Campus Improvement Plan 2024-2025

Somerset Academies of Texas

www.somersestacademytx.org

Purpose: Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Vision: Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

3803 Global Way

 San Antonio Texas, 78235

Bonnie Salas, Principal

School Improvement Committee Members:

- Bonnie Salas, Principal
- Latasha Washington,Assistant Principal
- Nora Leza, Director of College and Career Readiness
- Maria Perez, Teacher/Parent
- Jorge Cardona, Dean of Students
- Carrie Adame, MS STEM Teacher
- Orfa Montoya, Math Teacher
- Amanda Carrillo, Teacher/Parent
- Kristi Espinoza, Student Services Coordinator
- Parent Liaison

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1:The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2:The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Comprehensive Needs Assessment Summary

School Year: 2024-2025

Data Sources Reviewed: Texas Academic Performance Report (TAPR) 2021-2022			
Area Reviewed	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities (priority problem statement)** What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Staff Retention Highly Certified Teachers 90% graduation rate	80% At Risk Chronic Absenteeism 14.5% Special Education 20% Mobility Rate	In SY 23-24 ADA was 91.3. Focus on absenteeism of High Risk Populations and have early interventions Increase retention of students to decrease mobility rate
Student Achievement	STAAR EOC scores in ELAR, Biology, and Social Studies are at Meets and Masters	Social Studies, Math, and Science SAT scores	Increase performance rates on the 8th Grade Social Studies STAAR Increase Math STAAR data at all tested grade levels

	Students attaining their Associate's degree and High School diploma	Intervention and Enrichment	Increase student performance on the 5th and 8th Grade Science STAAR Increase performance on SAT scores Provide accelerated instruction through interventions and enrichment
School Culture and Climate	Positive school climate and culture Academic and Extracurricular culture	Student Retention and Mobility	Teacher training in classroom management and culture
Staff Quality/ Professional Development	Experienced and Committed Staff Collaborative Environment Ongoing Professional Development Opportunities Supportive Administration	Differentiated Professional Development Consistent Follow-Up Culturally Responsive Training	Recruitment of teachers in high needs areas - Math, Science and Special Education Increase in PLCs in Middle and High School
Curriculum, Instruction, Assessment	Standards-Aligned Curriculum Strong Instructional Practices Curriculum Maps and Scope & Sequence	PLC framework and consistency. Pacing guides aligned with approved curriculum. Assessment checkpoints.	All grade levels and core contents do not have a pacing guide. The campus does not have set assessment checkpoints.

Family and Community Involvement	School-Community Partnerships Open Communication Channels	Parent Education Parents on the campus.	Increased Parent Engagement Workshops for Parents establish regular channels to solicit family input and feedback, including surveys or focus groups, to better understand their needs and concerns
School Context and Organization	Strong Leadership Clear Expectations for Staff Student-Centered Culture School Safety and Discipline	Time for Collaboration Support for New Teachers Addressing Student Social-Emotional Needs	Teachers need more scheduled time for collaboration across grade levels and departments to share strategies, align instruction, and analyze student data need for more robust programs addressing student social-emotional learning (SEL), which could improve attendance and academic outcomes.
Technology	Access to Technology Use of Online Learning Platforms	Increased Technology Integration in Classrooms Technology Maintenance and Upkeep Access to Specialized Software and Tools Equity in Technology Access	The campus does not have a computer lab. The campus needs updated technology to run programs required for specific courses. For example, CTE courses.

Note: This Needs Assessment summary encompasses the Title 1, Part A, Schoolwide Component #1

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide 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 schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ideal Goal:

<mark>Increase overall student attendance by 5% by the end of the academic year through strategic family engagement, data monitoring, incentive programs, and targeted student supports.</mark>

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)

Identify and Target At-Risk Students:	Campus administration and Attendance Clerk	Attendance tracking	Track student attendance patterns and identify students with frequent absences.	Launch of monthly attendance reports	ADA Increase	Weekly ADA reports	Schoolwide Reform Strategies
		Student incentives	Meet with families of chronically absent students to discuss potential barriers and solutions.	Weekly attendance team meetings	Reduction in chronic absenteeism	Monthly data review meetings	Instruction by Highly Qualified Teachers
		Communication materials			Increased parent engagement	Year-end ADA comparison	Coordination of federal, state, and local services
			Provide incentives for improved attendance, such as recognition and rewards for students with perfect or improved attendance.	Parent communication logs		Chronic absenteeism report	

Improve School Climate and Engagement:	Campus administration Teachers Attendance Clerk	Build capacity for student engagement Promote attendance campaigns Support communication with families	Create a welcoming school environment where students feel safe, valued, and excited to attend. Offer more extracurricular activities such as clubs, sports, or after-school enrichment programs that encourage students to come to school. Engage students through assemblies, field trips, and special events that build excitement and a sense of community.	Parent communication logs Attendance improvement plans for chronically absent students	Reduction in chronic absenteeism Student feedback Increased parent engagement	Weekly ADA reports Monthly data review meetings Year-end ADA comparison Chronic absenteeism report	Parent and family engagement Effective, timely additional assistance
Improve Communication with Families:	Campus administration Parent Liaison	Build capacity for student engagement	Send weekly attendance reports to parents, highlighting both positive attendance and areas for improvement.	Parent communication logs Attendance improvement	Reduction in chronic absenteeism Student feedback	Weekly ADA reports Monthly data review meetings	Parent and family engagement Effective, timely additional assistance

		Promote attendance campaigns Support communication with families	Use parent-teacher conferences to emphasize the importance of regular school attendance and discuss strategies for improvement. Create and share attendance improvement strategies and tips for families (e.g., establishing routines, understanding the impact of missed learning).	plans for chronically absent students	Increased parent engagement	Year-end ADA comparison Chronic absenteeism report	
Provide Support for Barriers to Attendance:	Campus administration	Promote attendance campaigns Support communication with families	Work with community partners and social workers to support students facing challenges such as homelessness, transportation issues, or family instability. Implement a school-wide mentorship program to support students facing personal challenges.	Attendance data logs, reports to staff Weekly attendance team meetings	Decrease in % of students missing 10% or more of school days Attendance at parent meetings/events increases	Weekly ADA reports Monthly data review meetings Year-end ADA comparison	Parent and family engagement Effective, timely additional assistance

						Chronic absenteeism report	
Offer Early Intervention Programs:	Campus administration	Promote attendance campaigns

Support communication with families | Set up an early intervention system where the school tracks attendance daily and makes contact with families of absent students early in the day.

Use school counselors to provide support to students who are frequently absent or disengaged. | Attendance data logs, reports to staff

Weekly attendance team meetings | Decrease in % of students missing 10% or more of school days

Attendance at parent meetings/events increases | Weekly ADA reports

Monthly data review meetings

Year-end ADA comparison

Chronic absenteeism report | Parent and family engagement

Effective, timely additional assistance |

Ideal Goal(s)

By the end of the 2024–2025 school year, at least **70%** of students who take the **STAAR Math Assessment** will perform at the **Approaches Grade Level**, and at least **40%** will perform at the **Meets Grade Level**.

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Data-Driven Instruction (DDI)	Campus Administration Instructional Coaches Teachers Intervention Teachers	STAAR-aligned benchmark assessments Math intervention curriculum/tools	Develop pacing guides Plan BOY, MOY, and EOY benchmark and diagnostics	Data meeting agendas and notes PLC agendas and lesson plans	Benchmark and interim assessments Progress monitoring	Weekly exit tickets, CFA results Benchmark data (District)	Reform Strategies Reform Strategies

		EA TEKS Resource System / Lead4ward I-Ready/NWEA Assessments and Growth Monitoring	Schedule PLCs and PD calendar - Set STAAR math growth targets Analyze BOY, MOY results in data meetings Parent communication on math progress		data (i-Ready, etc.) STAAR Released Questions analysis	STAAR Math Results Growth/Progress Measures	Parent Engagement Teacher Inclusion
Targeted Intervention and Tutorials	Teachers Intervention Teachers	STAAR-aligned benchmark assessments I-Ready/NWEA Assessments and Growth Monitoring TEA TEKS Resource System / Lead4ward Professional development funds	Data meetings identify "bubble" students STAAR Math Boot Camps Individual/small group pull-outs Saturday School Tutoring	Tutorial rosters and logs Intervention lesson plans Differentiated Instruction	Benchmark and interim assessments Progress monitoring data (i-Ready, etc.)	Weekly exit tickets, CFA results Benchmark data (District) STAAR Math Results Growth/Progress Measures	Reform Strategies Reform Strategies Parent Engagement Teacher Inclusion
Instructional Coaching and Support	Instructional Coaches Campus Administration	STAAR-aligned benchmark assessments	Develop pacing guides Plan BOY, MOY, and EOY benchmark and diagnostics	Walkthrough data and feedback forms Data meeting agendas and notes	Benchmark and interim assessments	Weekly exit tickets, CFA results	Reform Strategies Reform Strategies

		Professional development funds	Schedule PLCs and PD calendar - Set STAAR math growth targets Analyze BOY, MOY results in data meetings Teacher walkthroughs and Feedback cycles Identify support for teachers	PLC agendas and lesson plans	Progress monitoring data (i-Ready, etc.)	Benchmark data (District) STAAR Math Results Growth/Progress Measures	Parent Engagement Teacher Inclusion
Family Engagement in Math Learning	Parent Liaison Campus Administration Instructional Coaches Teachers Intervention Teachers	Title I funds Student goal-setting templates / data folders	Pep Rallies and Celebrations scheduled Recognize student growth Family Math Nights scheduled throughout the year	Family Math Night materials/sign-ins Walkthrough data and feedback forms	Benchmark and interim assessments	Weekly exit tickets, CFA results Benchmark data (District) STAAR Math Results Growth/Progress Measures	Reform Strategies Reform Strategies Parent Engagement Teacher Inclusion

Student Motivation & Ownership							
	Campus Administration Instructional Coaches Teachers Intervention Teachers	Student goal-setting templates / data folders Professional development funds	Celebrations and scheduling pep rallies Student data folders upkeep throughout the year Family updates throughout the year	Student data folders / goal sheets Tutorial rosters and logs	Benchmark and interim assessments Student growth on STAAR	Weekly exit tickets, CFA results Benchmark data (District) STAAR Math Results Growth/Progress Measures	Reform Strategies Reform Strategies Parent Engagement Teacher Inclusion

Ideal Goal(s):

By the end of the 2024–2025 school year (SY25), at least 70% of students who take the STAAR Social Studies Assessment will score at the Approaches Grade Level, and at least 50% will score at the Meets Grade Level.

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Content Mastery through Vocabulary & Concept Building	Campus Administration Social Studies Teachers and Leads Instructional Coaches Parent Liaison	STAAR released items & DBQs Lead4ward Social Studies Field Guides Vocabulary and content review software Student data folders	BOY diagnostic Host Family Night; implement STAAR-style assessments; adjust instruction via data DBQ and TEKS-based cumulative assessments; walkthroughs; mid-fall data checks MOY Benchmark	Lesson plans with vocabulary integration PLC meeting minutes and agendas Use of formative assessments	STAAR Social Studies Performance Student growth on benchmarks Reduction in number of students Below Approaches Improved performance on	Weekly formative assessments & exit tickets Data folders updated by students Walkthrough observation data District Benchmarks (MOY/EOY) STAAR Social Studies Results	Reform Strategies HQ Staff Recruitment/Retention Parent Engagement Teacher Involvement in Planning Additional Support for At-Risk Students

		PLC meeting time	STAAR Boot Camps		TEKS-aligned questions Increased student goal achievement		
Use of Primary Sources and STAAR-aligned Materials	Campus Administration Social Studies Teachers and Leads Instructional Coaches Parent Liaison	STAAR released items & DBQs Lead4ward Social Studies Field Guides Vocabulary and content review software Student data folders PLC meeting time	BOY diagnostic Host Family Night; implement STAAR-style assessments; adjust instruction via data DBQ and TEKS-based cumulative assessments; walkthroughs; mid-fall data checks MOY Benchmark STAAR Boot Camps	Lesson plans with vocabulary integration PLC meeting minutes and agendas Use of formative assessments Tutorial logs	STAAR Social Studies Performance Student growth on benchmarks Reduction in number of students Below Approaches Improved performance on TEKS-aligned questions Increased student goal achievement	Weekly formative assessments & exit tickets Data folders updated by students Walkthrough observation data District Benchmarks (MOY/EOY) STAAR Social Studies Results	Reform Strategies HQ Staff Recruitment/Retention Parent Engagement Teacher Involvement in Planning Additional Support for At-Risk Students

Targeted Interventions & Tutorials	Campus Administration Social Studies Teachers and Leads Instructional Coaches Parent Liaison	STAAR released items & DBQs Lead4ward Social Studies Field Guides Vocabulary and content review software Student data folders PLC meeting time	BOY diagnostic Host Family Night; implement STAAR-style assessments; adjust instruction via data DBQ and TEKS-based cumulative assessments; walkthroughs; mid-fall data checks MOY Benchmark STAAR Boot Camps	Lesson plans with vocabulary integration PLC meeting minutes and agendas Use of formative assessments Tutorial logs	STAAR Social Studies Performance Student growth on benchmarks Reduction in number of students Below Approaches Improved performance on TEKS-aligned questions Increased student goal achievement	Weekly formative assessments & exit tickets Data folders updated by students Walkthrough observation data District Benchmarks (MOY/EOY) STAAR Social Studies Results	Reform Strategies HQ Staff Recruitment/Retention Parent Engagement Teacher Involvement in Planning Additional Support for At-Risk Students

Instructional Planning & Collaboration	Campus Administration Social Studies Teachers and Leads Instructional Coaches Parent Liaison	STAAR released items & DBQs Lead4ward Social Studies Field Guides Vocabulary and content review software Student data folders PLC meeting time	BOY diagnostic Host Family Night; implement STAAR-style assessments; adjust instruction via data DBQ and TEKS-based cumulative assessments; walkthroughs; mid-fall data checks MOY Benchmark STAAR Boot Camps	Lesson plans with vocabulary integration PLC meeting minutes and agendas Use of formative assessments Walkthrough Feedback Cycle	STAAR Social Studies Performance Student growth on benchmarks Reduction in number of students Below Approaches Improved performance on TEKS-aligned questions Increased student goal achievement	Weekly formative assessments & exit tickets Data folders updated by students Walkthrough observation data District Benchmarks (MOY/EOY) STAAR Social Studies Results	Reform Strategies HQ Staff Recruitment/Retention Parent Engagement Teacher Involvement in Planning Additional Support for At-Risk Students

Student Ownership of Learning	Campus Administration Social Studies Teachers and Leads Instructional Coaches Parent Liaison	STAAR released items & DBQs Lead4ward Social Studies Field Guides Vocabulary and content review software Student data folders PLC meeting time Celebrations	BOY diagnostic Data Folders DBQ and TEKS-based cumulative assessments; walkthroughs; mid-fall data checks MOY Benchmark STAAR Boot Camps Celebrations	Student goal sheets Family event materials/sign-in sheets Tutorial logs	STAAR Social Studies Performance Student growth on benchmarks Reduction in number of students Below Approaches Improved performance on TEKS-aligned questions Increased student goal achievement	Weekly formative assessments & exit tickets Data folders updated by students Walkthrough observation data District Benchmarks (MOY/EOY) STAAR Social Studies Results	Reform Strategies HQ Staff Recruitment/Retention Parent Engagement Teacher Involvement in Planning Additional Support for At-Risk Students

Ideal Goal(s): **By the end of the 2024–2025 school year (SY25), at least 70% of students taking the STAAR Science Assessment will perform at the Ap**
Level.

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Reinforce Science Content Mastery Through STAAR-Aligned Instruction	Campus Administration Science Teachers and Leads Instructional Coaches	STAAR released tests & TEA blueprint Interactive notebooks & lab kits	BOY assessments; establish pacing guides; launch PLCs and student data folders Begin labs and vocabulary tracking; tutorial	Lesson plans aligned to TEKS Lab schedules and photos	STAAR Science Scores Benchmark Growth Increased vocabulary proficiency Reduction in students scoring Below Approaches	Exit tickets MOY Benchmark EOY Benchmark / Mock STAAR STAAR Science Results	Reform Strategies Ongoing PD HQ Staff Recruitment/Re

		Data platforms NWEA Science journals & CER graphic organizers	groups formed; goal-setting Science Night Planning MOY Benchmark STAAR Boot Camp sessions Review STAAR results	Tutorial rosters and plans PLC agendas and data review notes	Student goal achievement		
Hands-On, Inquiry-Based Learning	Campus Administration Science Teachers and Leads Instructional Coaches	STAAR released tests & TEA blueprint Interactive notebooks & lab kits Data platforms Science journals & CER graphic organizers	BOY assessments; establish pacing guides; launch PLCs and student data folders Begin labs and vocabulary tracking; tutorial groups formed; goal-setting Science Night Planning MOY Benchmark	PLC agendas and data review notes Tutorial rosters and plans	STAAR Science Scores Benchmark Growth Increased vocabulary proficiency Reduction in students scoring Below Approaches Student goal achievement	Exit tickets MOY Benchmark EOY Benchmark / Mock STAAR STAAR Science Results	Reform Strategies Ongoing PD HQ Staff Recruitment/Re

			STAAR Boot Camp sessions Review STAAR results				
Data-Driven Instruction & Interventions	Campus Administration Science Teachers and Leads Instructional Coaches	STAAR released tests & TEA blueprint Interactive notebooks & lab kits Data platforms NWEA	BOY assessments; establish pacing guides; launch PLCs and student data folders Begin labs and vocabulary tracking; tutorial groups formed; goal-setting Science Night Planning MOY Benchmark STAAR Boot Camp sessions Review STAAR results	Tutorial rosters and plans PLC agendas and data review notes Walkthrough forms and feedback	STAAR Science Scores Benchmark Growth Increased vocabulary proficiency Reduction in students scoring Below Approaches Student goal achievement	Exit tickets MOY Benchmark EOY Benchmark / Mock STAAR STAAR Science Results	Reform Strategies Ongoing PD HQ Staff Recruitment/Re

Student Engagement & Ownership	Campus Administration Science Teachers and Leads Instructional Coaches Parent Liaison	STAAR released tests & TEA blueprint Interactive notebooks & lab kits Data platforms NWEA	BOY assessments; establish pacing guides; launch PLCs and student data folders Begin labs and vocabulary tracking; tutorial groups formed; goal-setting Science Night Planning MOY Benchmark STAAR Boot Camp sessions Review STAAR results	Student data folders and goals	STAAR Science Scores Benchmark Growth Increased vocabulary proficiency Reduction in students scoring Below Approaches Student goal achievement	Exit tickets MOY Benchmark EOY Benchmark / Mock STAAR STAAR Science Results	Family Engagement
Family Engagement & Support	Campus Administration Science Teachers and Leads	STAAR released tests & TEA blueprint	Family Science Night STAAR Boot Camp sessions	Student data folders and goals	STAAR Science Scores Benchmark Growth Increased vocabulary proficiency	Exit tickets MOY Benchmark EOY Benchmark / Mock STAAR	Family Engagement

	Instructional Coaches Parent Liaison	Interactive notebooks & lab kits Data platforms NWEA	Student Date Update Letters		Reduction in students scoring Below Approaches Student goal achievement	STAAR Science Results

Ideal State: Goal(s)

<mark>**By the end of the 2024–2025 school year, Kindergarten through 2nd-grade students will demonstrate grade-level mastery in phonics on the DIBELS End-of-Year assessment as measured by achievement of benchmark scores in phonics-related subtests**</mark>

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Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Implement Systematic, Explicit Phonics Instruction	Campus Administration Instructional Coaches K–2 Classroom Teachers	Phonics curriculum DIBELS 8th Edition / Amplify Decodable readers PD in science of reading Fluency timers, phoneme cards	DIBELS BOY assessment; PD on phonics instruction and data analysis Small group instruction Progress monitoring #1; set RTI groups DIBELS MOY assessment; student data conferences DIBELS EOY assessment	Daily phonics lesson plans Small group/intervention logs DIBELS progress monitoring data Walkthrough forms PLC minutes and RTI notes	% of students reaching benchmark on DIBELS EOY Reduction in % of students Below Benchmark Increased fluency (words per minute) Improved decoding accuracy	Weekly phonics CFAs DIBELS progress monitoring Small group data tracking DIBELS BOY, MOY, EOY Assessments RTI effectiveness data	Reform Strategies Ongoing PD HQ Staff Retention Parent Engagement Teacher Involvement Coordination of Services

Administer Frequent Phonics Assessments	Campus Administration Instructional Coaches K–2 Classroom Teachers	Phonics curriculum DIBELS 8th Edition / Amplify Decodable readers PD in science of reading Fluency timers, phoneme cards	DIBELS BOY assessment; PD on phonics instruction and data analysis Small group instruction Progress monitoring #1; set RTI groups DIBELS MOY assessment; student data conferences DIBELS EOY assessment	Daily phonics lesson plans Small group/intervention logs DIBELS progress monitoring data Walkthrough forms PLC minutes and RTI notes	% of students reaching benchmark on DIBELS EOY Reduction in % of students Below Benchmark Increased fluency (words per minute) Improved decoding accuracy	Weekly phonics CFAs DIBELS progress monitoring Small group data tracking DIBELS BOY, MOY, EOY Assessments RTI effectiveness data	Reform Strategies Ongoing PD HQ Staff Retention Parent Engagement Teacher Involvement Coordination of Services
Deliver Tiered Interventions	Campus Administration Instructional Coaches	Phonics curriculum	DIBELS BOY assessment; PD on phonics instruction	Daily phonics lesson plans	% of students reaching benchmark on DIBELS EOY	Weekly phonics CFAs DIBELS progress monitoring	Reform Strategies Ongoing PD HQ Staff Retention

	K–2 Classroom Teachers	DIBELS 8th Edition / Amplify Decodable readers PD in science of reading Fluency timers, phoneme cards	and data analysis Small group instruction Progress monitoring #1; set RTI groups DIBELS MOY assessment; student data conferences DIBELS EOY assessment	Small group/intervention logs DIBELS progress monitoring data Walkthrough forms PLC minutes and RTI notes	Reduction in % of students Below Benchmark Increased fluency (words per minute) Improved decoding accuracy	Small group data tracking DIBELS BOY, MOY, EOY Assessments RTI effectiveness data	Parent Engagement Teacher Involvement Coordination of Services
Build Phonemic Awareness and Fluency	Campus Administration Instructional Coaches K–2 Classroom Teachers	Phonics curriculum DIBELS 8th Edition / Amplify Decodable readers	DIBELS BOY assessment; PD on phonics instruction and data analysis Small group instruction	Daily phonics lesson plans Small group/intervention logs DIBELS progress	% of students reaching benchmark on DIBELS EOY Reduction in % of students Below Benchmark Increased fluency (words per minute)	Weekly phonics CFAs DIBELS progress monitoring Small group data tracking DIBELS BOY, MOY, EOY Assessments	Reform Strategies Ongoing PD HQ Staff Retention Parent Engagement Teacher Involvement Coordination of Services

		PD in science of reading Fluency timers, phoneme cards	Progress monitoring #1; set RTI groups DIBELS MOY assessment; student data conferences DIBELS EOY assessment	monitoring data Walkthrough forms PLC minutes and RTI notes	Improved decoding accuracy	RTI effectiveness data	
Engage Parents and Caregivers in Literacy Support	Campus Administration Instructional Coaches K–2 Classroom Teachers Parent Liaison	Phonics curriculum DIBELS 8th Edition / Amplify Decodable readers PD in science of reading Fluency timers,	Family Literacy/Phonics Night Parent workshops	Parent event sign-ins/materials	Parent satisfaction and confidence Teacher confidence and efficacy	Parent and teacher surveys	Reform Strategies Ongoing PD HQ Staff Retention Parent Engagement Teacher Involvement Coordination of Services

		phoneme cards					
Support Teacher Capacity Through Ongoing PD and Coaching	Campus Administration Instructional Coaches K–2 Classroom Teachers	Phonics curriculum DIBELS 8th Edition / Amplify Decodable readers PD in science of reading Fluency timers, phoneme cards	DIBELS BOY assessment; PD on phonics instruction and data analysis Small group instruction Progress monitoring #1; set RTI groups DIBELS MOY assessment; student data conferences DIBELS EOY assessment Ongoing Professional Development	Daily phonics lesson plans Small group/intervention logs DIBELS progress monitoring data Walkthrough forms PLC minutes and RTI notes	Teacher confidence and efficacy % of students reaching benchmark on DIBELS EOY Reduction in % of students Below Benchmark Increased fluency (words per minute) Improved decoding accuracy	Weekly phonics CFAs DIBELS progress monitoring Small group data tracking DIBELS BOY, MOY, EOY Assessments RTI effectiveness data	Reform Strategies Ongoing PD HQ Staff Retention Parent Engagement Teacher Involvement Coordination of Services

			Teacher Reflection and goal setting				