

# **San Elizario Independent School District**

## **Lorenzo Loya Primary School**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

# Vision

The faculty and staff at Lorenzo G. Loya Primary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent and contributing members of society.

# Value Statement

At Lorenzo G. Loya Primary, where lifelong learning begins!

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# Comprehensive Needs Assessment

Revised/Approved: May 8, 2024

## Demographics

### Demographics Summary

#### Loya Primary Student Demographics:

The information below provide a snapshot of the demographic makeup for Loya Primary, from data provided for the 2023-2024 school year. In the 2024-2025 school year, Loya Primary will continue serving students in grades PK-3 and PK-4 for a full-day program.

*Student Demographics 2023 - 2024 Fall PEIMS file loaded 01/12/2024)*

*Enrollment:*

*171 students*

*Count Percent Gender:*

*Female: 89= 52.05%*

*Male: 82= 47.95%*

*Ethnicity Hispanic-Latino: 168= 98.25%*

*Race American Indian - Alaskan Native:*

*Asian 0= 0.00%*

*Black - African American 1= 0.58%*

*Native Hawaiian - Pacific Islander 0= 0.00%*

*White:1= 0.58%*

*Two-or-More:1= 0.58%*

We served a total of 171 students as per the 2023-2024 school year in grades PK-3 and PK-4.

Bilingual/ESL Emergent Bilingual (EB) 97 56.73%

#### Student by Program:

Student by Program (2022 - 2023 Fall PEIMS file loaded 03/08/2023)

Count Percent:

Bilingual/ESL Emergent Bilingual (EB): 97= 56.73%

Special Education (SPED): 26 =15.20%

Economic Disadvantage Total: 145=84.80%

Free Meals: 115= 67.25%

Reduced-Price Meals: 63=.51%

Other Economic Disadvantage: 24= 14.04%

**Demographics Strengths**

At Loya Primary all classrooms are supported by a certified classroom teacher and a instructional aide (T-2). The working relationship between both adults in the classroom has offered more support for the students with building a strong foundation with rituals and routines to assist with the daily instruction.

The campus continues to implement a strong Dual Language 90/10 program model in PK-4 as well as in our PK-3 classrooms.

STAR Award Assemblies were held every 9 weeks for the students in which they were recognized for their perfect and faithful attendance, reading champions with their parents, most improved and being highlighted as the classroom STAR student. TEAM Loya comes together to make it a memorable event for our students and their families.

The campus continues to offer family monthly literacy sessions that focus on teaching their young children the pre-reading strategies they can also use at home. The monthly sessions allows for families and children to bond over academic teaching. The session is held the last hour of the day on a monthly basis.

We were very happy to see a great increase in family participation for our literacy sessions this past year. Our numbers have doubled from last year, we averaged between 65-70 family members. It is quite a sight to witness as our students work on literacy activities with their loved ones. To honor our families language, the presentations are done in Spanish as well as in English.

# Student Achievement

## Student Achievement Summary

Our P-K4 students are assessed with C-PALLS at the BOY, MOY & EOY (pending scores in May 2024). In reviewing the MOY 2nd wave of testing, both monolingual and Dual Language classrooms show gains in all areas of mathematics. The students average an 80% in MOY, with a +25% growth from the BOY scores. Teachers will continue focusing on the concepts that have not been taught and continue spiraling those that have been taught to ensure retention.

In reading, gains were also made in phonological awareness with letter and sound recognition, along with amazing growth in syllabication and alliteration, which was the goal we set for this year. Teachers will focus on poetry to continue the upward growth with the EOY results.

(See MOY growth attachment, long with CIRCLE scores)

Our PK-3 teachers assess students with a teacher created test to identify their shapes, colors and some numbers in January 2024. At this time, each classroom is on target according to the Student Learning Objective, with only a handful who are needing more support. Suggestions for intervention were shared by the Principal who met with teachers individually to go over their SLO data in February 2024.

New this year were the assessment checklists our instructional team and teachers collaborated to create so the students may be assessed every 4th and 8th week during each of the 9 weeks. Student results were reviewed and discussed during the data PLC, teachers then planned for intervention. We had a slow start due to the rituals and routines taking place with students, for many this is their first experience in school and we need to give them time to adapt to everything. Within the 3rd week teachers are beginning to collect data for their SLO, such as letters recognition. The first data meeting was on the 5th week and not the 4th as in the SEISD rollout plan. Since we had to create our assessments this year, for the upcoming school year 24-25, we will just need to adjust the ones we have in place.

Students at this grade level are not assessed with TELPAS nor STAAR. Incoming students whose HLS indicates Spanish are tested with Pre-las to show language proficiency in both English and Spanish to determine placement at the BOY and EOY to indicate growth progress. PK-3 students were assessed by teacher observations and teacher created MOY and EOY assessments in recognizing number, shapes, and colors along with language development.

Our Dual Language Program is using the 90/10 model for our PK-4 students. This allows for a strong foundation of the students' first language to be solidified for them. The campus continues to implement Project GLAD (Guided Language Acquisition Design) and the use of Estrellita phonics in all Dual Language classrooms.

Improving vocabulary development, pre-reading and listening comprehension skills will continue to be a focus for the 2024-2025 academic year, thus, Loya Primary will focus on implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension using the state Pre-K guidelines and outcomes.

## Student Achievement Strengths

C-PALLS MOY (2-wave) data reflects gains for most students in the area of mathematics and reading. The result of having the daily calendar in both reading and math has been favorable. The vibrant and fun educational videos have made a lasting impact on students, where they have been able to retain and sustain their learning. Pre-reading skills have also shown an improvement for the majority of the students, the students who are struggling with some of the concepts are needing more support with their language development. All of our students who were under RTI have been evaluated in speech and are now being serviced. Teachers are provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to disaggregate data, create meaningful lesson plans that target Pre-kindergarten TEA Guideline Standards, and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation in order to address individual student academic needs. Intervention blocks will continue for students to be serviced by both teachers and T-2's on a daily schedule to continue supporting growth.

As a campus we focus not only on academics, but we also focus on building social skills for our students where they learn to collaborate with their peers, learn about social acceptance, build up their vocabulary development through role playing, and have opportunities to play as part of their learning. We have seen our students become very independent and have seen their confidence rise from the start of the school year.

It is very noticeable in the PK-3 program, having the students here for a full day program has made a huge difference for them. We are very pleased with the MOY results. I know we will continue building on our success.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Attendance has been a concern for our campus. We averaged a 90% for both grade levels. We did see an improvement but since our enrollment was lower, it affected the overall rate. **Root Cause:** Attendance is impacted by our students getting ill during the colder months of school as well as parents not bringing them to school.

# School Culture and Climate

## School Culture and Climate Summary

Loya Primary had a decrease in enrollment. We strongly believe it was due to the new school schedule of a 4-day week with the extended school day of 7:20 am to 4:05 pm. Our PK-3 program has been successful with student growth development progress in both academic and social skills. We had 1 section of Prek-4 Dual Language that was closed in September 2023 due to the move of a teacher and instructional aide to PK-3, due to a need at another campus. With the change, our PK-4 dual lang classrooms were left at capacity of 24 students the majority of the year. It was in March of 2024 we received additional aides to assist those classrooms. Our goals did not change in bringing our mission and vision statement to realization. Together we continued to build a rapport among one another in order to serve our students and parents. A common vision as the Admin team was to focus on how to serve our teachers and support them with our students academic and social emotional needs. Safety measures were in place from the very beginning, the campus was visited by a TEA representative from Region 19 in the fall and was complimented in having all safety measures in place . The campus scored a 100%!

A reflection of the commitment to safety from our TEAM Loya! All campus committees: SBDM, LPAC, Safety, PBIS, and Dual Language continue to establish a systemic alignment, meet regularly to adhere to timelines and work on common goals for our students. The SBDM committee had representation from parent and community members to have input with respect to the Campus Improvement Plan (CIP). PLC meetings continued throughout the year.

As a faculty and staff we continue to create an environment conducive to meet the needs of our students. Our focus was to establish relationships with our families in order to provide the best instruction for their children and address any parents concerns.

A huge impact that has assisted with building trust with our parents is having opportunities for them to come to the campus to learn with their children, join campus monthly presentations and become well-informed of the monthly events through our Smore Parent Newsletter and Class Dojo account.

At Loya Primary we will continue to commit to excellence in setting the foundation for our students that will systemically align to all campuses our students will move into during their educational career.

## School Culture and Climate Strengths

Our campus recognized students' efforts in behavior, attendance and academics every nine weeks through our 9-week award assemblies. Students received certificates along with a surprise to thank them for their efforts. We have established weekly dress days for the students to participate in: Tuesday are College/Military dress, Wednesdays are Superhero T-shirt days and Fridays we celebrate our SEISD pride with school colors. We also had cultural celebrations in September and May that included a parade for parents to view as the students dressed in cultural attire, our veterans were honored with a celebration along with dress activities showing their American Pride for November and in April for Military month. Other celebrations have been literacy, Halloween, drug awareness week, and Christmas. This year the students were treated to a field trip to the high school for career week. They attended the CTE classrooms where they got a glimpse of their potential future when they walked those hallways. A college presentation was done from EPCC students to let them learn about secondary learning and "what they want to be when they grow up". A special treat for them indeed!

Our counselor, CIS coordinator and the PBIS committee continued to establish ideas for the PBIS core values for our students this year. Classroom visits with lessons were conducted in all classrooms by the counselor. The committee planned "Pizza Night" at the local Peter Piper Pizza for fundraisers and concessions sales during parent-teacher conference night to celebrate the end-of-year activities for our students. We had a family winter dance in January 2024, with over 150 in attendance, we also had a friendship dance in February. We continued with the monthly PBIS kid award, where students were nominated by their teachers and recognized during a ceremony with a certificate and medal to wear with pride.

The "Hallway of Champions" continues to be a highlight for our students who have been recognized for perfect and faithful attendance, STAR students, monthly PBIS Kid award and to honor our Champion Readers as well as teachers and employees of the month.

We continued to honor our military families with monthly events. Troops from the Fort Bliss units continue to be invited for special occasions to celebrate with our students and families. They have been at our campus for the Thanksgiving luncheon to join our families, Christmas breakfast with TEAM Loya "Read Across America 2024" to read to our students and our "Dia del nino" celebrations. This year our campus hosted the ice cream social for all SEISD military families in April 2024, led by all campus military liaisons. Having the troops visit our students on different



occasions made it special for all, such a joy to see our students embrace them each time they visit our campus. Fort Bliss soldiers are also invited to participate in our end-of-year activities.

Teachers (TOM) and staff (EOM) continued to be recognized by their colleagues and are acknowledged with a framed certificate and a sweet treat. We added the "Little Eagle Award" for anyone to be nominated and then recognized on a monthly basis. A bulletin board is dedicated to them in the teachers mail room, where they are highlighted with their picture and the kind words shared by their colleagues. Our custodial staff, counselor, nurse and library aide are also acknowledged during their special month and in May all faculty and staff are celebrated during teacher appreciation. During the early release, birthdays continue to be acknowledged with a happy birthday tag and a sweet treat for them to enjoy too. Frames and treats are donated by the Principal.

The bulletin board is also used to keep all employees informed about the SEISD testing calendars, weekly Eagle News, bus schedules, birthdays and special recognition that is located in the teachers lounge.

A weekly/bi-weekly newsletter is emailed to all faculty and staff to keep them abreast of events, timelines, safety information, monthly birthday recognition's and district information notices by Principal. The monthly parent newsletter is also shared with the faculty and staff to communicate with our families.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Loya Primary School employs teachers who are certified to teach at their grade level and specialty. Two special ed teachers were hired to replace former teachers along with 2 new SPED instructional aides.

New teachers are provided support at the campus level to support student learning and teacher growth expansion. Faculty and staff were provided professional development that were outlined in the 23/24 CIP goals and objectives. We will be attending an Early Childhood conference in Dallas in the month of June 2024; a total of 15 of us will be attending.

During the 2024-2025 academic school year, we will continue the PLC process planning and the assessment checklist. We are requesting to use the first month to get to know our students before data meetings are held. Teachers are doing informal observations and collecting data for their student learning objective (SLO).

## Staff Quality, Recruitment, and Retention Strengths

The campus instructional support team facilitates transitioning by modeling and co-teaching to support new campus teachers and supporting any teachers in the area of need for their students and themselves. Teachers meet weekly for PLC's and collaborate with their grade-level colleagues. Suggestions and concerns can be openly shared with administration. The instructional leadership team conducts walk-throughs/learning walks and provides timely feedback to support teacher growth. The retention rate at Loya Primary has been excellent for the past 10 years.

As of May 2024, teachers have not discussed resigning or transferring.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

PLC meetings were held once a week with the focus being on planning with vertical alignment, adapting lessons from Scholastic curriculum for PK-4, the Frog Street curriculum for PK-3 and creating assessment checklists. Teachers collaborate to create assessments for students according to what was taught during a certain timeframe. Results were presented and discussed during data meetings that focused on pre-reading and pre-math concept skills. After data review, teachers worked on intervention strategies for their students.

All classroom teachers align their Student Learning Objective (SLO) goals with their students academic progress in PK-3: color, shapes and number recognition and in PK-4 in letter and sound recognition.

Loya Primary is implementing the TEA Pre-kindergarten guidelines and research-based best practices. Collaboration among grade levels is a priority with the focus on maintaining consistency in academic vertical alignment.

Our instruction is data-driven with a focus on providing instruction that is hands-on and relevant for our students. Teachers utilize their student data to guide their lesson planning and instructional delivery. The lesson planning of Google slides among both grade levels is excellent with alignment and provides great visuals that capture students attention.

## Curriculum, Instruction, and Assessment Strengths

In the areas of curriculum, instruction, and assessment, Loya Primary's strengths include:

- Implementing best practice instructional strategies through daily instruction.
- Utilizing research-based lesson planning.
- Planned curriculum meetings with campus Instructional Specialist and Administration.
- Teachers implement instruction and assessments that are aligned to Pre-k state guidelines in all core subjects.
- The support of instructional aides (T-2's) in every classroom has been very beneficial for students daily instruction and aiding with small intervention groups.
- Collaboration among the grade levels is truly a strength.
- Planning during PLC is a strength for alignment among grade levels.
- Coordinator of School Improvement was key in delivering PLC sessions.

# Parent and Community Engagement

## Parent and Community Engagement Summary

As part of our campus mission and vision at Loya Primary, we were and are committed to create a secure and positive learning environment for our students to develop intellectually, physically, socially and emotionally. With that stated, our parents were a very important component to the success of their children. We welcomed and nurtured our relationships with our parents to make a positive impact with their children. During this past school year (23/24), our parents joined for the learning sessions about child development, SEISD TEAMS system for grades, along with SEISD parent initiative roll-outs and Title I information presented by our campus parent liaison and leadership team. We saw an increase with parent participation for larger events for families who joined their children during the events.

Monthly family literacy sessions continued to be held to foster the love of learning with their young children. These sessions allowed for families to participate with their children during the school day (offered in both English and Spanish). As the school year progressed so did our number of families who would join their little Eagle. Altogether we averaged about 65-70 students joining a family member for the family literacy sessions.

Other opportunities we have throughout the year at the campus level:

- Bingo with our grandparents in September.
- 16 de septiembre parade.
- 9-weeks award assemblies (4 in total)
- Coffee with Principal & cookies with campus liaison in the fall.
- Halloween safety in October
- Thanksgiving Luncheon in November, Ft. Bliss military troops are invited to join us.
- Family PBIS winter dance had an amazing turnout.
- Celebration programs with student performances in December and May.
- Dia del nino celebration during field day.
- Pre-k recruitment orientation/registration in April.
- Military Kid recognition's in April.
- Dia del nino in April PE field day activities.

## Parent and Community Engagement Strengths

Establishing a positive and transparent relationships with our parents has been key to their involvement regarding their child's first experience in school. The importance of building and fostering our relationships with our parents is vital to the success of their children. TEAM Loya ensures we give our best to the SEISD community, "better together". The parents have commented that they have witnessed their children become very independent and have learned so much.

Administration team made it a point to be highly visible at all parent meetings, events and take time to welcome them to the campus.

Lastly, communication with parents has also been the key to keeping them informed on their child's progress and for opportunities for them to come to the campus for events. Parents are kept

informed through the Class Dojo app, monthly Smore Parent newsletter, social media, campus website, flyers, and through the SEISD communication announcement system.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Our parent participation with campus events has increased, but we are still needing the numbers for our registered parent volunteer to increase. **Root Cause:** Since many of our parents have younger children, they are not able to volunteer due to following SEISD volunteer safety guidelines with non-school age children. Some do try to volunteer as least a few times during the year when they have someone to take care of their younger children.

# School Context and Organization

## School Context and Organization Summary

The perception among all faculty and staff at Loya Primary is that it is a safe and positive environment with a strong focus on academic excellence. We have added additional security measures at our campus. We conduct ongoing analysis of the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction and student safety. Our commitment is to keep students at the center of all actions and decisions. As a result, there is a high standard for best instructional practices and building a strong social character. Loya Primary has a structure that allows for students to receive adequate time with campus/district-wide initiatives and interventions. As a campus, we will work to provide targeted interventions ensuring our students needs are meet on a daily basis.

## School Context and Organization Strengths

Loya Primary operates as a campus-wide professional learning community. Teachers and staff are involved in the decision-making process. Our Instructional Specialist and Coordinator of School Improvement analyze student assessment data to plan and deliver research-based best practice instruction and support with PD. Teachers are responsible for the classroom learning environment, delivery of lessons and classroom management. They meet on a weekly basis to plan for student academic progress, plan for special events, discuss timelines and due dates. We have campus designated committees working in unity for various campus duties. An Emergency Operation Plan and weekly door checks are in place and practice drills are conducted. The CIP, Parent Newsletter, calendar of events, and other resources are posted on the campus website. Morning, noon, and afternoon duties are assigned to various staff members in order to ensure student safety and smooth student transitions. We have structured classroom schedules to include an intervention block. We have a structured science/computer lab and a library schedule. We have 100% compliance with safety drill requirements.

# Technology

## Technology Summary

Currently all students are one-to-one with iPad's in all the classrooms. The computer lab desktops are equipped with the full version application of "Starfall," a technology app to practice reading and math skills with students.

We will continue to replace technology on an as-needed basis for faculty and staff use. Our focus with general funds and Title IV funds is to replace laptops for our instructional aides at the start of the year.

## Technology Strengths

Every classroom is equipped with:

- 1 Active Panel
- iPad for every student
- 2 laptop computers: Teacher and T-2
- 1 document projector
- 1 portable document camera for home use (I-Pevo)
- Wireless listening station

# Priority Problem Statements



# Goals

**Revised/Approved: May 8, 2024**





**Goal 1:** Goal: To foster well-trained human capital in order to support student success and achievement.

**Performance Objective 1:** Provide high quality professional development to faculty, instructional specialist, and staff that will increase instructional effectiveness and student academic achievement.

**Evaluation Data Sources:** T-TESS Walkthroughs, T-CESS for counselor, Formal Observations, Summative Evaluations, PK-3 teacher created assessment result, PK-4 CIRCLE assessment results, 4 & 8 week assessment checklist, documentation of an increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
<b>Strategy 1: (Weekly/Monthly)</b> E.C. Professional Development: Region XIX New Teacher Orientation Autism Conference Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language Training refreshers EduHero subscription renewal Effective Border School Conference NASCA (counselor virtual PD) PBIS Conference West Texas Reading Symposium 2025 - Region 19 <b>Strategy's Expected Result/Impact:</b> All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. <b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Instructional Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Jan	Mar
	This area is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lessons, center activities and/or review data. (Weekly)</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers work in teams, engaging in PLC Big Ideas: 1 - Focus on Learning 2- Cultivating a Collaborative Culture, 3 - Focus on Results, and Lesson Plan Alignment, backward design modification and focused centers that are aligned. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Classroom Teachers Instructional Specialist District Instructional Officers from P &amp; I</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support beginning teachers through the New Teacher Induction Academy and their mentors through the Mentorship Academy. (Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Successful implementation of campus and district initiatives. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Modeling from P &amp; I officers in their specialty to assist teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Instructional Specialist P &amp; I officers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Instructional Specialist will work with classroom teachers to support student learning and carry out district initiatives in all content areas via professional development and modeling of best-practice instruction. The Campus Instructional Specialist is responsible for improvement of teaching and learning at the campus. (1 FTE) (Daily)</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student performance as measured, 4 &amp; 8 checklist assessments, CIRCLE assessment for PK-4 and teacher created assessments in PK-3, progress reports, report cards and implementation of acquired instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Classroom Teachers Instructional Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.





**Performance Objective 1:** 80% of Prek-4 students will have met/mastered the PK guidelines in Pre-reading skills to include identifying all upper/lower case letters and their distinct letter sounds at the end of the 2024-2025 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Student learning objective & students growth chart (SLO), Checklist assessments, Teacher created assessments, CIRCLE BOY, MOY & EOY assessment results. Student data portfolios to include: Phonological awareness lessons/alphabet knowledge lessons.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Apply Reader's Workshop Model: Read-a-Loud; shared reading, writing, authentic literacy activities with poetry; listening centers and dramatic play centers to enhance language development.</p> <p>Aligned to the Texas Prekindergarten Guidelines for PK-3 and PK-4 through the use of the following: (Daily)</p> <p>ABC mouse Estrellita Program Learning Dynamics Wilson Language Scholastic Education Starfall Lakeshore Learning Materials Warehouse/Basic Instructional Supplies School Specialty Amazon Learning Without Tears</p> <p><b>Strategy's Expected Result/Impact:</b> All students will meet/master their Pre-reading skills according to the Pre-k Guidelines. The student will meet/master to be successful in all five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. PK-4 students will show growth throughout the year with practicing pre-reading skills on CIRCLE (BOY, MOY, EOY) data. PK-3 will focus on building oracy skills, assess students with Assessment checklist and teacher created assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Instructional Specialist Reading Interventionist Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain and update library resources such as: Books with similar titles in English and Spanish to support alignment with instruction and library books; necessary supplies and materials to promote reading and home for all students with a focus on Early Childhood literacy for both PK-3 and PK-4 students. (Weekly/Bi Weekly).</p> <p><b>Strategy's Expected Result/Impact:</b> To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Librarian Aide Campus Administrator Instructional Specialist Reading Intervention teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 2:** The average percentage of all PK-4 students meeting early reading skills benchmarks at MOY (Wave 2) will increase from \_\_\_% in May 2024 to >\_\_\_% by June 2025 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MOY: CIRCLE Progress Monitoring School Benchmark Growth Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The students will be instructed with the modeling of the readers workshop framework provided by their teachers and instructional aides.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in the area of pre-reading skills concepts that have been taught from BOY to MOY.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrator Instructional Specialist Intervention teacher</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 3:** The average percentage of all PK-4 students meeting early mathematics skills benchmarks at MOY (Wave 2) will increase from 80% in May 2024 to > 85% by June 2025 as measured by the CIRCLE Progress Monitoring School Benchmark Growth Report.

**High Priority**

**Evaluation Data Sources:** MOY: CIRCLE Progress Monitoring School Benchmark Growth Report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The students will be instructed with the modeling of the guided math framework provided by their teachers and instructional aides.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in the area of mathematical pre-skills concepts that have been taught from BOY to MOY.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus administrator Instructional Specialist Intervention teacher</p> <p><b>Funding Sources:</b> At risk Math and Reading Teacher - 199: General, State Compensatory Education - \$83,730</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 4:** Special populations to include Emergent Bilinguals (EB) and students receiving Special Education Services (SPED) in PK-4 will show growth from (BOY) beginning-of-year in reading and math to the (EOY) end-of-year with CIRCLE assessment. PK-3 & PK-4 will use SLO growth check-ins, assessment checklist and teacher created assessments for the 2024-2025 school year.

**High Priority**

**Evaluation Data Sources:** Aligned guided math lessons

Progress monitoring and delivering intervention lesson using, CIRCLE, and Scholastic Pre-K On My Way curriculum, FROG street curriculum.

Teacher created assessments

Student Data to include: Phonological Awareness lessons/Alphabet knowledge lessons.


SLO and Student growth chart


Pre-LAS results (EOY)

Strategy 1 Details	Reviews			
<p><b>Strategy 1: ABC Mouse</b></p> <p>Continue with Dual Language Bilingual Education in grade Prek-4 (4th year of implementation)</p> <p>Continue with Pk-GLAD (Guided Language Acquisition Design) to support teachers with preschool strategies.</p> <p>Estrellita Program</p> <p>Fundations Phonics and learning Dynamics to support L2 in Dual Language Classrooms.</p> <p>Purchase headphones, colored keypads for technology for our EB population as needed.</p> <p>Identification and placement of students with Pre-LAS assessment for and LPAC requirements</p> <p>Lakeshore Learning</p> <p>Learning Without Tears</p> <p>Starfall</p> <p>Really Good Stuff</p> <p>Amazon - Supplement classroom libraries/supplies</p> <p>(Weekly/Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> EB students will be able to listen, speak, and understand each of the two program languages. They will learn to make connections between the two languages.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p>Dual language teachers</p> <p>Instructional Specialist</p> <p>Intervention teacher</p> <p>District Instructional Officers</p> <p><b>TEA Priorities:</b></p> <p>Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students who are at risk of failing will be provided with remediation and instructional materials during the school day. Students will be referred to RTI and interventions will be monitored; instruction will target areas of need as determined by data analysis. (Daily)</p> <p>Special Education students will be provided accommodations/modifications as per their individual education plans. (Daily)</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention will show student grown through progress monitoring documentation through RTI or IEP's.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselor Classroom Teachers Campus Reading intervention Teacher Instructional Specialist Special Education Teachers District Instructional Officers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 5:** Parents will be provided opportunities to participate in classes and training to maintain partnership in the educational environment, attend offerings in the 2024-2025 school year at the campus and district level.

**Evaluation Data Sources:** Agendas, sign in sheets





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain parental involvement by recognizing student achievements through:</p> <p>Monthly Smore parent newsletter  Campus and District website  PBIS Monthly Recognition  Nine Week Awards Assemblies to include STAR Students, Perfect Attendance, and Champion Reader  End-of-Year Assemblies: 9-Week Assemblies; EOY Assembly (in-person) and graduation ceremony for Prek-4 students  Monthly Family Literacy sessions  Provide training for parents with technology support to include Class Dojo, Google Classroom, and Parent Portal  Tips for Speech development at home, SEL emotional classes  Holiday presentations performed by PK-3 and PK-4 students  Annual Parent Engagement Conferences  Opportunities for Parents to attend training at Region 19  Technology equipment, supplies and refreshments for parent meetings  (Weekly/Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic motivation and personal self-esteem.  Parent attendance documents with sign-in sheets and parent surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Counselor  Classroom Teachers  District Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Literacy Workshops for families to include the Book-of-the-Month and Region 19 annual parent involvement conference(s). Parents are provided with resources, reading strategies and book extensions; to support their child at home with literacy.. (Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Promote reading at home and provide parents reading strategies to support students at home. Evidence by library book circulation; Literacy Meeting sign-in sheets. Increase in "Champion readers" participation.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Aide Instructional Specialist Counselor Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 6:** The campus will support professionals or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

**Evaluation Data Sources:** Finance department reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Special Education Aide will provide academic support to the students (daily). <b>Strategy's Expected Result/Impact:</b> To assist the struggling students in different academic areas. <b>Staff Responsible for Monitoring:</b> Special Education Aide and campus administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.





**Performance Objective 7:** Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

**Evaluation Data Sources:** Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, power point presentations, progress reports, nine-weeks results, STAAR (n/a) results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Loya Primary will provide supplemental classroom resources, library resources and media to support instruction during the school year (Library Books, Technology Equipment). (Daily)</p> <p><b>Strategy's Expected Result/Impact:</b> To encourage students to do more reading, work with students to read at grade level and improve pre-reading scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Intervention Reading Teacher Librarian Aide Computer Lab Aide Instructional Specialist Campus Administrator</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus support staff, instructional specialists, counselor, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. ( In-District, Regional, or State) (Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Our district and campus must have a written parent and family engagement policy in place.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers, and Parent Liaison</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will provide opportunities for administrators to attend professional development training ( In-District, Regional or in-state). (Monthly/Yearly)</p> <p><b>Strategy's Expected Result/Impact:</b> Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Counselor will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselor equipment to support students. (Daily)</p> <p><b>Strategy's Expected Result/Impact:</b> To positively impact student behavior and implement PBIS</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, campus counselor</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Loya Primary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies &amp; Materials, equipment, parent refreshments) (Monthly/Yearly)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Parent Participation and parent engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator. Teachers, Counselors, District Parent Liaison</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly)</p> <p><b>Strategy's Expected Result/Impact:</b> Our district and campus must have a written parent and family engagement policy in place.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers, and District Parent Liaison</p> <p><b>Title I:</b> 4.1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The campus will hire Title 1 State-funded positions</p> <p><b>Strategy's Expected Result/Impact:</b> Add supplemental support staff to better assist students and staff</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> Instructional Aide - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.102.30 - \$34,047, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.102.30 - \$25,000, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.102.30 - \$9,137, Library Aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.102.30 - \$22,340</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 8:** Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

**Evaluation Data Sources:** Sign-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assist teachers and principal in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support.</p> <p><b>Strategy's Expected Result/Impact:</b> To develop and enhance their capacity to provide effective instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.


**Performance Objective 9:** Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

**Evaluation Data Sources:** Attendance rosters, sign-in-sheets, progress reports, report cards.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide and implement a well-rounded education by incorporating STEAM, Maker Space, Social and Emotional Learning, music, and art.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve students' academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialists, Teachers, and Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide early intervention mentoring documentation and discipline behavior reports.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide educators and administrators with the tools, devices, and resources for effective use of technology in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> To equip the classroom with the additional technology equipment for better classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Counselors, and Social Workers</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 10:** ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

**Evaluation Data Sources:** Students' progress reports, nine-week reports and attendance rosters.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Loya Primary will hire a tutor to assist the students in the classroom setting, pull out for one-to-one if needing more support. Assist with Social Emotion Learning. (Supplies and Materials/ reading books)</p> <p><b>Strategy's Expected Result/Impact:</b> To provide students with the additional academic support needed</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors, and Social Workers</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 11:** ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

**Evaluation Data Sources:** Students' progress reports and nine-week reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Loya Primary will hire a tutor to continue supporting students with identifying letters, numbers, and shapes in classroom support or pull out for one-to-one if more support is needed. And address learning loss and implementing summer learning activities.</p> <p><b>Strategy's Expected Result/Impact:</b> To have transition student continuing the academic learning process</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2:** Goal: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

**Performance Objective 12:** State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pay)

**Evaluation Data Sources:** Student Rosters, Student Attendance, Progress Reports, 9-week report cards.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Loya Primary will provide all students with supplemental instruction on core academic subject materials, intervention materials, and extended days. Professional development is designed to give instructors the knowledge and skills to deliver accelerated education to At-Risk students. (Including but not limited to software licenses)</p> <p><b>Strategy's Expected Result/Impact:</b> To assist in meeting the state academic standards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Instructional Specialists, and other Instructional support.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.102.30 - \$10,500</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

**Performance Objective 1:** Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

**Evaluation Data Sources:** Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that all equipment is current and maintained for teachers, instructional aides and student use. Loya Primary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. (Monthly) Purchase age-appropriate applications for both grade levels. Laptops will be purchased for instructional aides to use for instruction and intervention (small group). The number purchased will depend on budget allowed with title IV funds and general funds.</p> <p>ABC Mouse Amazon Starfall CDW-G DELL Apple Education store HB Sound Pro-Computing</p> <p><b>Strategy's Expected Result/Impact:</b> Improved overall student performance as indicated on the final report card, increase student success in reading and math. EOY assessments: Teacher created-PK-3 and PK-4 CIRCLE.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Instructional Aides Computer Aide Campus Instructional Specialist Intervention reading teacher</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



**Goal 3:** Goal: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

**Performance Objective 2:** Students will be involved in a variety of activities that promote STEAM College and Career Readiness.

**Evaluation Data Sources:** Increase STEAM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Counseling &amp; Guidance program will include:</p> <p>Various college readiness and career awareness activities among all students such as College Pep Rally, presentations on Career, parent sessions through Progressing Together, College Career weekly spirit day on Tuesday, Parent Meeting on campus expectations to promote Higher Education by recognizing student academic achievements: STAR student, perfect attendance, PBIS recognition. Every other month Military Tuesdays are celebrated on campus with our students supporting our Military families. (Weekly/Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Promote career readiness opportunities to include all students. Evident through counselor lesson plans and activity sign in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Campus Administrator Classroom Teachers Campus Social Worker</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue implementing activities, now to include Art in the STEAM activities for our Prek-3 and Prek-4 students in the classroom.</p> <p>Maker Space classroom</p> <p>Loya Eagle Learning Center</p> <p>The Instructional Specialist and Math/Science Instructional Aide will collaborate and provide support.</p> <p>STEAM challenges and Maker Space to include updated equipment and maintain supplies for Maker-space classroom. (Weekly/Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Promote and increase the use of the engineering cycle to build and design STEAM prototypes that allow for problem solving and critical thinking skills. Maker Space helps to promote and focus on specific parts of the engineering cycle to aid in the building and designing of the monthly STEAM prototypes. All students will develop meaningful learning of language and mathematics and will be prepared for STEAM-related careers. Increase participation in STEAM-related activities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar

0%

No Progress

100%

Accomplished

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Discontinue

**Goal 4:** To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.

**Performance Objective 1:** Provide activities that promote and reinforce our campus core values of kindness, respect, responsibility, and safety with a decrease in overall discipline referrals from the 2023-2024 to the 2024-2025 school year.

**Evaluation Data Sources:** Comparison of number of discipline referrals from the 2023-2024 school year to the 2024-2025 school year as well as attendance reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Update videos of appropriate behavior expectations, implement activities that support positive behavior with respect such as our PBIS celebrations. (Weekly/Monthly). SEL embedded into the daily schedule.</p> <p>PBIS Celebrations for students            Winter PBIS Dance            Chalk the Block            Movie night w/popcorn            EOY Celebration PBIS            Committee gets involved with fundraising for events to reward students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of CVV/Discipline Referrals            Increase student motivation and positive behavior</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor            Classroom Teachers            Instructional Specialists            Instructional Aides</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Review content area			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 4:** To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.





**Performance Objective 2:** Provide activities that target leadership and healthy social-emotional development for students.

**Evaluation Data Sources:** Record of activities relevant to objective.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide our Military families who have moved into SEISD to offer them a tour and information about our campus, explain district expectation goals and introduce them to the Pre-kindergarten guidelines of social and academic development through the resources from Texas Education Agency. Provide opportunities to have families involved with school activities. (monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Offering our students and families with academic and emotional support during each of their transition phases. Monthly check-ins will be conducted offering extra instructional support for their children and themselves. Celebrate "Military Tuesdays" every other month and designate the month or April as Military Family month.</p> <p><b>Staff Responsible for Monitoring:</b> Military Liaison Campus Administrator Classroom Teachers Counselor Nurse</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	This area is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of PBIS Core Values traits which will be emphasized in daily lessons, discipline referrals and increase Counseling Guidance lessons for students:</p> <p>Early childhood Social/Emotional lessons to be used with students using curriculum.</p> <p>Counselor will continue using calming area in her classroom to offer students a place where they can release and share feelings of sadness and anger. A sensory box, fabric feeling chart, emotional cushions will be provided to each teacher to model and mimic the calming area for their classrooms.</p> <p>Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily)</p> <p>Train faculty and staff on new design Emergency Operation Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals.</p> <p>Increase student motivation and positive behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor Classroom Teachers Instructional Aides</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Classroom presentations that will address safety, respect, showing kindness, emotional frustration, diversity and acceptance, health awareness, positive choices/ consequences, and behavior. Programs to promote positive self image and confidence. Adjustments will need to be made to the daily schedule due to counselor only being available for 1/2 days, Tuesday-Friday.</p> <p>Create an action plan to assist teachers with students who are showing difficult behaviors: Use of social stories with counselor, parent-teacher conferences, meetings with social worker and campus administrator to offer STAR referral program.</p> <p>Re-Think It curriculum, reading materials, and supplemental material. (Monthly)</p> <p>Recognize student achievement and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals.</p> <p>Increase student motivation and positive behavior.</p> <p>Evidenced through lesson plans / walk-throughs/ performance sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor Classroom Teachers Instructional Aides Campus Administrator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), TCA conferences and other professional development organizations.</p> <p>Region 19 Professional Development to support PBIS.</p> <p>(Monthly)</p> <p><b>Strategy's Expected Result/Impact:</b> Keep abreast of the latest research-based practices to better support students' social emotional well-being and academic success.</p> <p>Decrease of Discipline Referrals</p> <p>Increase student motivation and positive behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Counselor Classroom Teachers PBIS committee members.</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Collaborate with partners in education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Weekly)</p> <p><b>Strategy's Expected Result/Impact:</b> To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor SEISD Social Worker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Weekly lesson for students, following a rotation schedule.</p> <p>Counselor will provide individual and small group counseling as needed for students who are needing the emotional support.</p> <p>The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. The online resource title "SCUTA" has been purchased for our counselor to continue to track students and data that is evidence-based from the guidance curriculum counselor program.</p> <p><b>Strategy's Expected Result/Impact:</b> To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home.</p> <p>Decrease of CVV/Discipline Referrals</p> <p>Increase student motivation and positive behavior</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator Campus Counselor Classroom Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 4:** To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally through Campus Counselor and district Social Worker.


**Performance Objective 3:** Provide activities to increase student attendance rate from 90.26% (Feb 2024) in 2023-2024 to 92% in 2024-2025 school year.


**High Priority**


**Evaluation Data Sources:** Student attendance records  
Daily verifications

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor will assist with the attendance committee to meet bi-monthly to review incentives and students with 3 or more unexcused absences.</p> <p>Classrooms teachers will keep front office informed about their students who are struggling with attendance.</p> <p>Incentives will include:</p> <p>Fun Pajama Friday, 9-week popcorn celebration, 9-week recognition at awards assembly and acknowledgement to parents with a bumper sticker.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate and increased student motivation to be at school everyday.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee Registrar/Attendance Clerk Counselor Campus Administrator Campus Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



# State Compensatory

## Budget for Lorenzo Loya Primary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Lorenzo Loya Primary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christina Lara	Teacher-At Risk Services	1
Maribel Vallejo	Campus Instructional Specialist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erika Montoya	Aide-Library Elementary	Title I Part A	100%
Mercedes Jasso	Librarian	Title I Part A	25%
Rita Baca	Aide-Classroom-Math & Science	Title I Part A	100%
Sylvia Graves	Social Worker	Title I Part A	33%

# Campus Funding Summary

<b>199: General, State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	At risk Math and Reading Teacher		\$83,730.00
2	12	1	General Supplies	199.11.6399.00.102.30	\$10,500.00
<b>Sub-Total</b>					<b>\$94,230.00</b>
<b>211: Title I, Part A Improving Basic Programs</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	7	Library Aide	211.12.6129.00.102.30	\$22,340.00
2	7	7	Social Worker	211.32.6119.00.102.30	\$25,000.00
2	7	7	Instructional Aide	211.11.6129.00.102.30	\$34,047.00
2	7	7	Librarian	211.12.6119.00.102.30	\$9,137.00
<b>Sub-Total</b>					<b>\$90,524.00</b>

# Addendums