



Campus Improvement Plan

Sgt. Leonel Treviño Elementary

2026-2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

Sgt. Leonel Treviño Elementary School is a learning environment where all students will achieve academic and social success through the collaboration of dedicated educators, families, and community members through the effective implementation of research-based education pedagogy.

Mission

To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

District Strategic Direction



Campus Executive Summary

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	401	210	191	46	212	13	353	14	327
Percent		52.37%	47.63%	11.47%	52.87%	3.24%	88.03%	3.49%	81.55%

Demographics:

Sgt. L. Trevino Elementary serves students from San Juana and Alamo, Texas who come from similar backgrounds and way of life. The student body at Sgt. Treviño Elementary is majority Hispanic with the following breakdown of student populations:

With the district's proximity to Mexico, 52.8% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home, and 88.6% of the population is Hispanic.

Comprehensive Needs Assessment:

Sgt. Leonel Treviño Elementary School earned an overall "B" rating with a scaled score of 80 on the 2026 Texas Accountability System. In Domain I, Student Achievement, the campus earned a scaled score of 72 (C). In Domain II, School Progress, the campus earned an 81 (B), with Academic Growth at 75 (C) and Relative Performance at 81 (B). The Relative Performance score is a significant campus strength considering that 98.2% of students are economically disadvantaged. In Domain III, Closing the Gaps, the campus earned a scaled score of 77 (C).

A review of STAAR performance demonstrates areas of progress as well as opportunities for continued improvement. The campus STAAR component score increased from 37 in 2025 to 43 in 2026, with 69% of students performing at Approaches Grade Level or above, 42% at Meets Grade Level or above, and 19% at Masters Grade Level. Reading/Language Arts performance reached 48% at Meets Grade Level or above, exceeding the 2026 target of 46%; however, Mathematics performance was 42% at Meets Grade Level or above, below the 49% target. These results identify a continued need to strengthen Tier I instruction, increase the percentage of students performing at Meets and Masters, and provide targeted support in mathematics while sustaining and accelerating gains in RLA.

Academic growth remains a high-priority area. The campus earned an Academic Growth score of 67, with 222 RLA and Mathematics tests evaluated. Of these, 129 earned a full growth point, 28 earned half a point, and 65 earned no growth points. Subject-level data show stronger growth in Mathematics, where the Closing the Gaps Academic Growth score was 74%, exceeding the 69% target, while RLA growth was 60%, below the 64% target. This data supports the campus TIP focus on systematic progress monitoring, student goal setting, small-group instruction, high-impact interventions, and frequent analysis of formative and



summative assessment data.

Closing the Gaps data further indicate the need to provide differentiated support for identified student groups. The overall Closing the Gaps component score was 53, with Academic Achievement and Growth Status each earning 50% of available component points. English Language Proficiency was a relative strength, earning 3 of 4 possible points. Emergent Bilingual students achieved a 44% TELPAS progress rate, exceeding the 2026 target of 40% and improving from 43% in 2025; however, continued acceleration is necessary to reach the campus TIP goal and longer-term language proficiency expectations. The campus is not identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support, but continued monitoring of student groups remains essential to ensure equitable outcomes.

Attendance is also identified as an area of need within the Campus TIP. The 2025–2026 campus attendance rate was 94%. In response, the campus will strengthen attendance monitoring, family-school partnerships, proactive communication, tiered interventions, Parent Labs, home outreach, and community engagement with a goal of achieving 96% attendance by the end of the 2026–2027 school year.

Curriculum and Instruction and Assessment:

Sgt. Leonel Treviño Elementary School provides a rigorous, standards-aligned instructional program designed to meet the academic and linguistic needs of all students from PK through fifth grade. During the 2026–2027 school year, the campus will strengthen the implementation of high-quality Tier I instruction through three campuswide instructional priorities: Questioning, Classroom Talk, and Writing to Learn. These practices will be intentionally embedded across content areas to increase student engagement, academic discourse, critical thinking, writing, and evidence of learning.

Weekly Collaborative Learning Communities (CLCs) will support lesson internalization, analysis of formative and summative assessment data, review of student work, identification of misconceptions, and planning for differentiated instruction. Teachers will use BOY assessments, district assessments, benchmarks, progress monitoring, STAAR data, TELPAS data, and classroom evidence to establish student goals and adjust instruction. Students not demonstrating expected progress will receive targeted small-group instruction, reteach and acceleration cycles, and additional intervention or high-impact tutoring as appropriate.

For Emergent Bilingual students, teachers will integrate the ELPS, language objectives, higher-order questioning, structured academic conversations, academic vocabulary, and Writing to Learn across all content areas. TELPAS Proficiency Level Descriptors and student language data will be utilized to establish individual language goals and monitor progress. Instructional walkthroughs, coaching cycles, and CLCs will monitor implementation fidelity and provide timely feedback and professional learning to teachers.

The campus will also strengthen systems for family engagement and attendance through regular communication, Parent Labs, family learning opportunities, attendance monitoring, tiered attendance interventions, and community partnerships. These efforts support the campus belief that strong instruction, consistent attendance, meaningful family engagement, and continuous progress monitoring are interconnected components necessary to accelerate student achievement.

Summary of Goals:

Sgt. Leonel Treviño Elementary School will align its 2026–2027 improvement efforts to the District Strategic Direction, District Improvement Plan, and Campus Targeted Improvement Plan by maintaining a clear focus on student achievement, academic growth, language acquisition, high-quality instruction, data-driven decision-making, attendance, and family engagement. The campus will work toward the following outcomes:

- **Student Achievement:** Increase overall STAAR performance to an 80/B or higher, with campus targets of at least 85% Approaches, 55% Meets, and 35% Masters, through consistent implementation of Questioning, Classroom Talk, Writing to Learn, lesson internalization, and data-driven instruction.
- **Academic Growth:** Increase the percentage of fourth- and fifth-grade students demonstrating expected STAAR growth in RLA and Mathematics to at least 80% through student goal setting, targeted small-group instruction, intervention cycles, progress monitoring every three weeks, and high-impact tutoring.
- **Emergent Bilingual Achievement:** Increase the campus TELPAS composite/progress outcome to at least 55% by May 2027 by strengthening language-rich instruction, ELPS implementation, structured academic discourse, Writing to Learn, TELPAS data analysis, and individualized student language goals.
- **Closing the Gaps:** Increase performance across accountability student groups, with particular attention to students who are economically disadvantaged, continuously enrolled, Emergent Bilingual, and receiving special education services, by monitoring achievement and growth data and providing differentiated instructional support.
- **Attendance and Family Engagement:** Increase campus attendance from 95% to 96% while strengthening family-school partnerships through Parent Labs, proactive communication, tiered attendance interventions, home and community outreach, and regular data reviews.
- **Continuous Improvement:** Utilize weekly CLCs, instructional walkthroughs, coaching, student work analysis, assessment data, leadership data reviews, and quarterly TIP progress checks to evaluate implementation, identify needs, celebrate growth, and make timely instructional adjustments.

Collectively, these goals support Sgt. Leonel Treviño Elementary's continued movement from a **B-rated campus toward an A-rated campus** by increasing the rigor and effectiveness of Tier I instruction while ensuring that **every student demonstrates measurable academic and linguistic growth**.



Campus Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Rose Hernandez	Principal
Mirtala Frias	AP
Marisa Rubio	Counselor
Osvaldo Gonzalez	CLL
Focus Area 2: Student Supports	
Name	Role
Marisa Campa	Resource Teacher
Rosalinda Martinez	Reading Coach
Rosabella Garza	2 nd Grade Teacher
Irma Vasquez	3 rd Grade Teacher
Judith Alvarez	5 th Grade Teacher
Salvador Ocanas	Science Lab Teacher

Focus Area 3: Leadership Growth	
Name	Role
Rose Hernandez	Principal
Mirtala Frias	AP
Osvaldo Gonzalez	CLL
Focus Area 4: Family & Community Empowerment	
Name	Role
Marisa Rubio	Counselor
Belinda Rodriguez	Librarian
Maria Jimenez	PK Teacher
Roxanne Salazar	1 st Grade Teacher
Anaee Duran	4 th Grade Teacher
Senyda Elizondo	Community Representative
Ruben Garcia	Business Representative
Mayela Ruiz	Parent Educator
Deissy Cruz	Parent
Alicia Rodriguez	Parent

Data Source 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

Texas Education Agency

2026 Accountability Rating Overall Summary
SGT LEONEL TREVINO EL (108909129) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		80	B	
Student Achievement		72	C	0%
STAAR Performance	43	72		
College, Career and Military Readiness				
Graduation Rate				
School Progress		81	B	70%
Academic Growth	67	75	C	
Relative Performance (Eco Dis: 98.2%)		81	B	✓
Closing the Gaps	53	77	C	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



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Retrieved August 28, 2026 from [2026 Accountability Rating Overall Summary](#)

Identification of Schools Improvement

2026 Identification of Schools for Improvement SGT LEONEL TREVINO EL (108909129) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

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

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	1	-	-	-	-	-	3	1	1	-	2
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	0	-	-	-	-	-	0	3	3	-	0
2026	-	1	-	-	-	-	-	3	3	0	-	1
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	3	0	3	-	0
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	1
2025	-	0	-	-	-	-	-	0	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	1	-	2
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									3			

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

SGT LEONEL TREVINO EL (108909129) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	170	170	58	-	398	
Approaches GL or Above	119	119	37	-	275	69%
Meets GL or Above	81	71	16	-	168	42%
Masters GL	37	31	7	-	75	19%
Total Percentage Points						130%
Component Score						43

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
Percent of Tests														
At Approaches GL Standard or Above	69%	69%	100%	100%	67%	70%	41%	20%	72%	61%	47%	-	-	47%
At Meets GL Standard or Above	42%	41%	86%	87%	41%	44%	23%	0%	45%	32%	29%	-	-	29%
At Masters GL Standard	19%	18%	43%	61%	16%	19%	2%	0%	22%	9%	12%	-	-	12%
Number of Tests														
At Approaches GL Standard or Above	275	268	7	31	164	182	27	1	215	60	8	-	-	8
At Meets GL Standard or Above	168	162	6	27	99	114	15	0	136	32	5	-	-	5
At Masters GL Standard	75	72	3	19	40	50	1	0	66	9	2	-	-	2
Total Tests	398	391	7	31	243	261	66	5	299	99	17	-	-	17
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	70%	69%	*	100%	69%	70%	37%	*	72%	65%	63%	-	-	63%
At Meets GL Standard or Above	48%	47%	*	100%	50%	52%	26%	*	49%	44%	50%	-	-	50%
At Masters GL Standard	22%	21%	*	69%	19%	23%	4%	*	24%	14%	25%	-	-	25%
Number of Tests														
At Approaches GL Standard or Above	119	116	*	13	72	78	10	*	91	28	5	-	-	5
At Meets GL Standard or Above	81	78	*	13	52	58	7	*	62	19	4	-	-	4
At Masters GL Standard	37	35	*	9	20	26	1	*	31	6	2	-	-	2
Total Tests	170	167	*	13	105	111	27	*	127	43	8	-	-	8
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	70%	69%	*	100%	69%	70%	52%	*	71%	67%	25%	-	-	25%
At Meets GL Standard or Above	42%	41%	*	92%	38%	41%	26%	*	47%	26%	13%	-	-	13%
At Masters GL Standard	18%	18%	*	69%	16%	18%	0%	*	23%	5%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	119	116	*	13	72	78	14	*	90	29	2	-	-	2
At Meets GL Standard or Above	71	68	*	12	40	46	7	*	60	11	1	-	-	1
At Masters GL Standard	31	30	*	9	17	20	0	*	29	2	0	-	-	0
Total Tests	170	167	*	13	105	111	27	*	127	43	8	-	-	8
Science														
Percent of Tests														
At Approaches GL Standard or Above	64%	63%	*	100%	61%	67%	25%	*	76%	23%	*	-	-	*
At Meets GL Standard or Above	28%	28%	*	40%	21%	26%	8%	*	31%	15%	*	-	-	*
At Masters GL Standard	12%	12%	*	20%	9%	10%	0%	*	13%	8%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	37	36	*	5	20	26	3	*	34	3	*	-	-	*
At Meets GL Standard or Above	16	16	*	2	7	10	1	*	14	2	*	-	-	*
At Masters GL Standard	7	7	*	1	3	4	0	*	6	1	*	-	-	*
Total Tests	58	57	*	5	33	39	12	*	45	13	*	-	-	*

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

SGT LEONEL TREVINO EL (108909129) - 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	143.0	1	143.00
Accelerated Learning Points Earned	24	0.25	6.00
Sum of Annual Growth plus Accelerated Learning Points			149.00
Total Tests Evaluated			222
Academic Growth Score			67

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

SGT LEONEL TREVINO EL (108909129) - 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	98.2%	43	81
College, Career, and Military Readiness			
Relative Performance			81

Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

SGT LEONEL TREVINO EL (108909129) - 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	12	24	50.0	30.0%	15.0
Growth Status	12	24	50.0	50.0%	25.0
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	7	12	58.3	10.0%	5.8
Closing the Gaps Score					53

Closing the Gaps

	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	48%	47%	*	100%	50%	52%	26%	*	40%	44%	50%	-	-	50%
2026 # at Meets GL Standard or Above	81	78	*	13	52	58	7	*	62	19	4	-	-	4
2026 Total Tests (Adjusted)	170	167	*	13	105	111	27	*	127	43	8	-	-	8
2025 % at Meets GL Standard or Above	41%	41%	--	69%	41%	43%	24%	--	43%	30%	--	-	-	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	1	3				1	1		2					
2026 % at Meets GL Standard or Above	42%	41%	*	92%	38%	41%	26%	*	47%	26%	13%	-	-	13%
2026 # at Meets GL Standard or Above	71	68	*	12	40	46	7	*	60	11	1	-	-	1
2026 Total Tests (Adjusted)	170	167	*	13	105	111	27	*	127	43	8	-	-	8
2025 % at Meets GL Standard or Above	37%	37%	--	92%	37%	38%	24%	--	41%	20%	--	-	-	17%
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	1	3				3	0		1					
2026 Academic Growth Score	60%	60%	*	100%	61%	64%	40%	*	60%	60%	*	-	-	*
2026 Growth Points	66.50	65.50	*	8.00	39.50	45.50	8.00	*	50.25	16.25	*	-	-	*
2026 Total Tests	111	110	*	8	65	71	20	*	84	27	*	-	-	*
2025 Academic Growth Score	59%	59%	-	70%	61%	63%	53%	--	59%	57%	--	-	-	81%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	74%	74%	*	100%	70%	72%	71%	*	78%	64%	*	-	-	*
2026 Growth Points	82.50	81.50	*	8.00	45.25	51.25	14.25	*	65.25	17.25	*	-	-	*
2026 Total Tests	111	110	*	8	65	71	20	*	84	27	*	-	-	*
2025 Academic Growth Score	52%	52%	-	80%	52%	54%	50%	--	55%	41%	--	-	-	25%

Closing the Gaps

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	48%	47%	*	100%	50%	52%	26%	*	49%	44%	50%	-	-	50%
2026 # at Meets GL Standard or Above	81	78	*	13	52	58	7	*	62	19	4	-	-	4
2026 Total Tests (Adjusted)	170	167	*	13	105	111	27	*	127	43	8	-	-	8
2025 % at Meets GL Standard or Above	41%	41%	--	69%	41%	43%	24%	--	43%	30%	--	-	-	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	1	3				1	1		2					
2026 % at Meets GL Standard or Above	42%	41%	*	92%	38%	41%	26%	*	47%	26%	13%	-	-	13%
2026 # at Meets GL Standard or Above	71	68	*	12	40	46	7	*	60	11	1	-	-	1
2026 Total Tests (Adjusted)	170	167	*	13	105	111	27	*	127	43	8	-	-	8
2025 % at Meets GL Standard or Above	37%	37%	--	92%	37%	38%	24%	--	41%	20%	--	-	-	17%

Closing the Gaps

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	1	3				3	0		1					
2026 Academic Growth Score	60%	60%	*	100%	61%	64%	40%	*	60%	60%	*	-	-	*
2026 Growth Points	66.50	65.50	*	8.00	39.50	45.50	8.00	*	50.25	16.25	*	-	-	*
2026 Total Tests	111	110	*	8	65	71	20	*	84	27	*	-	-	*
2025 Academic Growth Score	59%	59%	-	70%	61%	63%	53%	—	59%	57%	—	-	-	81%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	74%	74%	*	100%	70%	72%	71%	*	78%	64%	*	-	-	*
2026 Growth Points	82.50	81.50	*	8.00	45.25	51.25	14.25	*	65.25	17.25	*	-	-	*
2026 Total Tests	111	110	*	8	65	71	20	*	84	27	*	-	-	*
2025 Academic Growth Score	52%	52%	-	80%	52%	54%	50%	—	55%	41%	—	-	-	25%

Closing the Gaps

Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					3									
2026 TELPAS Progress Rate					44%									
2026 TELPAS Progress					67									
2026 TELPAS Total					153									
2025 TELPAS Progress Rate					43%									
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	1	3				3	1		2					
2026 STAAR Component Score	43	43	76	83	41	44	22	7	46	34	29	-	-	29
2026 % at Approaches GL Standard or Above	69%	69%	100%	100%	67%	70%	41%	20%	72%	61%	47%	-	-	47%
2026 % at Meets GL Standard or Above	42%	41%	86%	87%	41%	44%	23%	0%	45%	32%	29%	-	-	29%
2026 % at Masters GL Standard	19%	18%	43%	61%	16%	19%	2%	0%	22%	9%	12%	-	-	12%
2026 Total Tests	398	391	7	31	243	261	66	5	299	99	17	-	-	17
2025 STAAR Component Score	37	37	--	71	37	39	20	--	40	26	23	-	-	23

Comprehensive Needs Assessment

AREA LEADS: Rose Hernandez, Mirtala Frias, Marisa Rubio, Osvaldo Gonzalez



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

Sgt. Leonel Treviño Elementary continues to demonstrate progress in student achievement and instructional effectiveness. The campus earned an overall B rating with a scaled score of 80 in the 2026 Accountability System. School Progress was a campus strength, earning a B with a scaled score of 81, including a Relative Performance score of 81 with 98.2% of students identified as economically disadvantaged.

Analysis of campus performance data identified the following strengths:

- The campus STAAR Component Score increased from 37 in 2025 to 43 in 2026, demonstrating overall improvement in student achievement.
- Overall STAAR performance reached 69% at Approaches Grade Level or Above, 42% at Meets Grade Level or Above, and 19% at Masters Grade Level.
- RLA achievement improved from 41% Meets Grade Level or Above in 2025 to 48% in 2026, exceeding the 2026 accountability target of 46%.
- Mathematics achievement improved from 37% Meets Grade Level or Above in 2025 to 42% in 2026, reflecting a five-percentage-point increase.
- Mathematics demonstrated strong academic growth, with a 2026 Academic Growth Score of 74%, exceeding the 69% target and increasing significantly from 52% in 2025.
- Of the 222 RLA and Mathematics tests evaluated for annual growth, 129 earned a full growth point and 28 earned a half growth point, demonstrating measurable progress among a substantial number of students.
- Emergent Bilingual students demonstrated progress in English language proficiency, with the TELPAS Progress Rate increasing from 43% in 2025 to 44% in 2026, exceeding the 2026 target of 40%.
- The campus maintained 100% STAAR participation in both RLA and Mathematics, exceeding the 95% participation requirement.
- The campus is not identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support, demonstrating that no student group currently meets the criteria for federal school improvement identification.

Challenges

Although the campus demonstrated significant progress, analysis of the 2026 accountability and student performance data identifies continued opportunities to strengthen Tier I instruction, academic growth, rigor, differentiation, and performance among identified student groups. The campus must accelerate achievement from its current B rating toward an A while increasing the percentage of students performing at the Meets and Masters levels.

- Student Achievement earned a scaled score of 72 (C), identifying a continued need to increase overall STAAR achievement and move more students from Approaches to Meets and Masters Grade Level.
- Closing the Gaps earned a scaled score of 77 (C) and a component score of 53, indicating a need to strengthen achievement and growth across accountability student groups.
- Mathematics remains an academic priority. Although performance increased, only 42% of students achieved Meets Grade Level or Above, compared with the 2026 target of 49%.
- RLA Academic Growth requires improvement. The 2026 RLA Academic Growth Score was 60%, below the accountability target of 64% and only one percentage point higher than the 2025 result of 59%.
- Of the 222 RLA and Mathematics tests evaluated for annual growth, 65 tests earned zero growth points, emphasizing the need for consistent student goal setting, progress monitoring, targeted reteach, acceleration, and intervention.
- Accelerated learning remains an area of need. Of 82 evaluated tests for students who previously Did Not Meet Grade Level, only 24 earned accelerated-learning points, resulting in an Accelerated Learning Score of 29.
- Performance gaps remain for students receiving Special Education services. In RLA, 26% of current Special Education students achieved Meets Grade Level or Above, compared with 48% for all students. In Mathematics, 26% achieved Meets Grade Level or Above, compared with 42% for all students.
- Continued emphasis is needed on increasing the level of rigor and cognitive demand in daily instruction, particularly through the campus TIP instructional priorities of Questioning, Classroom Talk, and Writing to Learn across all grade levels and content areas.
- Teachers will need continued professional learning, coaching, lesson internalization, collaborative planning, and analysis of student work to ensure consistent implementation of high-quality Tier I instruction.
- Greater emphasis is needed on using formative assessment data during weekly CLCs to identify misconceptions, differentiate instruction, plan purposeful small groups, and respond quickly when students are not demonstrating mastery or expected growth.

- Continued attention must be given to Emergent Bilingual students' academic language development through purposeful implementation of the ELPS, structured academic conversations, higher-order questioning, vocabulary development, reading, listening, speaking, and cross-curricular Writing to Learn opportunities.
- The campus must continue strengthening foundational literacy and mathematics instruction in PK–2 to ensure students enter tested grade levels with the prerequisite skills, academic vocabulary, fluency, comprehension, problem-solving, and written-response skills necessary for success.
- Instruction and intervention must intentionally target movement across performance levels, with particular emphasis on moving students from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters, while ensuring students already demonstrating mastery continue to show academic growth.

Overall Need: The campus will prioritize a coherent instructional system in which rigorous Tier I instruction, Questioning, Classroom Talk, Writing to Learn, data-driven CLCs, student goal setting, targeted small-group instruction, progress monitoring, and timely intervention are implemented consistently across PK–5. These priorities directly support the Campus TIP focus on accelerating student growth and achievement and moving Sgt. Leonel Treviño Elementary from a B-rated campus toward an A-rated campus.

GOAL AREA 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By June 2027 all identified student groups in the Student Achievement domain will improve **RLA/SLA** in all standards (approaching, meets, and masters) by at least 10%.

Objective 1: Reading: By June 2027 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of at least 10% in all standards.

Strategy 1: Create, collect and assess data to monitor student progress (PK-5th) weekly and biweekly and drive interventions based on data

Timeline: June 2026- Aug. 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teacher, Campus Reading Specialist, District Literacy Specialist

Action Steps:

- 1) Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets) .
- 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level.
- 4) Provide instruction along with instructional supplies and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday cam2ps, provide proper school uniforms and tutoring).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test STAAR question stems Progress monitoring template DMR resources IReady, IXL RLA SAVVAS and Magnetic/Mosaico Bluebonnet	-Progress Reports Monitoring (LION/LEON, TPRI/Tejas Lee, Fluency Checks) -Collaborative Learning Leader [CLL] agendas -Walkthrough documents -Lesson Internalization checklists	-Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (Reading): Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS) and ensure that TXRL shifts are embedded PK-3rd grade level.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist

Action Steps:

- 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
- 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
- 3) Provide multiple opportunities for development of research-based ELA/ SLA Reading skills and strategies with iPads.
- 4) Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test/STAAR question stems Progress monitoring template Curriculum -iPads (Tablets) -Technology - HQIM Curriculum -Sing Spell Read & Write	-Progress Reports Monitoring (LION/LEON, TPRI/Tejas Lee, Fluency Checks) -Collaborative Learning Leader [CLL] agendas -Walkthrough documents -Lesson Internalization checklists	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3 (Reading): Develop a fluency intervention & acceleration plan to address student reading Lexile levels PK through 5th.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist

Action Steps:

- 1) Support instructional programs in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, HQIM Materials, and blended learning. Intervention Strategies Schedule additional computer time before/ after school.
- 2) Implement fluency intervention blocks for all grade levels. 3rd to 5th grade teachers provide small group intervention during Computer Lab block.
- 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies.
- 4) Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Fluency progress monitoring template Curriculum /TPRI/Tejas Lee Beanstack Campus Based Assessments Fluency Testing STAR Reports (Library)	DMAC data reports -Campus Performance Reviews (CPR) -Fluency Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 2: Student Achievement

By July 2027 all identified student groups in the Student Achievement domain will improve ELA/ SLA Reading in all standards (approaching, meets, and masters) by at least 10%.

Objective: 2 Reading: All identified student groups in the Academic Achievement component will increase in all standards by 10% by improving fluency throughout the 2025-2026 school year.

Strategy 1: Create, collect and assess data to monitor student fluency progress weekly and biweekly and drive interventions based on data for all grade levels

Timeline: September 2025 - May 2026

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist

Action Steps:

- 1) Support instructional programs in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, HQIM Materials. Intervention Strategies Schedule additional computer time before/ after school.
- 2) Implement fluency intervention blocks for all grade levels. 3rd to 5th grade teachers provide small group intervention during Computer Lab block.
- 3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies.
- 4) Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Fluency progress monitoring template SAAVAS IReady Frog Street	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2: Create a fluency block across all grade levels.**Timeline:** September 2026 - May 2027**Title I School Components:** -Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds**Persons Responsible:** Principal, Assistant Principal, CLL, Teachers, Campus Reading Specialist, District Literacy Specialist**Action Steps:**

- 1) Teachers will analyze data and create fluency groups.
- 2) Implement fluency strategies that address the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
- 3) Provide multiple opportunities for development of research-based fluency skills and strategies.
- 4) All grade levels will align schedules to implement fluency block.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Fluency schedule DMAC Reports Fluency progress monitoring template Curriculum / TPRI/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing IReady/IXL SAVAS CLI Reports	DMAC data reports -Campus Performance Reviews (CPR) -Fluency progress monitoring reports -Walk-through feedback -LPAC notes -Lesson Plans -Various data reports	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 3: By June 2027 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by at least 10%.**Objective: 1 Math:** By June 2027 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of at least 10% in all

standards.

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

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Math Specialist

Action Steps:

- 1) Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II).
- 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments. Additional minutes added to CLC on Wednesdays to allow discussion and sharing of ideas along with modeling on how to implement what was learned into the classroom.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every grade level.
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet I Ready/IXI	-Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (Math): Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists

Action Steps:

- 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings with extended conference periods.
- 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
- 3) Provide multiple opportunities for development of research-based Math skills and strategies.
- 4) Align TEKS activities and materials to meet the needs of all student subgroups in Math.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet I Ready/IXL	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3 (Math): Develop a math fluency intervention & acceleration plan to address basic Math arithmetic.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists

Action Steps:

- 1) Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format.
- 2) Implement basic facts lessons across all grade levels.
- 3) Provide multiple opportunities for development of research-based Math skills and strategies.
- 4) Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Bluebonnet IReady/IXL	-DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments -Various data reports	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 4: Student Achievement

By June 2027 all identified student groups in the Student Achievement domain will improve Math in all performance levels (approaching, meets, and masters) by at least 10%.

Objective 2 (Math): By June 2027 all identified student groups in the Student Achievement domain will be monitored to ensure an increase in Category 2 by at least 10%.

Strategy1: Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists

Action Steps:

- 1) Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II).
- 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
- 3) Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report.
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test/STAAR question stems Progress monitoring template Bluebonnet I Ready/IXL	-DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (Math): Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists

Action Steps:

- 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
- 2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state's rigorous academic performance standards.
- 3) Provide multiple opportunities for development of research-based Math skills and strategies for Category 2.
- 4) Align TEKS activities and materials to meet the needs of all student subgroups in Math.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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DMAC Reports STAAR released test/ STAAR question stems Progress monitoring Bluebonnet I Ready/IXL	-DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability
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Strategy 3 (Math): Develop a math fluency intervention & acceleration plan to address basic Math arithmetic.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, District Specialists

Action Steps:

1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format for students in 3rd to 5th grade.

2) Exit tickets will be developed aligned to the skill of the day with an emphasis on Category 2.

3)Provide additional computer time as needed before and after school using Imagine Math. Scheduled computer lab time provided to all teachers/students.

4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks by grade level chairs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test/STAAR question stems Progress monitoring template Bluebonnet IReady/ICL	-DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 5: Student Achievement

By June 2027, all identified student groups in the Student Achievement domain will improve **Science** in all standards (approaching, meets, and masters) by at least 13%.

Objective 1 (Science): By June 2027, all students will increase by 10% in all standards.

Strategy 1: Create, collect and assess data to monitor student progress biweekly based on data from student products.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher

Action Steps:

- 1) Create and use teacher created lab activities/lessons. Purchase items through Amazon for hands-on experiments and activities.
- 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
- 3) Provide a science enrichment block (Summit K12).
- 4) Use data to reinforce specific areas to develop Science vocabulary.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test/STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential Journals Binders Amazon products	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (Science): Use best instructional practices to improve delivery of classroom writing lessons.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher

Action Steps:

- 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
- 2) Implement campus wide Science trainings by science lab teacher. Purchase items through Amazon, Wal-Mart, and/or but not limited to HEB for teacher training.
- 3) Provide multiple opportunities for development of research-based Science strategies. Participate in district and out of district trainings.
- 4) Use technology to enhance and develop vocabulary in all students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test/STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

IXL	-Science Fairs -Student Projects		
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Annual Goal 6: Student Achievement

By June 2027, all identified student groups in the Student Achievement domain will improve Science in all standards (approaching, meets, and masters) by at least 10%.

Objective 2(Science): By June 2027, all students will increase by 10% in all SCIENCE STAAR standards.

Strategy 1: Create, collect and assess data to monitor student progress biweekly based on data from student products.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher

Action Steps:

- 1) Create and use teacher created lab activities/lessons. Purchase items through Amazon for hands-on activities and experiments.
- 2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments.
- 3) Provide a science enrichment block (Summit K12).
- 4) Use data to reinforce specific areas to develop Science vocabulary.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential Journals Binders Amazon products	-DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (Science): Use best instructional practices to improve delivery of classroom writing lessons.

Timeline: September 2026 - May 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Teachers, Counselor, District Science Coordinator, Science Lab Teacher

Action Steps:

- 1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.
- 2) Implement campus wide Science trainings by science lab teacher.
- 3) Provide multiple opportunities for development of research-based Science strategies in district and out of district.

4) Use technology to enhance and develop vocabulary in all students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mentoring Minds DMAC Reports STAAR released test STAAR aligned Science Question Stems Progress monitoring template Science Lab Essential Summit K12 Amazon products Wal-Mart products HEB products	-DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created lab lessons -Student product -Science Fairs -Student Projects	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

AREA LEADS: Marisa Campa, Rosalinda Martinez, Rosabella Garza, Irma Vasquez, Judith Alvarez, Salvador Ocañas



GOAL AREA 2: STUDENT SUPPORTS**Areas Reviewed: Student Performance****Strengths**

Sgt. Leonel Treviño Elementary demonstrates a commitment to providing academic, linguistic, intervention, and family supports designed to address the needs of diverse learners. Campus performance data reflect positive outcomes in several areas, particularly academic growth, Emergent Bilingual progress, participation, and improvement in overall STAAR achievement.

- The campus earned an overall B rating with a scaled score of 80 and a School Progress score of 81 (B), demonstrating progress in supporting students toward improved academic outcomes.
- Overall STAAR achievement improved, with the STAAR Component Score increasing from 37 in 2025 to 43 in 2026.
- RLA achievement increased from 41% Meets Grade Level or Above in 2025 to 48% in 2026, exceeding the 2026 target of 46%.
- Mathematics achievement increased from 37% Meets Grade Level or Above in 2025 to 42% in 2026, demonstrating positive movement in student performance.
- Mathematics Academic Growth was a significant strength, increasing from 52% in 2025 to 74% in 2026 and exceeding the 2026 target of 69%.
- Emergent Bilingual students demonstrated continued language development. The TELPAS Progress Rate increased from 43% in 2025 to 44% in 2026, exceeding the 2026 target of 40%.
- Current Emergent Bilingual students demonstrated 52% at Meets Grade Level or Above in RLA, compared with 48% for all students, indicating a relative strength in RLA achievement for this student group.
- The campus achieved 100% STAAR participation in both RLA and Mathematics, exceeding the required 95% participation rate and demonstrating effective systems for ensuring students have access to required assessments.
- Despite serving a student population that is 98.2% economically disadvantaged, the campus earned a Relative Performance score of 81 (B), demonstrating the capacity of campus systems and supports to positively impact student outcomes.
- The campus is not identified for Comprehensive, Targeted, or Additional Targeted Support and Improvement, indicating that current student-group outcomes have not resulted in federal school improvement identification.

Challenges

Although multiple indicators demonstrate progress, campus data identify a continued need to strengthen targeted academic interventions, accelerated instruction, Special Education supports, Emergent Bilingual supports, progress monitoring, attendance supports, and differentiated services to ensure equitable achievement and growth for all students.

- Closing the Gaps remains an area of need, with a component score of 53 and a scaled score of 77 (C). Academic Achievement and Growth Status each earned only 50% of available component points.
- Significant achievement gaps remain for students receiving Special Education services. In RLA, only 26% of current Special Education students achieved Meets Grade Level or Above, compared with 48% for all students.
- Mathematics demonstrates a similar Special Education achievement gap, with 26% of current Special Education students at Meets Grade Level or Above, compared with 42% for all students.
- RLA growth requires additional student support. The campus achieved a 60% RLA Academic Growth Score, below the 64% target. Current Special Education students demonstrated an RLA growth score of only 40%, identifying a significant need for intensified academic intervention and progress monitoring.
- Of the 222 RLA and Mathematics tests evaluated for annual growth, 65 earned zero growth points, indicating a group of students requiring more responsive and individualized academic supports.
- Accelerated Learning continues to require attention. Of 82 evaluated tests for students who previously Did Not Meet Grade Level, only 24 earned accelerated-learning points, resulting in an Accelerated Learning Score of 29.
- Mathematics achievement remains below the campus accountability target, with 42% of students at Meets Grade Level or Above compared with the 49% target, reinforcing the need for targeted mathematics intervention and acceleration.
- Although TELPAS progress exceeded the 2026 target, the campus rate of 44% indicates an opportunity to accelerate language acquisition toward higher campus and long-term expectations through intentional listening, speaking, reading, and writing opportunities.
- Student support systems must ensure that academic interventions are timely, targeted, and responsive to individual student needs, with particular attention to students who Did Not Meet, students not demonstrating expected growth, Emergent Bilingual students, and students receiving Special Education services.
- Stronger coordination among general education teachers, Special Education staff, interventionists, instructional coaches, counselors, administrators, and families is needed to ensure

students receive cohesive academic and social-emotional support.

- Campus systems should include consistent three-week progress monitoring and student goal-setting, with intervention plans adjusted when students are not demonstrating sufficient progress.
- Continued attention is needed to student attendance, as consistent daily attendance directly impacts students' access to Tier I instruction, intervention, tutoring, language development, and other campus supports.
- Family engagement should continue to be strengthened through Parent Labs, proactive communication, parent conferences, attendance outreach, academic workshops, and opportunities for families to understand and support individual student goals.

Overall Student Support Need: Sgt. Leonel Treviño Elementary will strengthen a coordinated Multi-Tiered System of Supports (MTSS) that integrates academic intervention, accelerated instruction, progress monitoring, attendance, social-emotional supports, Emergent Bilingual services, Special Education services, and family engagement. Particular emphasis will be placed on students not demonstrating expected growth and students receiving Special Education services, while ensuring that every student has clearly identified academic goals and receives timely support based on individual data. Campus staff will regularly monitor the effectiveness of interventions and adjust services to accelerate achievement, close performance gaps, and support the campus goal of moving from a B to an A-rated campus.

Goal Area 2: Student Support

Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2027.

Objective 1: Special Education students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by June 2027.

Strategy 1: Monitor all student progress on a monthly basis in the areas of Reading and Mathematics

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist

Action Steps:

- 1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)
- 2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels
- 3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.
- 4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Progress monitoring template SAVVAS Bluebonnet Frogstreet I Ready/IXL Frog Street	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Sing, Spell, Read, and Write Estrellita	-Lesson Plans -Teacher created assessments		
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Strategy 2 (Reading & Math-SPED): Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high-quality instruction.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist

Steps:

- 1) Provide training for teachers on district curriculum and testing strategies.
- 2) Peer coaching and observation opportunities to enhance instructional practices.
- 3) Provide training on the implementation of interventions for RTI, 504, and IEP's plans by school counselor and other district personnel.
- 4) Provide specific instructional training for instructional aides to best serve special education students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready/IXL Sing, Spell, Read, and Write Frog Street	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments -Various data reports	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3 (Reading & Math-SPED): Ensure the general ed teacher, LPAC committee member, campus testing coordinator or any other program representative is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist

Action Steps:

- 1) Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs

of the students.

2) Collaborate with all general education teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.

3) Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.

4) Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready/IXL Sing, Spell, Read, and Write Frog Street	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 2: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2027.

Objective 1: Emergent Bilingual (EB) students in the Academic Achievement component will increase by at least 5 % in the Reading and Mathematics targets by June 2026.

Strategy 1: Monitor all student progress on a monthly basis in the areas of Reading and Mathematics

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members

Action Steps:

1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).

2) EB student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.

3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., classes, tutorials, extended learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready/IXL Estrellita Sing, Spell, Read, and Write Frog Street	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (EB): Provide professional development for teachers with EB students in the areas of reading and math to deliver high-quality instruction.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC Members

Action Steps:

- 1) Provide training for teachers on district curriculum and testing strategies during conferences, after school, and/or Saturdays.
- 2) Peer coaching and observation opportunities to enhance instructional practices.
- 3) Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants during the week and/or Saturdays.
- 4) Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, reports, Frayer model, Interactive Word Walls, Thinking Maps, CIF, Graphic Organizers, TPRI/Tejas LEE Strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready IXL Cannon Printers Paper Ink/Toner	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3 (EB): Ensure the teachers serving EB students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist LPAC members District Literacy Specialist

Action Steps:

- 1)EB teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students during conference period, after school, and/or Saturdays.
- 2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.
- 3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.
- 4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS DMR Resources I Ready/IXL/Age of Learning Summit K12 Sing, Spell, Read, and Write	DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 3: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2026.

Objective 2: Emergent Bilinguals (EB) students in the Academic Achievement component will increase by at least 10% in the Reading and Mathematics targets by providing high-quality research-based instruction throughout the 2026-2027 school year.

Strategy 1: Monitor all student progress monthly in the areas of Reading and Mathematics

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members

Action Steps:

- 1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).
- 2) EB student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.
- 3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.
- 4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template SAVVAS Bluebonnet DMR Resources I Ready/IXL Magnetic/Mosaico Reading	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2: Provide professional development for teachers with EB students in the areas of reading and math to deliver high-quality instruction.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members

Action Steps:

- 1) Provide training for teachers on district curriculum and testing strategies during CLC, conference periods, after school, and/or Saturdays.
- 2) Peer coaching and observation opportunities to enhance instructional practices.
- 3) Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants.
- 4) Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, TPRI/Tejas LEE Strategies during CLC, conference periods, afterschool, and/or Saturdays.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready/IXL Age of Learning Summit K12 Magnetic/Mosaico Reading	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3: Provide technology resources to facilitate reading and math development to differentiate student learning.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members

Action Steps:

- 1)EB teachers will provide students with digital E-books in both English and native language to support the acquisition of language 2 (L2).
- 2) Allocate resources (e.g., Summit K12, I Ready, Accelerated Reading/Star software, etc) to facilitate Reading and Math development for student groups.
- 3)Ensure that campus schedules allow for instructional time for program implementation.
- 4) Monitor usage of programs to track student progress and adjust instructional delivery or interventions. Usage monitored weekly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready/IXL Age of Learning Summit K12 Magnetic/Mosaico Reading headphones	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 4: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2027.

Objective 1 (SPED & EB): Special Education and EB students in the Academic Achievement component will increase by 10% in the Reading and Mathematics targets by June 2027.

Strategy 1: Monitor all student progress monthly in the areas of Reading and Mathematics

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members SPED Teacher(s)

Action Steps:

- 1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II).
- 2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.
- 3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.
- 4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports Progress monitoring template SAVVAS Bluebonnet I Ready/IXL Magnetic / Mosaico Reading	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2: Provide professional development for teachers and instructional aids assigned to the areas of reading and math to deliver high-quality instruction.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members SPED Teacher(s)

Action Steps:

- 1) Provide training for teachers on district curriculum and testing strategies.
- 2) Peer coaching and observation opportunities to enhance instructional practices.
- 3) Provide training on the implementation of interventions for Dual Language Model, RTI, 504, and IEP's plans.
- 4) Provide specific instructional training for instructional aides to best serve special education and ELL students remotely or in class.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS I Ready/IXL Age of Learning Summit K12 Magnetic / Mosaico Reading	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3: Well-planned tutorials that respond to the CBA, Mid Modules and Benchmark data will be scheduled after school, on Saturdays, and during the day through learning academies.

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Responsible: Principal Assistant Principal CLL Teachers Counselor District Math Coordinator(s) District Reading Coordinator(s) Campus Reading Specialist District Literacy Specialist LPAC members SPED Teacher(s)

Action Steps:

- 1) Provide additional support to students identified at-risk of failing K-5th grade with tutoring after school/before school and/or Saturdays.
- 2) During CLC's teachers of ELL students and special education teachers will collaborate to discuss effective teaching strategies and align support structures.
- 3) Create and implement spiraling activities based on student needs during CLC, conference periods, and/or Saturdays.
- 4) Monitor monthly tutoring or enrichment lesson plan calendars that target highly needed skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS/I Ready IXL Age of Learning Summit K12 Magnetic/Mosaico Reading	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 5: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2027.

Objective 2: All Emergent Bilinguals will advance by at least one level of TELPAS composite ratings by June 2027.

Strategy 1 (TELPAS): Effectively implement and monitor adopted Dual Language program across all grade levels.

Timeline: September 2026 - May 2027.

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers LPAC Members Dual Language department

Action Steps:

- 1) Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) during CLC, conference periods, and/or Saturdays.
- 2) Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels.
- 3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA, TELPAS benchmark and Benchmarks.
- 4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC DMAC Reports Progress monitoring template Pearson I Ready Summit K12 Footsteps 2 Brilliance	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (TELPAS): Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.

Timeline: September 2026 - May 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers LPAC Members Dual Language department, computer lab teacher

Action Steps:

- 1) Provide training for teachers on ELPS and testing strategies during CLC, conference periods, and/or Saturdays. .
- 2) Create and implement a TELPAS block across all grade levels.
- 3) Provide training on the implementation of language acquisition strategies.
- 4) Create and implement TELPAS progress monitoring practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS DMR Resources I Ready/IXL Age of Learning Summit K12	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3(TELPAS): Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.

Timeline: September 2026 - June 2027

Title I School Components: – Title I/Title II/Title III– Local Funds 199– State Bilingual– Migrant 212– Special Ed 12-SCE

Persons Responsible: Principal Assistant Principal CLL Teachers LPAC Members Dual Language department

Action Steps:

- 1) Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders.
- 2) Create a calendar of writing samples for all grade levels to align and support TELPAS writing structures.
- 3) Create and implement spiraling activities based on student needs.
- 4) Monitor monthly writing calendars that target TELPAS writing skills.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports TPRI/Tejas LEE reports Progress monitoring template Bluebonnet SAVVAS DMR Resources I Ready IXL Age of Learning Summit K12	DMAC data reports -Campus Performance Reviews -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

AREA LEADS: Rose Hernandez, Mirtala Frias, Osvaldo Gonzalez



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

Sgt. Leonel Treviño Elementary demonstrates evidence of effective leadership systems focused on improving student outcomes through data-driven decision-making, collaborative planning, progress monitoring, and targeted instructional support. Campus leadership has established a foundation for continuous improvement, as evidenced by the campus earning an overall B rating with a scaled score of 80 and a School Progress score of 81 (B).

- Campus leadership has supported improvement in overall student achievement, with the STAAR Component Score increasing from 37 in 2025 to 43 in 2026.
- Leadership efforts focused on growth resulted in Mathematics Academic Growth increasing from 52% in 2025 to 74% in 2026, exceeding the 2026 target of 69%.
- RLA achievement increased from 41% at Meets Grade Level or Above in 2025 to 48% in 2026, exceeding the 2026 target of 46%.
- Mathematics achievement also demonstrated improvement, increasing from 37% Meets Grade Level or Above in 2025 to 42% in 2026.
- Campus leadership maintains a focus on equitable outcomes within a student population that is 98.2% economically disadvantaged. The campus earned a Relative Performance score of 81 (B), demonstrating positive performance relative to campuses serving similar populations.
- Leadership systems support Emergent Bilingual students through language acquisition monitoring. The campus TELPAS Progress Rate increased from 43% in 2025 to 44% in 2026, exceeding the state accountability target of 40%.
- Campus leadership successfully maintained 100% STAAR participation in RLA and Mathematics, exceeding the 95% accountability requirement.
- The campus is not identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support, providing leadership with an opportunity to proactively address identified gaps before they result in formal intervention status.
- Leadership has established structures through CLCs, data reviews, instructional walkthroughs, coaching, student goal setting, progress monitoring, and targeted intervention to promote collective responsibility for student achievement and growth.

Challenges

While student performance demonstrates improvement, the data indicate a continued need for campus leadership to strengthen instructional leadership, monitoring systems, leadership capacity, accountability for implementation, and differentiated support for teachers and student groups. Leadership must ensure that improvement practices are implemented consistently across grade levels and classrooms in order to move the campus from a B to an A.

- The overall campus rating remains a B (80), while Student Achievement earned a 72 (C), Academic Growth earned a 75 (C), and Closing the Gaps earned a 77 (C). These areas require sustained leadership attention and systematic monitoring.
- The overall Closing the Gaps component score was 53, with Academic Achievement and Growth Status each earning only 50% of available component points, indicating the need for leadership to closely monitor outcomes by student group rather than relying solely on overall campus performance.
- RLA Academic Growth remains an area of concern. The campus achieved 60% growth compared with the 64% target, representing only a one-point improvement from 59% in 2025.
- Mathematics achievement remains below expectations despite strong growth. Only 42% of students performed at Meets Grade Level or Above, compared with the 2026 target of 49%.
- Of the 222 tests evaluated for annual growth, 65 earned zero growth points, demonstrating a need for leadership teams to identify individual students not demonstrating expected progress and ensure timely instructional responses.
- Significant achievement gaps remain for Special Education students. Only 26% of current Special Education students achieved Meets Grade Level or Above in RLA, compared with 48% for all students; Mathematics performance was also 26% for Special Education students compared with 42% overall.
- Campus leaders must strengthen the quality and consistency of CLCs so that meetings move beyond reviewing data to identifying root causes, analyzing student work, planning reteach and acceleration, and monitoring whether instructional responses produce measurable student growth.
- Leadership must ensure consistent implementation of the campus instructional priorities—Questioning, Classroom Talk, and Writing to Learn—through frequent walkthroughs, actionable feedback, coaching cycles, modeling, and follow-up monitoring.
- Continued professional development and differentiated coaching for teachers and instructional leaders are needed in response to classroom observations, formative assessments, student work, and campus performance data.
- Leadership must develop greater shared leadership capacity among the administrative team, instructional coaches, CLLs, SPED personnel, grade-level leaders, and teacher leaders so that

responsibility for student achievement is distributed and monitored across the campus.

- Greater emphasis is needed on monitoring implementation and impact, including clearly defined success criteria, three-week student progress checks, CLC evidence, walkthrough trends, intervention data, and quarterly TIP reviews.
- Leadership must maintain a sense of urgency while creating systems that recognize progress, build teacher efficacy, celebrate student growth, and maintain collective ownership of the campus goal of moving from a B to an A-rated campus.

Overall Leadership Need: Campus leadership will strengthen a distributed, data-driven instructional leadership system in which administrators, instructional coaches, CLLs, teacher leaders, and support personnel share responsibility for monitoring Tier I instruction, student achievement, academic growth, interventions, and implementation of the Campus TIP. Leadership development will emphasize frequent feedback, coaching, accountability, collaborative problem-solving, data analysis, and development of teacher-leader capacity to ensure that improvement efforts result in measurable outcomes for every student.

Goal 3: Leadership Growth

Annual Goal 1: Throughout the 2026-2027 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.

Objective 1 (Lessons): All teachers will use research-based strategies (HQIM) in their daily lessons to increase engagement at least 95% of the instructional time.

Strategy 1: Provide professional development training on research based instructional strategies.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:

- 1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS).
- 2) Campus-based training on the implementation of interactive journals.
- 3) Provide training in communication to help teachers deliver clear and effective feedback to individual students.
- 4) Teachers will implement higher level questioning in all lessons across all subjects.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Pearson Bluebonnet Magnetic/Mosaico Reading	•DMAC data reports •Campus Performance Reviews •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2: Use collaborative learning strategies in all lessons across all grade levels to promote interactions, responsibilities, accountability, and social skills.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:

- 1) Heterogeneous grouping that builds trust and promotes open communication.
- 2) Set the rules and assign a role to each member of the group during collaborative group work.
- 3) During CLC meetings, teachers plan and create collaborative learning strategies to implement in their classroom.
- 4) Set guidelines and expectations on classroom discussions, group work, and interactions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Bluebonnet Magnetic/Mosaico Reading Fundamental 5 CIF	DMAC data reports Campus Performance Reviews Progress Monitoring Report Walk-through feedback Lesson Plans Teacher created writing prompts Student product	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3 (Lessons): Promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:

- 1) Teachers will use scaffolding strategies during lessons.
- 2) Use graphic organizer to map out thinking.
- 3) Implement higher order thinking question stems.
- 4) Use big idea questions at the beginning of lessons and guiding questions to check for understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Pearson/SAVVAS Bluebonnet Magnetic/Mosaico Reading Fundamental 5 /CIF	•DMAC data reports •Campus Performance Reviews •Progress Monitoring Report •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	-Student Achievement gains -Results Driven Accountability -Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 2: Throughout the 2026-2027 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.

Objective 2 (Lessons): Monitor teachers in the use of research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.

Strategy 1: Monitor professional development training on research based instructional strategies.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:

- 1) Monitor and assist during CLC meetings as teachers learn how to align learning objectives to state standards (TEKS).
- 2) Administration supports and monitors campus-based training and the implementation of interactive journals.
- 3) Monitor and adjust teacher communications feedback to individual students.
- 4) Review of lesson plans during grade level meetings to ensure higher order thinking questions are implemented.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Bluebonnet Magnetic Reading Mosaico Reading	•DMAC data reports •Campus Performance Reviews •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 2 (Lessons): Monitor the use of collaborative learning strategies in all lessons across all grade levels to promote interactions, responsibilities, accountability, and social skills with high focus on Classroom Talk, Questioning, and Writing to Learn.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:

- 1) Model and assist during CLC meetings on how to create heterogenous grouping.
- 2) Help teachers implement student roles in classroom lessons.
- 3) Monitor the implementation of collaborative learning strategies.
- 4) Support teacher input on guidelines and expectations on classroom discussions, group work, and interactions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Bluebonnet Magnetic/Mosaico Reading CIF Fundamental 5	•DMAC data reports •Campus Performance Reviews •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Strategy 3(Lessons): Monitor and support the use of strategies that encourage higher order thinking, problem solving, and critical thinking skills.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Support STAFF

Action Steps:

- 1)Continuous feedback and support on the delivery of scaffolding strategies during lessons.
- 2) Monitor the use of authentic student created work in hallways and classrooms that promotes higher order thinking.
- 3) Facilitate the use of higher order thinking question stems.
- 4) Review and revise lesson plans on big idea questions that will be implemented to check for understanding.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
DMAC Reports STAAR released test Progress monitoring template Bluebonnet Magnetic/Mosaico Reading CIF Fundamental 5	•DMAC data reports •Campus Performance Reviews •Progress Monitoring Reports •Walk-through feedback •Lesson Plans •Teacher created writing prompts •Student product	-Student Achievement gains -Results Driven Accountability - Reports	-Formative assessments -Progress Monitoring -Results Driven Accountability

Annual Goal 3: Throughout the 2026-2027 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.

Objective 1 (Evaluation): Throughout the 2025-2026 school year, use evaluation systems to improve staff quality, recruitment that will increase teacher retention rate by 5%.

Strategy 1: Use different components of TTESS evaluating system to provide low inference data to teachers

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers

Action Steps:

- 1) Create a supportive management environment.

- 2) Provide training on standards and strands of the TTESS evaluation system.
- 3) Peer to peer classroom observations with constructive feedback.
- 4) Model expectations for different proficiency levels and provide training at the beginning of school year

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TTESS Evaluation System District Resources District Walkthrough Form	TTESS Observation Tool Walkthroughs Feedback Sessions CLC Peer to Peer Observation Schedule Campus Data	Increase in teacher retention Higher TTESS teacher rating Increase in Student Achievement Teacher Attendance Student Enrollment	Increase in student achievement -Increase in proficiency levels in TTESS

Strategy 2 (Evaluation): Establish and maintain a mentoring program for first- and second- year teachers.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers

Action Steps:

- 1) Assign a mentor to first- and second-year teachers.
- 2) District mentoring program.
- 3) TTESS development sessions with first- and second-year teachers.
- 4) Create a support group that provides professional insights and development to ensure growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TTESS Evaluation System District Resources District Walkthrough Form	TTESS Observation Tool Walkthroughs Feedback Sessions CLC Peer to Peer Observation Schedule Campus Data	Increase in teacher retention Higher TTESS teacher rating Increase in Student Achievement Teacher Attendance Student Enrollment	Increase in student achievement -Increase in proficiency levels in TTESS

Strategy 3 (Evaluation): Teacher will become certified for their teaching assignment.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers

Action Steps:

- 1) Trainings on certification exam.
- 2) Teachers will develop a better understanding of the correlation between state standards and TTESS.

- 3) Aware of assessment dates and certification process.
- 4) Explore test requirements.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TTESS Evaluation System District Resources District Walkthrough Form	TTESS Observation Tool Walkthroughs Feedback Sessions CLC Peer to Peer Observation Schedule Campus Data	Increase in teacher retention Higher TTESS teacher rating Increase in Student Achievement Teacher Attendance Student Enrollment	Increase in student achievement -Increase in proficiency levels in TTESS

Annual Goal 4: Throughout the 2026-2027 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.

Objective 2 (Evaluation): Throughout the 2026-2027 school year, the campus will decrease personnel turnaround by 10% by improving recruitment process.

Strategy 1: Campus will develop recruitment campaigns and networking opportunities.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Campus will host in house job fairs and develop URL link for recruitment purposes will be included in our school website.
- 2) Campus will work on events to promote school name.
- 3) Promotion of school events and accomplishments through various social media platforms.
- 4) Create, post, and distribute pamphlets that highlight campus accomplishments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Pushcard District Website School Website Social Media	Sign-In Sheets Social Media Visits School Calendar Events Campus Presentations Campus Tours	•Increase of social media audience •Increase in number of job applicants •Increase in retention rate of staff	•Increase in student achievement - Improvement of highly qualified staff •Positive images and stories will be publicized on social media highlight to successes

Strategy 2 (Evaluation): Opportunities for growth within the school organization.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Assign a mentor to first- and second-year teachers.
- 2) Provide leadership opportunities (peer assistance, teacher coaches, planners, administrative interns).
- 3) Provide opportunities for conferences outside of the district.
- 4) Create partnership with universities to support any staff member who is interested in pursuing or continuing their education.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
CLC Bright Spot Intervisitation Coaching Opportunities	•Sign In Sheets •Campus Presentations •Agenda	•Increase of social media audience •Increase in number of job applicants •Increase in retention rate of staff	•Increase in student achievement - Improvement of highly qualified staff •Positive images and stories will be publicized on social media highlight to successes

Strategy 3 (Evaluation): Use best hiring practices to recruit highly qualified staff.

Timeline: Aug. 2025 - July 2026

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Gather hiring data and analyze why staff leaves and address any concern areas that may arise.
- 2)Use the TTESS Evaluation System to align and create focused interview questions.
- 3) Establish a prescreened that aligns to campus mission and vision statement .
- 4) Create a hiring committee consisting of several stakeholders such as but not limited to Administration, Teachers, CLL, Counselor and School Liaison.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
School Pushcard District Website School Website Social Media	•Sign-In Sheets •Social Media Visits •School Calendar Events •Campus Presentations •Campus Tours	•Increase of social media audience •Increase in number of job applicants •Increase in retention rate of staff	•Increase in student achievement - Improvement of highly qualified staff •Positive images and stories will be publicized on social media highlight to successes

Annual Goal 5: By July 2027, the campus' positive culture and climate will increase.

Objective 1 (Culture): By July 2027, the campus positive culture and climate will increase staff retention by 10%.

Strategy 1: Create a culture of value in which all staff feel a sense of being accepted, valued, welcomed, and supported in all school settings.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Staff are part of campus decision making.
- 2) Staff input to develop cultural practices in school.
- 3) Survey on staff needs and areas of improvement.
- 4) Promote and model great character.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement School Social Media Kindness Humor Music	•Surveys •Weekly CLC •Meetings •Committee •Agendas - Sign In Sheets	•Positive School Culture •Retention of Staff •Higher Staff Attendance •Higher Student Attendance	•Increase of Student Achievement •Increase in teacher overall TTESS ratings •Positive images and stories will be publicized on social media to highlight successes.

Strategy 2(Culture): Staff motivation

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Recognizing accomplishments and personal celebrations.
- 2) Publicly praise staff members on all social media platforms.
- 3) Encourage collaboration and recognize staff who work as a team.
- 4) Creating and implementing a reward system for all staff: six weeks breakfast, perfect attendance awards/certificates, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement Campus Bright Spot School Social Media Kindness Humor Music Six-Week Incentive Room Super Honey Badger Amazon (rewards) Sam's, HEB, Positive Promotions	•Surveys •Weekly CLC Meetings •Committee Agendas - Sign in Sheets •SEL Activities	•Positive School Culture •Retention of Staff •Higher Staff Attendance •Higher Student Attendance	•Increase of Student Achievement •Increase in teacher overall TTESS ratings •Positive images and stories will be publicized on social media to highlight successes.

Strategy 3(Culture): Promote and apply a positive atmosphere.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Empower staff to give input in the school decision making process.
- 2) Team building activities.
- 3) Creating and implementing a reward system for all staff.
- 4) Celebrate staff members through Badger of the month and Sprit of PSJA Awards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement Campus Bright Spot School Social Media Kindness Humor Music Six-Week Incentive Room Super Honey Badger Amazon (rewards) Sam's, HEB, Positive Promotions. Oriental	•Surveys •Weekly CLC Meetings •Committee Agendas - Sign in Sheets •SEL Activities	•Positive School Culture •Retention of Staff •Higher Staff Attendance •Higher Student Attendance	•Increase of Student Achievement •Increase in teacher overall TTESS ratings •Positive images and stories will be publicized on social media and highlight successes

Annual Goal 6: By July 2027, the campus' positive culture and climate will increase

Objective 2(Culture): By July 2027, the campus' positive culture and climate will increase student attendance and retention by 3%.

Strategy 1: Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Students and family take part in campus decision making.
- 2) Student and family provide input to develop cultural practices in school.
- 3) Campus provides a climate of support for academic learning and social emotional learning.
- 4) Promote and model great character.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement School Social Media Kindness Humor Music Six Week Incentive Celebrations	•Surveys •Student feedback •Individual Student Conferencing •Counseling and Guidance Lessons •Teacher student conferences	Positive School Culture Increasing Student Attendance Meeting Attendance Goals Decrease of Student Discipline Referrals	•Increase of Student Achievement •Positive images and stories will be publicized on social media to highlight successes.

Strategy 2 (Culture): Campus will provide different opportunities to increase student motivation

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Recognizing accomplishments and personal celebrations.
- 2) Publicly praise students in all social media platforms.
- 3) Celebrate student achievement with a Super Star Parade every six weeks.
- 4) Creating and implementing a reward system for all students to celebrate achievements

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement School Social Media Kindness Humor Music Six-Week Incentive Room	•Surveys •Student feedback •Individual Student Conferencing •Counseling and Guidance Lessons •Teacher student conferences	Positive School Culture Increase Student Attendance •Meeting Attendance Goals •Decrease of Student Discipline Referrals	•Increase of Student Achievement •Positive images and stories will be publicized on social media to highlight successes.

Strategy 3 (Culture): Promote and apply a positive atmosphere in a classroom setting

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #5

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor All Staff

Action Steps:

- 1) Empower students to be active participants.

2) Providing a safe and inclusive classroom environment.

3) Creating and implementing classroom rules.

4) Celebrate student academic achievements every marking period and daily personal celebrations: birthdays, perfect attendance, honor roll, etc

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus vision and mission statement School Social Media Kindness Humor Music Six-Week Incentive Room Oriental Trading Amazon Sam's Wal-Mart HEB Positive Promotions Oriental, Peter Piper Pizza	•Surveys •Student feedback •Individual Student Conferencing •Counseling and Guidance Lessons •Teacher student conferences	•Positive School Culture •Meeting Attendance Goals •Decrease of Student Discipline Referrals Increasing Student Attendance	•Increase of Student Achievement •Positive images and stories will be publicized on social media to highlight successes.

AREA LEADS: Marisa Rubio, Belinda Rodriguez, Mayela Ruiz, Maria Jimenez, Roxanne Salazar, Anaee Duran, Senyda Elizondo, Ruben Garcia, Deissy Cruz, Alicia Rodriguez



GOAL AREA 4: FAMILY AND COMMUNITY EMPOWERMENT**Areas Reviewed: Student Performance, Parent & Family Engagement, Family-School Partnerships, Communication, Attendance, and Community Engagement Strengths**

Sgt. Leonel Treviño Elementary recognizes parents and families as essential partners in improving student achievement, attendance, language development, and overall student success. The campus has established a comprehensive Parent & Family Engagement (PFE) Program designed to provide families with meaningful opportunities to participate in their children's education, build their capacity to support learning at home, and strengthen relationships between home, school, and community.

- The campus has an established 2026–2027 Parent & Family Engagement Policy that supports collaboration among educators, families, students, and community members and emphasizes meaningful family participation in student learning and school improvement.
- The PFE program provides monthly parent meetings and family engagement opportunities designed to inform, support, and empower families as educational partners.
- Parents are provided opportunities to learn about curriculum, TEKS, formative assessments, STAAR, district assessments, student progress, and academic expectations, allowing families to better understand and support their children's learning.
- The campus provides numerous family trainings and activities, including literacy, technology, health, safety, college/career awareness, academic curriculum, special education, and family-centered events.
- The PFE calendar includes opportunities such as Meet the Teacher, Literacy Courses for Parents, Grandparents Day, Parent Meetings, Halloween Trunk-or-Treat, Family Night, Thanksgiving activities, Special Education Parent Conference, Christmas Posada, STEM activities, Reading events, STAAR Parent Night, and other family learning experiences, providing multiple entry points for family participation.
- The campus encourages parents to participate in parent-teacher conferences and regular student progress conversations, including opportunities to discuss assessments and academic performance.
- The campus has established multiple communication systems, including ClassDojo, Facebook, School Messenger, email, text, the campus website, parent-teacher conferences, and progress reports, to provide families with ongoing information.
- The School-Parent Compact clearly establishes shared responsibilities among the school, guardians, and students, reinforcing the belief that student achievement is a collective responsibility.
- The campus welcomes parent feedback, suggestions, ideas, and concerns through parent meetings and other communication opportunities and uses family input to strengthen the PFE program.
- Family engagement efforts are supported by campus administration, teachers, the counselor, Parent Liaison, and programs such as AVANCE, creating multiple layers of support for families.
- Academic improvement provides a positive foundation for continued family engagement. The campus STAAR Component Score increased from 37 in 2025 to 43 in 2026.
- RLA performance increased from 41% to 48% at Meets Grade Level or Above, while Mathematics increased from 37% to 42%, providing opportunities to engage families in celebrating growth while establishing new academic goals.

Challenges

Although Treviño Elementary has established multiple structures for parent and family engagement, the campus must continue moving from family participation to meaningful family empowerment, ensuring that parents understand student data, academic expectations, attendance expectations, and specific strategies they can use to support learning at home.

- Parent participation should increase across campus academic events, trainings, conferences, Parent Cafés, and family activities, with intentional efforts to reach families who have historically participated less frequently.
- The campus must ensure that family engagement opportunities are not limited to celebrations and events but are intentionally connected to student achievement, academic growth, attendance, language development, and individual student goals.
- Mathematics remains an area in which stronger family-school partnerships are needed. Only 42% of students achieved Meets Grade Level or Above, compared with the 2026 target of 49%.
- Families of students not demonstrating expected growth require more frequent communication and opportunities to understand intervention plans. Of 222 RLA and Mathematics tests evaluated for growth, 65 earned zero growth points.

- Special Education families require continued opportunities to understand student goals, accommodations, academic expectations, progress monitoring, intervention, and strategies for supporting learning at home, particularly because current Special Education students demonstrated significant achievement gaps in RLA and Mathematics.
- Emergent Bilingual families should receive continued education regarding TELPAS, language proficiency expectations, and strategies for supporting listening, speaking, reading, and writing development at home.
- Parent-teacher conferences following major assessments should consistently include discussion of student performance, individual goals, areas of strength, identified needs, and specific actions families can take at home.
- Communication must remain timely, consistent, accessible, bilingual when appropriate, and two-way, utilizing multiple communication methods to ensure families receive important information.
- Parent education opportunities should continue to address TEKS, curriculum, STAAR/TELPAS, district assessments, literacy, mathematics, technology, attendance, Special Education, social-emotional wellness, and strategies for supporting learning at home, consistent with the campus PFE Policy.
- The campus must continue collecting and analyzing parent surveys, participation/sign-in data, parent feedback, and family needs assessment information to determine whether engagement activities are reaching families and positively influencing student outcomes.
- Parent input should be intentionally incorporated into the Campus Improvement Plan, Parent & Family Engagement Policy, School-Parent Compact, family engagement calendar, and future parent trainings and activities.
- Attendance remains an important family partnership priority. Families should receive proactive communication regarding attendance and understand the connection between daily attendance, access to Tier I instruction, intervention, tutoring, and academic success.
- The campus should continue strengthening partnerships with community organizations and district programs to provide families with academic, social-emotional, health, safety, technology, and other resources that remove barriers to student success.

Overall Family and Community Empowerment Need: Sgt. Leonel Treviño Elementary will strengthen a comprehensive, two-way family and community engagement system aligned with the Campus Improvement Plan and the 2026–2027 Parent & Family Engagement Policy. The campus will move beyond measuring family engagement solely by event attendance and will focus on empowering families with the knowledge, skills, resources, and opportunities necessary to actively support student learning and development.

The campus will provide monthly parent education and family engagement opportunities, parent-teacher conferences following key assessments, Parent Cafés/Breakfasts, academic family nights, STAAR and TELPAS information sessions, literacy and mathematics support, technology training, Special Education resources, attendance education, and opportunities for parent input and leadership. Communication will occur through multiple methods, including ClassDojo, School Messenger, social media, email, text, the campus website, conferences, progress reports, and other appropriate platforms, consistent with the PFE Policy.

The campus will monitor participation rates, sign-in sheets, parent surveys, parent feedback, conference participation, communication records, attendance data, and student academic progress to evaluate both implementation and impact. Particular attention will be given to engaging families of students not demonstrating expected growth, Emergent Bilingual students, students receiving Special Education services, students receiving interventions, and students experiencing attendance concerns.

Through implementation of the School-Parent Compact and PFE Policy, the campus will reinforce shared responsibility among school staff, parents/guardians, students, and community partners so that families are not simply invited to participate, but are empowered as active partners in improving student achievement, academic growth, attendance, language development, school climate, and overall student success.

Goal Area 4: Family and Community Empowerment

Annual Goal 1: Throughout the 2026-2027 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, staff members, and community in a variety of areas.

Objective 1: By June 2027, parental participation will increase by at least 10%

Strategy 1: Provide a welcoming environment by extending invitations for school events and activities.

Timeline: September 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

1) Hold teacher/parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus-based progress

monitoring virtually or in person during assigned periods.

2) Hold parent/student in school activities for students in PK3 to second grade.

3) Invite parents to a monthly Parent Café and/or breakfast.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 2: Staff ensure that every interaction and engagement with parents is positive and valuable.

Timeline: September 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

1) Teacher invites parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.

2) Create a parent survey that will provide feedback as to what activities or events they would like to participate in.

3) Provide professional development training on how to improve communication with all stakeholders. (CARE Training)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data C.A.R.E Resources	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 3: Communication with parents is timely and is provided through a variety of communication methods.

Timeline: September 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

1) Share a monthly calendar of events through digital and /or hard copy.

2) Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.

3) Provide important information to parents through various district/campus online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan, Campus data, C.A.R.E Resources	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Annual Goal 2: Throughout the 2026-2027 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective 2: By June 2027, the campus will monitor the effectiveness of staff responding to parent concerns and complaints to ensure student academic needs are met.

Strategy 1: School staff and parents ensure mutual support for each other's roles as partners to increase student success.

Timeline: Aug 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

- 1) Hold timely parent conferences after parent concern has been communicated.
- 2) Implement and monitor an effective response system for parents to facilitate communication between both parties.
- 3) Invite parents to a monthly informative Parent Café and/or breakfast sessions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 2: Staff ensure that every interaction and engagement with parents is positive and valuable.

Timeline: Aug 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

- 1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.
- 2) Create a parent survey that will provide feedback as to what activities or events they would like to participate in.
- 3) Provide professional development training on how to improve communication with all stakeholders

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

Strategy 3: Communication with parents is timely and is provided through a variety of communication methods

Timeline: Aug 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Parent Liaison Counselor AVANCE Program

Action Steps:

- 1) Share a monthly calendar of events through digital and / or hard copy.
- 2) Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.
- 3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 50%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys

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

Annual Goal 3: Throughout the 2026-2027 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective (SEL): By June 2027 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and higher academic achievement.

Strategy 1: Provide a welcoming environment by extending invitations for school events and activities.

Timeline: September 2026 - July 2027

Title I School Components: – Title I: #2, #4, and #10

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

- 1) Continued use of the bullying/suicide support app.
- 2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students.
- 3) Integrate district policy on bullying/ cyberbullying.
- 4) Provide information on the use of STOPit application.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Strategy 2: Increase the safety of all students and staff by providing support services including determent of bullying, cyberbullying, emotional abuse, and risk of suicide.

Timeline: Aug 2026 - July 2027 Title I School Components: – Title I School

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

- 1) Continued use of the bullying/suicide support app.
- 2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students.
- 3) Integrate district policy on bullying/ cyberbullying.
- 4) Provide information on the use of district applications on prevention of bullying.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Strategy 3: Promote the development of each student as a whole person.

Timeline: Aug 2026 - July 2027

Title I School Components: – Title I School

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Steps:

- 1) Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.
- 2) Encourage the participation rate in extracurricular activities.
- 3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti-bullying Materials Positive Promotions Oriental Trading Amazon	• Ongoing one to one assistance of emotional needs • Counselor develops a trusting relationship and rapport with student • Drills run yearly throughout district	• Feedback from team after drill is completed • Successful use of actual plan implemented for emergencies • Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data

Annual Goal 4: Throughout the 2026-2027 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.

Objective 2 (SEL): Throughout the school year we will implement a discipline management plan to maintain a positive school environment that is safe and conducive to learning.

Strategy 1(SEL): Identify and implement a school wide common set of rules and consequences.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I School

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

- 1) Teacher will develop, implement, and post in their classroom a list of rules and consequences.
- 2) Integrate a campus wide set of rules and display campus rules in main traffic areas.
- 3) Communicate our school wide rules through daily school announcements.
- 4) Implement a reward system as an incentive for positive behavior by teacher and/or grade level.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data STOPit application data

Strategy 2 (SEL): Provide professional development training on behavior management.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I School

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

- 1)Provide behavior management trainings within the district, campus, or other during CLC, conference periods, afterschool, and/or Saturdays.
- 2)Teachers will share behavior management strategies during CLC meetings.
- 3) Teachers will participate in peer observations to acquire classroom management ideas from one another.
- 4) CLL with administration support, will model appropriate classroom management and provide ideas or strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) Curriculum Anti- bullying Materials Positive Promotions Oriental Trading Amazon	•Ongoing one to one assistance of emotional needs - Nurses develop a trusting relationship and rapport with student. •Drills run yearly throughout district	•Feedback from team after drill is completed •Successful use of actual plan implemented for emergencies •Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data STOPit application data

Strategy 3 (SEL): Promote the development of each student as a whole person.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I School

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, Security, All Campus STAFF

Action Steps:

- 1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.
- 2)Encourage the participation rate in extracurricular activities.

3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Curriculum Behavioral Centers PSJA LPC Emergency Response Team (ERT) •Curriculum Anti- bullying Materials •Positive Promotions •Oriental Trading •Amazon	•Ongoing one to one assistance of emotional needs •Counselor develops a trusting relationship and rapport with student •Drills run yearly throughout district	• Ongoing one to one assistance of emotional needs • Counselor develops a trusting relationship and rapport with student Drills run yearly throughout district	Surveys Questioning and discussions. Safe to Speak Up application data STOPit application data

Annual Goal 4: By June 2027, the campus positive culture and climate will increase.

Objective 1 (Attendance): Increase school attendance from a 92.9% to a 97 % attendance rate to ensure student academic success.

Strategy 1: Develop a campus attendance reward system for students and staff.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #10

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor, PIEMS Clerk, All Campus STAFF

Action Steps:

- 1) As a grade level teacher will create a system to reward classroom student attendance.
- 2) Campus will reward students at the end of every marking period in various ways such as but not limited to field trips, snacks, certificates, awards, etc.
- 3) Campus will reward and recognize staff with perfect attendance by marking period in various ways but not limited to extended lunch, snacks, certificates, awards, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Campus Data Eschool Report Substitute System Report Amazon products Wal-Mart HEB Peter Piper Pizza	•Daily attendance monitoring •Eschool Data •PEIMS Update Trainings •Monthly Incentive Calendar	• Improvement in student academic scores • Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data

Strategy 2(Attendance): Develop an interactive curriculum to engage students in hand on activities.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #10

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor

Action Steps:

- 1) Provide professional development training on how to integrate STEM activities into daily lessons.
- 2) During CLC's teachers will collaborate, plan, and create hands on activities that are aligned to state standards (TEKS).
- 3) Provide opportunities for student choice of projects, presentations and activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Positive Promotions Oriental Trading Amazon Wal-Mart HEB, SAM's	Student Product display Student Product Presentation STEM Activities Final Products	Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.

Strategy 3(Attendance): Utilize technology resources to enhance curriculum instruction and increase student engagement.

Timeline: Aug. 2026 - July 2027

Title I School Components: – Title I #10

Persons Responsible: Principal Assistant Principal CLL Teachers Counselor

Action Steps:

- 1) Utilize Google Classroom or any other digital platform to enhance learning through various subjects.
- 2) Increase usage of Imagine Learning program for Reading and Math using computer labs.
- 3) Plan ahead of time to embed technology within teacher lessons to make learning interactive and engaging (Power Points, games, internet homework assignments, online grading systems, IPAD's).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• State Standards (TEKS) • STEM Resources • GT Department • District Adoptions • Teacher Created Material • Google Classroom • Class Dojo • Amazon • Wal-Mart • HEB • Sam's	• Student Product display • Student Product Presentation • STEM Activities • Final Products • Google Classroom	Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.
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Sgt. L. Trevino Elementary Parent & Family Engagement (PFE) Policy

Rose Hernandez, Principal
Mirtala Frias, A. Principal

2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	Sgt. L. Trevino Elementary is committed to our vision: A learning environment where all students will achieve academic and social success through the collaboration of dedicated educators, families, and community members through the effective implementation of research-based education pedagogy. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home-school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School-Parent Compact and the Campus Improvement Plan. It is essential that parent educators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.



Sgt. L. Trevino Elementary Parent & Family Engagement (PFE) Policy

Rose Hernandez, Principal
Mirtala Frias, A. Principal

Family Trainings/Activities	Family training is opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. - Meet the Teacher Night/Open House (August 2026 and March 2027) - Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) - Adult Literacy Courses for Parents (GED, English as a Second Language, Computer and Citizenship) (September 2026-May 2027) - High Skill Courses for Parents (Welding, Forklift, Phlebotomy, CPR, Substitute Course, Etc.) - Grandparents Day (September 2026) - Countdown to Zero -participates September 2026) - Report card night at Peter Pippa Pizza - See you at the Pole-Illuminators Club - Homecoming Parade-participate - Halloween Trunk/Treat Family Nigh-participates (October 2026) - Character Pumpkin Contest/Dress up parade - Red Ribbon Parade -participates (October 2026) - National Parent Involvement Day (November 2026) - Fall Festival (November 2026) - School Health Advisory Meetings-participates (November 2026, March 2027, May 2027) - Special Education Parent Conference (September 2026) - Cafe Sessions with Counselors (September 2026-May 2027) - Christmas Posada Family Event-participates (December 2026) - District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) - Title I Campus Meetings (September 2026) - Campus Policy Meetings (November 2026) - Campus Compact Meetings (February 2027) - Campus Plan Feedback Meetings (April 2027) - Site-based Decision Committee Meetings - Attendance Meetings (October 2026) - Parent Meetings PK Curriculum and Engagement (Pre-K, K, 2nd) - Passport to Possibilities: Learning Around the World (December 2026) - National Honor Society (December 2026) - Literacy Nights - Scholastic Fair Week - Super Honey Badger Student of the Month - Perfect Attendance (Picnic every 6 weeks) - A & AB Honor Roll - Top weekly Highest Attendance Classroom winners - Power Readers (Beanstack)
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Sgt. L. Trevino Elementary Parent & Family Engagement (PFE) Policy

Rose Hernandez, Principal
Mirtala Frias, A. Principal

	• Staff Power Readers (Beanstack) • Staff Honey Badger MVP Award (Monthly)
Curriculum	Sgt. L. Trevino Elementary utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • IXL- Reading, Math & Science • Beanstack • Bluebonnet-Math • SAVVAS-RLA/SLA • I-Ready- Reading & Math • Gizmo-Science • Magnetic and Mosaico • Footstep to Brilliance • Age of Learning-Reading, Math • District Curriculum- HOIM/Blended Learning • Frog Street • Unique
Forms of Academic Assessments	Sgt. L. Trevino Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Sgt. L. Trevino Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Sgt. L. Trevino Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.



Sgt. L. Trevino Elementary Parent & Family Engagement (PFE) Policy

Rose Hernandez, Principal
Mirtala Frias, A. Principal

School-Parent Compact				
	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	- Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. - Implement lessons and activities aligned with sustainability goals. - Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. - Allow parents to participate in academic and extracurricular decisions affecting their children. - Engage parents through varied family engagement activities: - Implement team-oriented sessions offering literacy strategies for all parents. - Host meetings covering a variety of relevant topics,	- Provide a dedicated learning space at home for studying, completing homework, and using technology. - Support their child's learning through ongoing dialogue, homework assistance, and active listening. - Attend parent meetings where educational and extracurricular decisions are discussed. - Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	- Be open to new ideas and learn from others. - Attend school daily and be punctual. - Behave responsibly and follow all school rules. - Always strive to improve academically and personally. - Work collaboratively with others to enhance learning experiences. - Treat others with respect and dignity. - Ask for help when support is needed in learning.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: - The PSJA District Website, Parent Website, and Campus Websites - Parent-Teacher conferences and phone calls - Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families - Progress Reports every three weeks - Report Cards every six weeks
<i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i> This policy is also available in Spanish. (Esta política también está disponible en español.)				

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.