 28 earned only 0.5 growth points**, contributing to an Academic Growth Score of 76.
- Accelerated Learning represents an additional student-support need. Of 80 evaluated tests for students who previously Did Not Meet Grade Level, **51 remained at Did Not Meet**, resulting in an Accelerated Learning Score of 36.
- Students demonstrating persistent academic, behavioral, social-emotional, or attendance concerns require a **consistent and documented Tier 2/Tier 3 process**, including clearly defined interventions, progress monitoring, and timely adjustment of supports.
- Student **testing anxiety, academic stress, confidence, self-regulation, and coping skills** can affect students' ability to demonstrate what they know and require intentional preventive and responsive support throughout the school year, rather than support limited to the STAAR testing window.
- Behavioral concerns may result in lost instructional time and can affect both individual student success and the classroom learning environment. Continued emphasis is needed on **proactive behavior supports, relationship building, positive reinforcement, early intervention, and development of student self-regulation skills**.
- Continued coordination among counselors, teachers, administrators, Special Education, Bilingual/ESL, intervention personnel, families, and other support providers is necessary to ensure students receive timely services and that interventions are not implemented in isolation.
- Campus systems must continue moving from simply **identifying students who need support to measuring whether the support provided is producing the intended academic, behavioral, attendance, or social-emotional improvement**.

OBJECTIVE 2: Social-Emotional, Behavioral, and Whole-Child Support

By June 2027, Allen & William Arnold Elementary will strengthen a coordinated Multi-Tiered System of Supports (MTSS) addressing students' social-emotional, behavioral, attendance, and academic-readiness needs. Through counselor-led prevention and intervention systems, the campus will provide targeted support for students experiencing testing anxiety, behavioral concerns, attendance challenges, difficulty with self-regulation, or other barriers to learning, with 100% of students identified for Tier 2 or Tier 3 support receiving documented interventions and progress monitoring.

Strategy 1: Counselor-Led Social-Emotional and Mental Wellness Supports

Campus counselors, serving as Student Support Area Leads, will coordinate a comprehensive system of preventive and responsive social-emotional supports designed to strengthen student self-regulation, coping skills, resilience, positive relationships, testing confidence, and readiness to learn.

Timeline: August 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education

Persons Responsible: School Administration, Counselors/Student Support Area Leads, Classroom Teachers, Special Education Personnel, Bilingual/ESL Personnel, Nurse, Intervention Personnel, and other Student Support Staff

Action Steps:

- **Provide Preventive Social-Emotional Instruction:**
Implement developmentally appropriate counselor-led lessons and classroom activities addressing self-awareness, self-management, coping strategies, perseverance, responsible decision-making, relationship skills, and emotional regulation.
- **Address Testing Anxiety and Academic Stress:**
Provide students with age-appropriate strategies for managing testing anxiety, academic pressure, frustration, and fear of failure through counselor lessons, small groups, classroom support, and individual interventions as appropriate.
- **Identify Students Requiring Additional Support:**
Utilize teacher referrals, counselor observations, student behavior, attendance, academic performance, parent input, and other appropriate indicators to identify students who may benefit from targeted social-emotional intervention.
- **Provide Tiered Counseling Supports:**
Implement individual check-ins, small-group counseling, mentoring, coping-skills instruction, behavior support, and other appropriate Tier 2 or Tier 3 interventions based on identified student needs and within the scope of school counseling services.
- **Build Student Resilience and Confidence:**
Provide opportunities for students to develop positive self-concept, perseverance, problem-solving skills, goal setting, self-advocacy, and confidence when facing academic and personal challenges.

- **Monitor Effectiveness of Supports:**

Counselors/Area Leads will regularly review student-support data with campus administration and appropriate staff to evaluate effectiveness, identify trends, and recommend adjustments to campuswide and individual supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Counseling/SEL curriculum • MTSS resources • Testing-anxiety/coping resources • Student referral systems • Small-group counseling resources • Behavior and attendance data • District Student Support Services • Community resources	• Counselor lesson schedules • SEL lesson documentation • Small-group counseling records • Student check-in documentation • Referral/intervention records • Testing-anxiety activities • Counselor/Area Lead meeting documentation	• Improved student self-regulation and coping skills • Reduced testing anxiety • Increased student confidence/readiness to learn • Improved student engagement • Improved attendance • Reduction in recurring student concerns	• Counselor data/reports • Student referral trends • Behavior data • Attendance data • Teacher feedback • Student check-ins/reflections • MTSS progress reviews

OBJECTIVE 2: Social-Emotional, Behavioral, and Whole-Child Support

By June 2027, Allen & William Arnold Elementary will strengthen a coordinated Multi-Tiered System of Supports (MTSS) addressing students' social-emotional, behavioral, attendance, and academic-readiness needs. Through counselor-led prevention and intervention systems, the campus will provide targeted support for students experiencing testing anxiety, behavioral concerns, attendance challenges, difficulty with self-regulation, or other barriers to learning, with 100% of students identified for Tier 2 or Tier 3 support receiving documented interventions and progress monitoring.

Strategy 2: Positive Behavior and Tiered Behavioral Intervention

A consistent campuswide system of positive behavior supports and targeted behavioral interventions will be implemented to promote a safe, respectful, responsible, and supportive learning environment while providing increasingly intensive assistance to students demonstrating behavioral or self-regulation needs.

Timeline: August 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education

Persons Responsible: School Administration, Counselors/Student Support Area Leads, Classroom Teachers, Special Education Personnel, Elective Teachers, Intervention Personnel, and Campus Support Staff

Action Steps:

- **Establish Consistent Behavioral Expectations:**
Explicitly teach, model, practice, and reinforce campuswide expectations for respectful, responsible, safe, and academically engaged student behavior.
- **Implement Positive Behavior Supports:**
Utilize classroom and campuswide recognition, reinforcement, restorative practices, relationship building, and proactive behavior-management strategies to encourage positive student choices.
- **Identify Behavioral Trends and Needs:**
Routinely review office referrals, classroom behavior concerns, attendance, counselor referrals, and other student-support data to identify individual students, grade levels, locations, times, or behaviors requiring additional intervention.
- **Implement Tier 2 and Tier 3 Behavioral Supports:**
Develop targeted interventions such as behavior goals, check-in/check-out systems, counseling, mentoring, self-monitoring, structured reinforcement, and individualized behavior supports based on student need.
- **Strengthen Home-School Collaboration:**
Engage families when recurring behavioral, social-emotional, attendance, or self-regulation concerns arise and collaborate on strategies to support student success.

• **Monitor and Adjust Interventions:**

Counselors/Area Leads, administration, and appropriate staff will regularly evaluate student response to behavioral interventions and modify the frequency, intensity, or type of support when adequate progress is not demonstrated.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• MTSS/MTSS-B resources • Campus behavior expectations • Counseling resources • Behavior intervention resources • Student recognition resources • Attendance data • Behavior/referral data • District Student Support Services	• Behavior intervention plans • MTSS documentation • Check-in/check-out records • Student behavior goals • Recognition documentation • Counselor referral records • Parent communication • Area Lead documentation	• Reduction in repeated behavioral concerns • Improved student self-regulation • Reduction in office referrals • Increased positive behaviors • Improved attendance/engagement • Increased instructional time • Improved campus climate	• Discipline/referral data • Classroom behavior data • Attendance data • Counselor data • MTSS/MTSS-B reviews • Teacher observations • Student progress reviews

Area Leads: Ernesto Dueñas, Marciana Hernández, San Juanita Garcia, Andrea Anzaldua



GOAL AREA 3: LEADERSHIP GROWTH

Areas Reviewed: Leadership Capacity, Professional Growth, Staff Engagement, School/Community Involvement, and Professional Learning

Strengths

Allen & William Arnold Elementary recognizes that effective campus leadership extends beyond formal administrative positions. Building leadership capacity among teachers and staff strengthens collaboration, increases ownership of campus initiatives, develops future leaders, and positively impacts campus culture and student success. Campus administration encourages staff members to contribute their individual strengths, interests, creativity, and expertise through leadership, professional learning, student organizations, campus initiatives, and school/community involvement. In addition:

- Teachers and staff are provided opportunities to serve on and lead campus committees, grade-level teams, instructional initiatives, special projects, student organizations, family-engagement activities, and campus events.
- Grade-Level Chairs, mentors, committee leads, and other teacher leaders develop leadership skills through communication, organization, facilitation, collaboration, problem-solving, and supporting colleagues.
- Staff members have opportunities to demonstrate professional leadership and school/community involvement aligned with T-TESS Dimension 4.4 through voluntary participation in campus, district, and community activities.
- Staff members contribute to student leadership and enrichment by sponsoring or supporting programs such as Student Council, UIL academic events, and other student organizations and clubs.
- Staff creativity and innovation are encouraged through the development of unique student opportunities such as the campus Rock Band, LEGO Club, and other staff-generated enrichment initiatives.
- Teachers and staff have opportunities to support campus and district events that extend beyond the regular instructional day and strengthen connections among the school, families, district, and community.
- Professional development is provided throughout the year in response to campus priorities, student needs, T-TESS goals, observations, assessment results, and identified areas for professional growth.
- Collaborative learning, mentoring, professional dialogue, and sharing of effective practices provide additional opportunities for staff members to learn from and lead one another.

Challenges

Continued leadership growth requires a more intentional and systematic approach to identifying, developing, and utilizing leadership capacity across the campus. Leadership opportunities should extend beyond employees already serving in formal roles and provide multiple entry points for teachers and staff interested in developing new skills, contributing to the campus community, and assuming greater professional responsibility. Specifically:

- Additional opportunities are needed for teachers and staff to lead, co-lead, and take ownership of campus committees and initiatives, rather than participating solely as committee members.
- Leadership responsibilities should be intentionally distributed to develop a broader pipeline of future Grade-Level Chairs, mentors, committee leads, club sponsors, instructional leaders, and other campus leaders.
- Staff members need clearly communicated opportunities for voluntary participation in school, district, and community activities aligned with T-TESS Dimension 4.4: School Community Involvement.
- Emerging leaders need authentic opportunities to develop skills in communication, organization, facilitation, collaboration, decision-making, problem-solving, mentoring, and project management.
- Staff members should be encouraged to transform their individual interests, talents, and innovative ideas into meaningful opportunities for students and the campus community.
- Professional learning should extend beyond required training to include self-directed learning, professional reading, collaborative study, reflection, and application of new practices.
- Staff members need convenient access to professional resources addressing leadership, instruction, classroom management, student behavior, social-emotional learning, student engagement, Special Education, Emergent Bilingual students, differentiation, intervention, and other areas of professional need.
- Campus systems should increasingly evaluate leadership and professional-development opportunities based not only on participation, but also on their impact on professional practice, staff capacity, campus culture, and student opportunities.

OBJECTIVE 1: Staff Leadership and School/Community Involvement

By June 2027, Allen & William Arnold Elementary will expand staff leadership capacity by providing teachers and staff with multiple opportunities to lead or actively contribute to campus committees, student organizations, enrichment programs, campus initiatives, and school/community events, with participation and leadership opportunities communicated and documented throughout the school year and aligned, when applicable, with T-TESS Dimension 4.4: School Community Involvement.

Strategy 1: Develop Leadership

Campus administration will intentionally develop staff leadership capacity by providing teachers and staff opportunities to lead or co-lead campus committees, student organizations, enrichment programs, special projects, and campus improvement initiatives based on individual strengths, interests, expertise, and professional goals.

Timeline: August 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, and other applicable local/state funds

Persons Responsible: Principal, Assistant Principal, Campus Leadership Team, Grade-Level Chairs, Committee Leads, Club/Organization Sponsors, Teacher Leaders, and Campus Staff

Action Steps:

- **Expand Campus Leadership Opportunities:**
Provide staff members opportunities to lead or co-lead campus committees, special projects, instructional initiatives, family activities, and campus improvement efforts.
- **Develop Student Organization and Club Leadership:**
Encourage staff members to sponsor and lead student programs such as Student Council, UIL academic events, LEGO Club, Rock Band, and other enrichment or leadership organizations.
- **Encourage Innovation:**
Provide a pathway for staff members to propose new clubs, programs, events, or initiatives based on their talents, interests, expertise, and identified student needs.
- **Develop Emerging Leaders:**
Provide authentic opportunities to strengthen communication, organization, facilitation, collaboration, decision-making, problem-solving, and project-management skills.

- **Distribute Leadership:**

Intentionally expand opportunities beyond established teacher leaders to build the capacity of staff members interested in future leadership responsibilities.

- **Recognize Leadership Contributions:**

Acknowledge staff members who demonstrate initiative and contribute their expertise, creativity, and leadership to improving student and campus opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus Improvement Plan • Campus committees • Student organizations/clubs • UIL resources • Leadership-development resources • T-TESS goals • Campus/district resources	• Committee rosters • Leadership assignments • Club/sponsor rosters • Meeting agendas/minutes • Student program documentation • Staff-generated proposals/initiatives • Leadership artifacts	• Increased staff leadership participation • Increased number of staff-led initiatives • Expanded student enrichment opportunities • Increased staff ownership • Development of emerging leaders • Stronger campus leadership capacity	• Committee reviews • Participation data • Staff feedback/reflection • T-TESS conferences • Program/club reviews • Campus leadership reviews

OBJECTIVE 1: Staff Leadership and School/Community Involvement

By June 2027, Allen & William Arnold Elementary will expand staff leadership capacity by providing teachers and staff with multiple opportunities to lead or actively contribute to campus committees, student organizations, enrichment programs, campus initiatives, and school/community events, with participation and leadership opportunities communicated and documented throughout the school year and aligned, when applicable, with T-TESS Dimension 4.4: School Community Involvement.

Strategy 2: Expand School and Community Leadership and Volunteer Opportunities

Staff members will be provided with and encouraged to participate in meaningful voluntary campus, district, and community activities that strengthen school/community relationships, model service and leadership, and provide opportunities to demonstrate professional involvement aligned with T-TESS Dimension 4.4: School Community Involvement.

Timeline: August 2026 – June 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, and other applicable local/state funds

Persons Responsible: Principal, Assistant Principal, Counselors/Area Leads, Campus Committee Leads, Teachers, Professional Staff, Paraprofessionals, and other Campus Staff

Action Steps:

- **Communicate Volunteer Opportunities:**
Routinely share campus, district, and community opportunities in which staff members may voluntarily participate based on availability, interest, and professional goals.
- **Support Campus and District Events:**
Encourage participation in activities such as **Countdown to Zero, Dropout Recovery efforts, Red Ribbon activities/parades, Trunk-or-Treat, District Posada, family-engagement events, community outreach activities, and other district/campus initiatives.**
- **Connect Participation to T-TESS 4.4:**
Help teachers recognize appropriate school/community involvement and leadership activities that may serve as evidence of professional contributions under T-TESS Dimension 4.4.
- **Develop Event Leadership:**
Provide interested staff members opportunities to organize, coordinate, or assume leadership responsibilities for campus and community events rather than participating only as volunteers.

- **Strengthen Community Connections:**

Utilize staff involvement to strengthen relationships among the campus, families, district departments, community organizations, and other stakeholders.

- **Recognize Service and Leadership:**

Celebrate staff participation and leadership throughout the year to reinforce a campus culture of service, collaboration, and shared responsibility.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS Dimension 4.4 • Campus/district event calendars • Community partnerships • Family-engagement resources • Volunteer opportunities • Campus communication systems	• Volunteer/participation records • Event documentation • Staff leadership assignments • T-TESS artifacts • Event agendas/programs • Community partnership documentation	• Increased staff involvement • Increased staff leadership opportunities • Stronger school/community relationships • Increased family/community engagement • Greater staff ownership and service • Evidence of T-TESS 4.4 involvement	• Participation records • T-TESS conferences/reflections • Event evaluations • Staff feedback • Family/community feedback • Annual participation review

OBJECTIVE 2: Continuous Professional Learning and Growth

By June 2027, Allen & William Arnold Elementary will strengthen a culture of continuous professional learning by expanding collaborative and self-directed learning opportunities through professional book study and campus-based professional resources, with participating staff demonstrating evidence of reflection, collaboration, sharing, or application of new learning to professional practice.

Strategy 1: Continue the *Teach Like a Pirate* Professional Book Study

A selected group of staff members will continue a collaborative study of Dave Burgess's *Teach Like a Pirate* to strengthen instructional creativity, student engagement, professional enthusiasm, reflective practice, and the development of memorable and meaningful learning experiences.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, and other applicable professional-development funds

Persons Responsible: Principal, Assistant Principal, Instructional Coaches, Book Study Facilitator/Lead, and Participating Staff

Action Steps:

- **Conduct Collaborative Book Study:**
Establish scheduled opportunities for selected participants to read, discuss, and reflect upon sections and concepts from *Teach Like a Pirate*.
- **Apply Professional Learning:**
Participants will identify appropriate strategies to incorporate into their professional practice, with particular emphasis on creativity, enthusiasm, student engagement, and meaningful learning.
- **Engage in Professional Dialogue:**
Provide opportunities for participants to discuss implementation, successes, challenges, adaptations, and new ideas generated through the study.
- **Share Learning With Colleagues:**
Encourage participants to share effective strategies and resources with grade-level teams and other campus staff.
- **Develop Teacher Leadership:**
Provide participants opportunities to facilitate discussions, model strategies, share implementation examples, and contribute to professional learning.
- **Reflect on Impact:**
Evaluate how implementation influences professional practice, instructional creativity, and student engagement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• <i>Teach Like a Pirate</i> by Dave Burgess • Book-study resources • Professional-learning time • Reflection tools • Instructional resources	• Book-study agendas • Participation records • Staff reflections • Strategy implementation artifacts • Staff-led discussions • Shared professional resources	• Increased instructional creativity • Increased student engagement • Increased professional collaboration • Development of teacher leadership • Application of new practices	• Participant reflections • Staff feedback • Classroom walkthroughs • Student engagement observations • Book-study reviews

OBJECTIVE 2: Continuous Professional Learning and Growth

By June 2027, Allen & William Arnold Elementary will strengthen a culture of continuous professional learning by expanding collaborative and self-directed learning opportunities through professional book study and campus-based professional resources, with participating staff demonstrating evidence of reflection, collaboration, sharing, or application of new learning to professional practice.

Strategy 2: Establish and Utilize a Staff Professional Learning Library

A dedicated Staff Professional Learning Library will be established within the campus library to provide teachers and staff with convenient access to professional books and resources that support individual T-TESS goals, campus priorities, leadership development, instructional improvement, and self-directed professional growth.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, and other applicable professional-development funds

Persons Responsible: Principal, Assistant Principal, Librarian, Instructional Coaches, Counselors/Area Leads, Teacher Leaders, and Campus Staff

Action Steps:

- **Establish the Professional Collection:**
Designate and organize an accessible section of the campus library specifically for staff professional-learning resources.
- **Develop a Relevant Collection:**
Include resources addressing **leadership, instruction, student engagement, classroom management, student behavior, social-emotional learning, Special Education, Emergent Bilingual students, differentiation, assessment, intervention, family engagement, and educator wellness.**
- **Align Resources With Professional Goals:**
Encourage staff members to select resources connected to individual T-TESS goals, professional interests, leadership aspirations, classroom needs, or identified areas for growth.
- **Promote Professional Resources:**
Highlight recommended books and resources throughout the year that align with campus initiatives, current student needs, and CIP priorities.
- **Encourage Professional Sharing:**
Create informal opportunities for staff members to recommend books, share takeaways, discuss professional reading, and share strategies implemented as a result of their learning.

- **Evaluate and Expand the Collection:**

Utilize circulation information, staff requests, campus priorities, and feedback to determine future additions to the professional collection.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus library • Professional books/resources • Professional-development funds • T-TESS goals • CIP priorities • Staff recommendations • District/campus resources	• Professional Library inventory • Circulation/check-out records • Staff recommendations • Resource requests • Professional reflections • New resource acquisitions	• Increased access to professional resources • Increased self-directed professional learning • Increased application of professional practices • Increased staff knowledge/skills • Support for T-TESS professional growth • Increased leadership capacity	• Circulation data • Staff feedback • T-TESS reflections • Professional-growth discussions • Resource requests • Annual library review

Area Leads: Ernesto Dueñas, Marciana Hernández, San Juanita Garcia, Andrea Anzaldua, Esmeralda Hernandez, Elda Valdez



GOAL AREA 4: FAMILY & COMMUNITY EMPOWERMENT

Areas Reviewed: Family Engagement, Parent Communication, Community Partnerships, Community Outreach, External Funding and Resources, Volunteerism, Attendance Support, and Family Learning Opportunities

Strengths

Allen & William Arnold Elementary values families, local businesses, community organizations, and other community stakeholders as essential partners in student and campus success. The campus works to develop meaningful relationships that strengthen the connection between home, school, and community while expanding opportunities and resources available to students. Family and community engagement extends beyond participation in campus events to include parent empowerment, community outreach, volunteerism, business partnerships, resource development, and collaborative support for campus initiatives. In addition:

- The campus provides multiple opportunities throughout the year for families to participate in academic, cultural, celebratory, literacy, and community-building activities.
- Families receive communication through multiple methods regarding academic expectations, attendance, student supports, campus events, and opportunities for involvement.
- Parent and family activities are designed to strengthen families' capacity to support literacy, academic achievement, attendance, positive behavior, social-emotional development, and student success at home.
- Campus teams actively seek opportunities to establish relationships with local businesses, organizations, agencies, and community stakeholders that can provide resources, expertise, services, sponsorships, donations, or other support for students and campus initiatives.
- Staff members are encouraged to identify and pursue grants, sponsorships, donations, and other external funding opportunities that can supplement available campus resources and support innovative projects, enrichment activities, student programs, literacy initiatives, and campus improvements.
- The campus recognizes parents and guardians as potential community partners and seeks to identify family members who are business owners, professionals, entrepreneurs, skilled tradespeople, or connected to community organizations who may be willing to contribute expertise, resources, services, mentorship, sponsorships, or partnerships.
- Community partnerships are utilized to expand educational and enrichment opportunities that may not otherwise be possible through traditional campus funding.
- Staff members support family and community engagement through communication, outreach, event leadership, volunteerism, and relationship building.
- Families are encouraged to participate in student goal setting, attendance improvement, academic support, positive behavior, and campus decision-making.

- The campus collaborates with families of Emergent Bilingual, Special Education, At-Risk, and other identified students to support access to appropriate services and educational opportunities.

Challenges

Continued improvement is needed to ensure family and community engagement is consistent, accessible, purposeful, and directly connected to identified student and campus needs. Arnold must continue moving beyond event-based participation toward a model of family and community empowerment in which parents, businesses, organizations, and community stakeholders are active partners in expanding opportunities for students. Specifically:

- Family participation can vary according to event, grade level, schedule, and individual circumstances, requiring multiple and flexible opportunities for engagement.
- Additional opportunities are needed to help families understand academic expectations, assessment results, student growth, intervention, attendance, behavior, social-emotional wellness, and strategies for supporting learning at home.
- Communication must remain clear, timely, accessible, and linguistically responsive to the needs of the campus community.
- The campus needs a more intentional process for identifying, cultivating, and sustaining partnerships with local businesses and community organizations rather than relying primarily on one-time contributions or informal contacts.
- Campus teams should continue increasing outreach to local businesses and organizations to identify potential sponsors, donors, volunteers, mentors, educational partners, in-kind contributors, and sources of external funding.
- A systematic process is needed to identify and engage parents and guardians who own businesses or possess professional expertise, community connections, or resources that could support campus programs and student opportunities.
- Staff members would benefit from continued support in identifying appropriate grant opportunities, community funding sources, sponsorships, and partnerships and developing proposals for projects aligned with campus priorities.
- External funding and partnerships should be strategically aligned to identified needs and used to supplement—not replace—required instructional programs, services, or campus resources.
- Families should have continued opportunities to provide feedback and participate meaningfully in campus planning and decision-making.
- Family and community engagement should be evaluated not solely by participation numbers, but by its impact on parent capacity, student opportunities, attendance, academic support, campus resources, and sustainable community partnerships.

OBJECTIVE 1: Family Engagement and Parent Empowerment

By June 2027, Allen & William Arnold Elementary will increase meaningful family engagement by providing multiple academic, social-emotional, attendance, and school-community learning opportunities throughout the year, while expanding two-way communication and opportunities for families to participate in and provide feedback regarding their child's education and campus programs.

Strategy 1: Family Learning and Parent Empowerment

The campus will provide purposeful family-learning opportunities that equip parents and guardians with information, strategies, and resources to support student academic achievement, attendance, behavior, social-emotional development, and overall success.

Timeline: August 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education, and other applicable funds

Persons Responsible: Principal, Assistant Principal, Parent & Family Engagement Personnel, Counselors/Area Leads, Instructional Coaches, Teachers, Special Education Personnel, Bilingual/ESL Personnel, Librarian, and Campus Staff

Action Steps:

- **Provide Family Learning Opportunities:**
Conduct family workshops, informational sessions, literacy activities, academic nights, parent meetings, and other learning opportunities addressing identified student and family needs.
- **Strengthen Academic Support at Home:**
Provide families with practical strategies and resources to support reading, writing, mathematics, homework, student goal setting, and grade-level learning expectations.
- **Support the Whole Child:**
Provide parent education and resources related to attendance, positive behavior, social-emotional development, testing anxiety, healthy routines, student motivation, technology, and other factors affecting readiness to learn.
- **Increase Accessibility:**
Provide information and family-engagement opportunities in linguistically responsive and accessible formats and, when feasible, vary times and methods of participation to accommodate family needs.
- **Connect Families With Resources:**
Share information regarding campus, district, and community services available to assist families with identified educational or student-support needs.

- **Evaluate Family Learning:**

Gather parent feedback and participation information to identify needs, evaluate effectiveness, and guide future family-learning opportunities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Title I Parent & Family Engagement resources • District/campus curriculum resources • Family literacy resources • Counseling/SEL resources • Attendance resources • Bilingual family resources • Community resources • Campus library/resources	• Parent workshop agendas • Sign-in sheets • Family-learning materials • Parent communication • Family literacy documentation • Resource distribution records • Parent feedback	• Increased family participation • Increased parent knowledge and capacity • Increased home-school academic support • Improved attendance/engagement • Stronger family-school relationships • Increased access to student/family resources	• Participation data • Parent surveys/feedback • Attendance data • Student progress data • Event evaluations • Title I family-engagement evaluation

OBJECTIVE 1: Family Engagement and Parent Empowerment

By June 2027, Allen & William Arnold Elementary will increase meaningful family engagement by providing multiple academic, social-emotional, attendance, and school-community learning opportunities throughout the year, while expanding two-way communication and opportunities for families to participate in and provide feedback regarding their child's education and campus programs.

Strategy 2: Strengthen Two-Way Communication and Family Voice

The campus will strengthen consistent, accessible, and meaningful two-way communication with families while expanding opportunities for parents and guardians to provide input, participate in decision-making, and contribute to campus improvement.

Timeline: August 2026 – June 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education, and other applicable funds

Persons Responsible: Principal, Assistant Principal, Parent & Family Engagement Personnel, Counselors/Area Leads, Teachers, Grade-Level Chairs, Campus Committees, and Campus Staff

Action Steps:

- **Maintain Consistent Family Communication:**
Utilize multiple communication methods to provide families with timely information regarding academics, attendance, events, student supports, campus initiatives, and opportunities for involvement.
- **Promote Two-Way Communication:**
Provide parents with accessible methods to ask questions, communicate concerns, share ideas, and provide feedback to teachers and campus leadership.
- **Expand Parent Voice:**
Invite families to participate in appropriate campus committees, parent advisory opportunities, needs assessments, surveys, Title I planning, and other campus decision-making processes.
- **Seek Family Feedback:**
Collect parent input regarding academic programs, family engagement, communication, campus climate, student supports, and areas of need.
- **Respond to Family Input:**
Review feedback and communicate appropriate actions or adjustments made in response to identified family needs and recommendations.

- **Celebrate Family Contributions:**

Recognize parents, guardians, and family members who contribute time, expertise, resources, feedback, or leadership to the campus community.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Campus communication platforms • Parent surveys • Title I resources • Campus committees • Parent advisory structures • Translation/bilingual resources • Campus/district communication resources	• Parent communications • Survey results • Parent meeting records • Committee participation • Parent feedback documentation • Campus response/action documentation	• Increased two-way communication • Increased parent voice • Increased family participation • Improved family satisfaction/connection • Stronger home-school relationships • Increased family involvement in campus improvement	• Parent surveys • Communication data • Participation records • Committee feedback • Title I evaluation • Campus needs assessment

OBJECTIVE 2: Community Partnerships and Resource Development

By June 2027, Allen & William Arnold Elementary will expand and strengthen sustainable partnerships with local businesses, community organizations, agencies, and parent/family stakeholders to increase resources and opportunities available to students and the campus. Campus teams will actively pursue new partnerships, sponsorships, grants, donations, in-kind contributions, and other allowable external resources aligned with identified campus priorities.

Strategy 1: Develop Business, Community, and Parent Partnerships

Campus teams will proactively identify, cultivate, and maintain partnerships with local businesses, community organizations, agencies, and business-owning or professionally connected parents to expand resources, expertise, services, mentorship, enrichment opportunities, and support available to students and families.

Timeline: August 2026 – June 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education, and other applicable local/state funds

Persons Responsible: Principal, Assistant Principal, Campus Leadership Team, Parent & Family Engagement Personnel, Counselors/Area Leads, Teachers, Committee Leads, and designated Campus Partnership Teams

Action Steps:

- **Identify Potential Community Partners:**
Develop and maintain a list of local businesses, organizations, agencies, civic groups, higher-education partners, and other community stakeholders that may support campus priorities.
- **Engage Parent and Family Expertise:**
Identify parents and guardians who are business owners, entrepreneurs, professionals, skilled tradespeople, or connected to organizations and invite interested individuals to partner with the campus through expertise, resources, services, mentorship, presentations, sponsorships, or other appropriate opportunities.
- **Conduct Community Outreach:**
Campus teams will proactively contact potential partners to communicate campus needs, identify shared interests, and explore mutually beneficial opportunities for collaboration.
- **Connect Partnerships to Student Opportunities:**
Seek partnerships that enhance student enrichment, literacy, academics, leadership, fine arts, clubs, attendance initiatives, family engagement, campus improvement, and other identified needs.

- **Develop Sustainable Relationships:**

Maintain communication with community partners throughout the year and seek opportunities to develop ongoing relationships rather than relying exclusively on one-time contributions.

- **Recognize Community Partners:**

Acknowledge businesses, organizations, parents, and community stakeholders who contribute resources, expertise, services, or support to Arnold students and families.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Local businesses • Parent/family professional connections • Community organizations/agencies • Civic organizations • Higher-education partners • Campus partnership teams • District/community resources	• Community partner database/list • Outreach documentation • Partnership agreements/communications • Parent partnership records • Partner-supported activities • Donations/in-kind support documentation	• Increased number of active partnerships • Increased resources for students/campus • Expanded student opportunities • Increased parent/community participation • Stronger sustainable community relationships • Increased community investment in Arnold	• Partnership reviews • Outreach records • Partner feedback • Resource/contribution tracking • Campus needs review • Annual partnership evaluation

OBJECTIVE 2: Community Partnerships and Resource Development

By June 2027, Allen & William Arnold Elementary will expand and strengthen sustainable partnerships with local businesses, community organizations, agencies, and parent/family stakeholders to increase resources and opportunities available to students and the campus. Campus teams will actively pursue new partnerships, sponsorships, grants, donations, in-kind contributions, and other allowable external resources aligned with identified campus priorities.

Strategy 2: Expand Grants, Sponsorships, and External Resource Development

Campus teams will identify and pursue grants, sponsorships, donations, in-kind contributions, and other allowable external funding opportunities to support innovative programs, enrichment opportunities, instructional resources, family engagement, student organizations, and campus improvement projects aligned with identified needs.

Timeline: August 2026 – June 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual/ESL Funds, Migrant Funds, State Compensatory Education, local funds, grants, donations, and other allowable external resources

Persons Responsible: Principal, Assistant Principal, Campus Leadership Team, Grant/Project Leads, Teachers, Counselors/Area Leads, Librarian, Committee Leads, and Campus Staff

Action Steps:

- **Identify Funding Opportunities:**
Routinely research available educational grants, local business sponsorships, foundation opportunities, community donations, and other appropriate external resources.
- **Align Funding With Campus Priorities:**
Prioritize opportunities supporting identified needs such as literacy, instructional resources, student enrichment, fine arts, clubs, technology, family engagement, social-emotional supports, campus beautification/improvement, and innovative student experiences.
- **Develop Staff-Led Project Proposals:**
Encourage teachers, committees, clubs, and campus teams to develop innovative project ideas and identify appropriate external funding sources to support implementation.
- **Coordinate Business Sponsorship Outreach:**
Approach appropriate local businesses and community partners regarding sponsorships, donations, services, materials, or in-kind contributions for identified projects and student programs.

- **Monitor and Document External Resources:**

Maintain records of applications, awards, sponsorships, donations, expenditures, implementation, and project outcomes in accordance with district procedures and applicable requirements.

- **Share and Celebrate Impact:**

Communicate how grants and community contributions have benefited students, recognize supporters appropriately, and use successful projects to strengthen future partnership and funding efforts.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Grant databases/opportunities • Educational foundations • Local businesses/sponsors • Community partners • Parent business connections • District grant resources • Campus project proposals • Donation/in-kind resources	• Grant applications • Grant awards • Sponsorship requests/agreements • Donation records • Project proposals • Funded project documentation • Resource inventories • Project outcome reports	• Increased external funding/resources • Increased number of funded campus projects • Expanded student programs and enrichment • Increased instructional/family resources • Increased community investment • Implementation of innovative staff-generated projects	• Grant/application tracking • Funding/resource totals • Project implementation reviews • Sponsor/partner feedback • Staff/family feedback • Annual resource-development review