GARZA-PEÑA IMPROVEMENT PLAN
2023-2024

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA ISD's Vision & Mission

Vision

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

Mission Statement

The mission of Garza-Peña Elementary is to provide a quality instructional program in a nurturing, positive, and creative learning environment which addresses the cognitive, affective, and physical needs of the children. The staff, parents, and community will be committed to provide successful educational experiences which will enable the students to become productive members of society.

Vision Statement

The vision of Garza-Peña Elementary is to provide an education that will ensure successful learning for students. The Garza-Peña students will be responsible individuals that will show respect and concern for one another. The teachers and staff will provide a quality instructional program implementing successful strategies and demonstrating leadership. The parents and community will be actively involved to ensure student success and responsibility. A positive school environment will contribute to every students' success at Garza-Peña Elementary.

2023 School Board of Education

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Campus Site-Based Decision Committee Members
2023-2024

School Administration

Judith Canales, Principal
Elda Barrios, Asst. Principal
Di Gabriel Camero, Counselor
Monica Hernandez, CLL

Para-Professional

 Mia Jimenez

Support Staff

Adriana Salazar
Brianna Jimenez

Community Member

Cynthia Sandoval

Professionals

Adriana Sanchez - PK
Angel Seawell - Kinder
Priscila Cardenas- 1st Grade
Sonia Champion– 2nd Grade
Alma Rivera– 3rd Grade
Iris Castillo-4th Grade
Oscar Quintanilla– 5th Grade

Resource

Carmen Noyola

Parent

San Juanita Olvera

COLLEGE³ READY.CONNECTED.COMPLETE.

Campus Improvement Plan: School Year 2023-2024

Campus Name: Garza Pena Elementary School

Mission: It is the mission of the staff at Garza Pena Elementary to develop: Knowledgeable students and staff; Independent lifelong learners; 21st century ready students; Dedicated partnerships among students, staff, parents, and community; and Success for all.

Demographics Summary: The current enrollment of Garza Pena Elementary as of September 2023 is 571 students. The student population at Garza Pena Elementary consists of 99.5% Hispanic and .5% White. Our students represent low socio-economic status of approximately 94% with 9 (1.6%) migrant students. Approximately 10.2% of our student population receive special education services, while 2.1% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.8% of our student population. The bilingual population is approximately 40.5% where most of the students' home language is Spanish. The attendance rate for the campus for 2023 was 90.8%. Most of our students live in the neighborhoods which encircle our campus. We currently have 74 students who transferred into Garza Pena from various zones.

Comprehensive Needs Assessment Summary: Garza Pena Elementary received an overall grade of 82 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, Garza Pena earned a 73, which shows how much students know and can do at the end of the school year. The School Progress domain, 80 in Domain 2 Part A and 82 in Domain 2 Part B for Garza Pena, shows how students perform over time and how that growth compares to similar schools. Garza Pena scored 82 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum and Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in Masters and sustainability learning, a project/passion-based learning approach. Garza Pena now offers fourteen Dual Language classrooms: 1 in P3, 1 in PK, 2 in Kinder, 2 in 1st and 2 in 2nd grade, 1 in 3rd grade, 3 in 4th grade, 2 in 5th. These classrooms contain ELL students. The mission for our campus is to develop a culture of readers (both staff and students). Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on classroom libraries to promote the love of reading, as well as providing materials and professional development to support writing and reading workshops. Handwriting will also be a focus of literacy instruction so that students will be able to write legibly and fluidly.
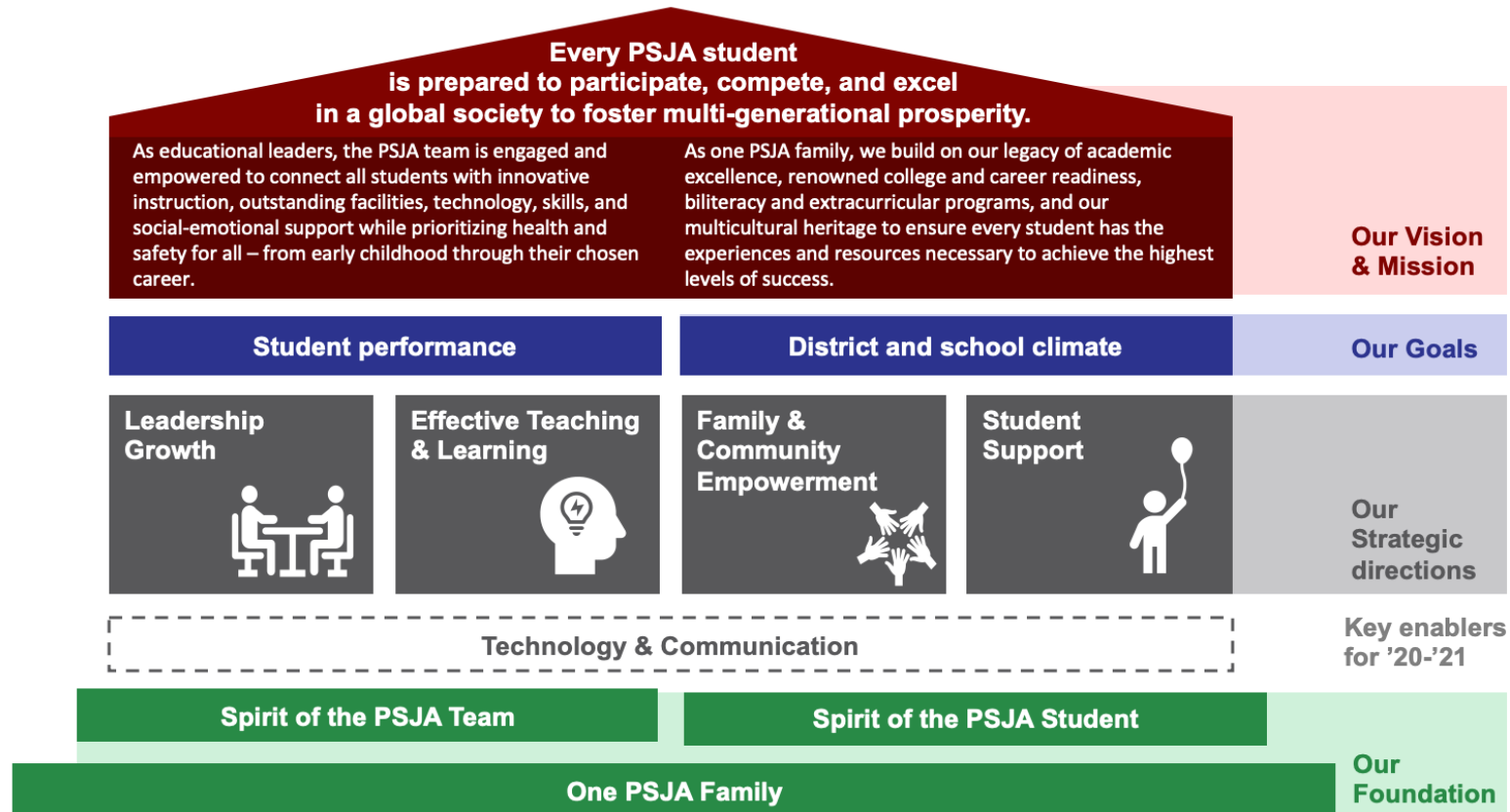
Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5-10% in all subject areas and subgroups. Students in grades K-2 will show a 5-10% increase in the number of students performing in Tier 1 as determined by Istation reading and Imagine math. Each grade level will show a 5-10% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5-10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide PBIS and social emotional initiative. Increase the academic achievement of all students, in all subgroups by 5-10%. Close the achievement gap by 5-10% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Garza Pena will continue to partner with community stakeholders to ensure student/campus success.

Judith Canales
Principal Signature

Monica Hernandez
CLL

San Juanita Olvera
Parent

2023-2024 Strategic Planning Framework

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Our Vision & Mission

Student performance

District and school climate

Our Goals

Leadership Growth

Effective Teaching & Learning

Family & Community Empowerment

Student Support

Our Strategic directions

Technology & Communication

Key enablers for '20-'21

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

Our Foundation

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Roadmap to Success for Every Student:
Strategic Priorities for 2023-2024 and Beyond

<u>Leadership Growth</u>

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

<u>Effective Teaching & Learning</u>

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

<u>Family & Community Empowerment</u>

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

<u>Student Support</u>

While academics are at the heart and soul of our district, the importance of a student's health, safety and well- being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2024.

Goal Progress Measure 1.1:   The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2024.

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

School Profile

Campus Improvement Plan: School Year 2023-2024

Campus Name: Amanda Garza Pena Elementary

History

Garza-Peña Elementary opened its doors in San Juan, Texas in 1977 with an open space design. Mr. Gus Guerra was Superintendent of Schools in PSJA at the time and Mr. Heron Ramirez was the first principal. Throughout the years Garza-Peña Elementary was renovated with new additions to accommodate the growing population. In 2015, the old campus was demolished and rebuilt. The new state of the art facility is currently located at 500 E. FM 495 in San Juan, Texas.   Garza Pena Elementary serves students from all over the tri-city area.

Enrollment

All Students: 571
Eco Dis: 94%
LEP: 40.5%
Sped: 10.2%
Migrant: 1.6%
GT: 2.8%

Highlights

Garza Pena Elementary is a one-way dual language school, providing Spanish enrichment to English Proficient (EP) to all kindergarten through fifth grade students. Garza Pena Elementary is currently participating in a School Community Partnership Early Childhood grant that provides play-based learning to our PK3 & PK4 students. The school is also participating with UTRGV in the STEPS grant, where students learn how to eat healthy and live a healthy life.
Garza Pena Elementary School is a T.E.A. Recognized School, receiving a final grade of 82% (B rating) on the 2021-2022 state assessments. The school also received 1 out of 6 distinctions for Top 25% in Academic Growth.

Judith Canales

Principal Signature

State Accountability

2022-2023				
Domain 1 Student Achievement	Domain 2 Part A Academic Growth	Domain 2 Part B Relative Perf.	Domain 3 Closing Performance	Overall
73	80	82	82	82

2023-2024 Garza-Peña Goals

3rd Grade Reading

	% of **Students** Passing State Assessment TARGET: 60	% of **Students** Passing State Assessment TARGET: 60	**Goal** TARGET: 60
	2022	**2023**	**2024**
Approaches	61	61	71
Meets	30	38	48
Masters	15	12	25

4th Grade Reading

	% of **Students** Passing State Assessment TARGET: 60	% of **Students** Passing State Assessment TARGET: 60	Goal TARGET: 60
	2022	**2023**	**2024**
Approaches	77	64	75
Meets	41	36	46
Masters	22	15	25

5th Grade Reading

	% of **Students** Passing State Assessment TARGET: 60	% of **Students** Passing State Assessment TARGET: 60	Goal TARGET: 60
	2022	**2023**	**2024**
Approaches	75	82	92
Meets	39	54	64
Masters	22	28	38

2023-2024 Garza-Peña Goals

3rd Grade Mathematics

	% of **Students** Passing State Assessment *TARGET: 60*	% of **Students** Passing State Assessment *TARGET: 60*	Goal *TARGET: 60*
	2022	**2023**	**2024**
Approaches	41	65	75
Meets	16	32	42
Masters	7	9	30

4th Grade Mathematics

	% of **Students** Passing State Assessment *TARGET: 60*	% of **Students** Passing State Assessment *TARGET: 60*	Goal *TARGET: 60*
	2022	**2023**	**2024**
Approaches	62	58	70
Meets	33	39	49
Masters	16	15	25

5th Grade Mathematics

	% of **Students** Passing State Assessment *TARGET: 60*	% of **Students** Passing State Assessment *TARGET: 60*	Goal *TARGET: 60*
	2022	**2023**	**2024**
Approaches	64	91	95
Meets	29	53	63
Masters	13	15	25

5th Grade Science

	% of **Students** Passing State Assessment TARGET: 60	% of **Students** Passing State Assessment TARGET: 60	**Goal** TARGET: 60
	2022	**2023**	**2024**
Approaches	46	65	75
Meets	22	34	44
Masters	8	13	23

Comprehensive Needs Assessment

Data Resources Reviewed

1. 2023 STAAR Performance Reports
2. 2021- 22 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. T-Tess Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

Comprehensive Needs Assessment

Closing the Gaps Status: Additional Targeted Support

Academic Achievement

STAAR Performance Status (Percentage at Meets Grade Level or Above)

				Reading					
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	248	Y	48	46	55	73	220	40	3
High Focus	237	Y	46	37	48	69	214	39	3
Lowest Performing									
Hispanic	248	Y	48	39	49	70	217	39	3
				Math					
All Students	248	Y	45	49	58	75	220	31	2
High Focus	237	Y	43	42	52	71	214	30	3
Lowest Performing									
Hispanic	248	Y	45	44	53	72	217	30	3
Academic Achievement Total = Points Earned / Points Possible = 17/24 = 70.8									

Academic Growth

STAAR Growth Status (Elementary and Middle Schools)

				Reading					
	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	148	Y	67	72	80	95	48	94	0
High Focus	143	Y	67	69	78	95	45	93	0
Lowest Performing									
Hispanic	148	Y	67	71	79	95	47	94	0
				Math					
All Students	148	Y	85	72	80	95	49	84	3
High Focus	143	Y	86	70	78	95	46	85	3
Lowest Performing									
Hispanic	148	Y	85	71	79	95	48	83	3
Academic Growth Total = Points Earned / Points Possible = 9/24 = 37.5									

Comprehensive Needs Assessment

Closing the Gaps Status: Additional Targeted Support

Student Success

Student Achievement Domain Score: STAAR Component Only

	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
All Students	589	Y	45	47	57	77	523	38	2
High Focus	563	Y	44	40	50	70	508	37	3
Lowest Performing									
Hispanic	589	Y	45	41	51	71	516	37	3
Student Success Total = Points Earned / Points Possible = 8/12 = 66.7									

English Learner Proficiency

English Language Proficiency Status (Progress>=1 Level or Advanced High)

	Test Count	Met Min Size	Actual	Interim Target	Next Interim Target	Long Term Target	PY Test Count	PY Actual	Points
EL Proficiency	202	Y	50	49	51	55	187	49	3
EL Proficiency Total = Points Earned / Points Possible = 3/4 = 75.0									

Closing the Gaps Summary

Component	Component Points	Weight	Total Points
Academic Achievement	70.8	30%	21.2
Academic Growth	37.5	50%	18.8
Student Success	66.7	10%	6.7
English Language Proficiency	75	10%	7.5
Closing the Gaps Raw Score (STAAR Component Only)			54
Closing the Gaps Scaled Score (STAAR Component Only)			82

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Education:

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Garza-Peña Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs: N/A

Professional Development Needs:

The Special Education Teacher must work closely with the Curriculum and Instruction Department and Special Education Department to attend PD in the area of co-teaching to implement the inclusion model effectively.

General Education Teachers will attend a training that will entitle the new accommodations and modifications for the 2023-2024 school year needed to meet the special education IEP's.

Strengths:

- 91% of STAAR ALT participants at Garza-Peña passed assessment.

Needs:

- In Reading, 47.4% of the Sp. Ed pop. performed at approaches or higher.

- In Math, 73.6% of the Sp. Ed pop. performed at approaches or higher.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DL/ESL) data at Garza-Peña Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results, and TELPAS indicators to determine strengths and needs of our ELL students. Garza-Peña Elementary also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Garza-Peña Elementary was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, Garza-Peña Elementary was very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated at Garza-Peña Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

English Language Learners (ELL):

Needs:

- In reading, 65% of EB students performed at approaches or above.

- In math, 67% of EB students performed at approaches or above.

- In science, 60% of EB students performed at approaches or above.

- TELPAS target was not met with a 45, 4 points below the state target.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across Garza-Peña Elementary were used to review the Economically Disadvantaged data by the Site Based Decision Committee: State of Texas Assessments of Academic Readiness (STAAR) results on STAAR Performance Data, Closing the Gaps Status, and Academic Growth Data Tables to determine strengths and needs of our Economically Disadvantaged Students.

Strengths:

On the STAAR exam:

Needs:

- In reading, 67% of ECD students performed at approaches or above.

- In math, 69% of ECD students performed at approaches or above.

- In science, 64% of ECD students performed at approaches or above.

Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	**Goal Area 1: Student Achievement** The percent of students who perform at meets grade level or above on STAAR reading will increase by 5-10% points by June 2024.	17 out of 24 points were earned in academic achievement	• Increase the percent of students at Meets and Masters level in all subjects • Meet the TELPAS Target	Improve student learning outcomes in : **3rd - 5th Grade Reading 3rd-5th Grade Math 5th Science SMART Goal: 75% or Higher in reading and math 75 % in Science** Domain 1 Score of 71
2	**Goal Area 2: Closing the Gaps** All identified student groups in the closing the gaps domain will meet 80% of the indicators in the academic achievement component by June 2024.	• Math targets were met for growth status.	• For growth in reading, 0 points were met. • ELP target was not met.	• Set goals for all Students. Identify the students that have been non continuously enrolled. Provide Math and Science intervention. Intentionally target those students and provide intervention.
3	**Goal Area 3: Improve Safety, Public Support, Culture, and Climate** By June 2024, the school's positive culture will increase 10% based on teachers and staff perception of staff-student relationships.	• Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture	• Improve Student Attendance to 95% • Business Community Involvement	• Build public relations • Improve student retention
4	**Goal Area 4: Increase Staff Quality, Recruitment and Retention** All teachers will deliver high-quality, engaging lessons maximizing at least 95% of the instructional time.	• CLL & Reading coach collaboration • New Teacher Institute • T-Tess Evaluation Tool • Mentoring Program	• Training on alignment to CLC roadmap. • Training on fluency for all teachers. • T-Tess Training • PD based on Needs • Book Studies	• Provide professional learning opportunities for all teachers. • Assign mentor to new teachers in grade level. • Collaboration amongst the grade level (s). • Incorporate Book Studies for professional growth

2023-2024 Garza-Peña Elementary Goals
Goal 1: Student Achievement

Goal Area: 1	Student Achievement
Annual Goal:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2024
Objective:	The percent of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase from 45% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Strategically plan instruction to target specific needs of students Implementing lessons targeting SDG's	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *CIRCLE *TPRI/TejasLee *Fluency Checks *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.
2) Identify areas of concern by desegration of data sources.
3) Plan accordingly to target areas of concern.
4) Implement and monitor action plan on target areas to obtain results.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Sum Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target and make sure we meet the need of our students. Tutoring daily 45 Min.	*Principal *AP *CLL *Teachers *Paras	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *CIRCLE *TPRI/TejasLee *Fluency Checks *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Organize student groups by areas of weakness for differentiated instruction.
2) Implement differentiated instruction to target areas of need by student group.
3) Monitor and evaluate differentiated instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to ensure that lessons are readily available for our studens.	*Principal *AP *CLL *Teachers *Paras	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides,Docs *CIRCLE *TPRI/TejasLee *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps
1) Ensure all students have technology access to their preferred device.
2) Monitor participation and usage of all technology resources being utilized. (ISTATION, Imagine Math, Galaxy, MYON, Google Classroom, Google Meets)
3) Obtain data results of computer programs being utilized and make recommendations as needed.

2023-2024 Garza-Peña Elementary Goals
Goal 1: Student Achievement

Goal Area: 1	Student Achievement
Annual Goal:	The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2024
Objective:	Special Education Students in the meets level will increase from 32% to 37% in STAAR in the meets category of STAAR by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The special education teachers will align their instruction with the classroom teachers to ensure that instruction is implemented effectively. Implement lessons targeting SDG's	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique *Title 1 *ESSER *Local *State Comp Heggerty SSRS/Estrellita/Lunita	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.
2) Identify areas of concern by desegration of data sources.
3) Plan accordingly to target areas of concern.
4) Implement and monitor action plan on target areas to obtain results.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target and make sure we meet the need of our students Tutoring	*Principal *AP *CLL *Teachers *Paras	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Organize student groups by areas of weakness for differentiated instruction.
2) Implement differentiated instruction to target areas of need by student group.
3) Monitor and evaluate differentiated instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to ensure that lessons are readily available for our studens.	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Ensure all students have technology access to their preferred device.

2023-2024 Garza-Peña Elementary Goals
Goal 1: Student Achievement

Goal Area: 1	Student Achievement
Annual Goal:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 10% by June 2024
Objective:	ELL students in the meets level of STAAR in the meets level will increase from 31% to 41% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Strategically plan instruction to target specific needs of EL Students Implementing lessons targeting SDG's	*Principal *AP *CLL *Teachers *Paras	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Fluency Checks *Dual District BM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.
2) Identify areas of concern by desegration of data sources.
3) Plan accordingly to target areas of concern.
4) Implement and monitor action plan on target areas to obtain results.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target current proficiency levels in order to increase one or more levels. Tutoring	*Principal *AP *CLL *Teachers *Paras	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Fluency Checks *Dual District BM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Organize student groups by areas of weakness for differentiated instruction.
2) Implement differentiated instruction to target areas of need by student group.
3) Monitor and evaluate differentiated instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to provide students opportunity to practice the Listening, Speaking, Reading, and Writing Domains.	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Dual District BM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Ensure all students have technology access to their preferred device.
2) Monitor participation and usage of all technology resources being utilized. (ISTATION, Imagine Math, Galaxy, MYON, Google Classroom, Google Meets)

2023-2024 Garza-Peña Elementary Goals
Goal 2: Closing the Gaps

Goal Area 2:	Closing the Gaps
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 85% of the targets in the Academic Achievement component by June 2024.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the targets in the Academic Achievement component are met by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Walkthroughs *Data Walls	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above

3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level

4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps

1) Establish priorites based on obtained data and identified student needs

2) Use program systems to provide effective feedback to monitor progress and improve instruction

3) Provide reliable resources to ensure student success is being met

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Povide technology resources to facilitate reading development/math fluency and differentiate student learning	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Assign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups

2023-2024 Garza-Peña Elementary Goals
Goal 2: Closing the Gaps

Goal Area 2:	Closing the Gaps
Annual Goal 2:	All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2024.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Collect and assess data to monitor student progress weekly and drive interventions *Provide tutor for EL students to help close the learning gap	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks*SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Walkthroughs *Data Walls	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly/Formative Assessments *CBA I & II *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely - Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above

3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level

4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks*SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps

1) Establish priorites based on obtained data and identified student needs

2) Use program systems to provide effective feedback to monitor progress and improve instruction

3) Provide reliable resources to ensure student success is being met

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Povide technology resources to facilitate reading development/math fluency and differentiate student learning	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks*SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE *STAAR Release Assessments (BM I & II)	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps

1) Assign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups

2) Monitor programs being used to track student progress and adjust instructional delivery or interventions as needed

Goal Area: 2	Closing the Gaps
Annual Goal 3:	All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Growth Component by June 2024.
Objective 3:	All identified noncontinuously enrolled students in the Closing the Gaps domain will be monitored to ensure that they meet the math and reading targets in the Academic Growth Component by

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Collect and assess data to monitor student progress weekly and drive interventions for students that have been Non continuolsy enrolled.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp *ST Math	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)

2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above

3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level

4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math/ST Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps

1) Establish priorites based on obtained data and identified student needs

2) Use program systems to provide effective feedback to monitor progress and improve instruction

3) Provide reliable resources to ensure student success is being met

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Povide technology resources to facilitate reading development and differentiate student learning	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *ST Math *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Assign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups

2023-2024 Garza-Peña Elementary Goals
Goal 3: Improve safety, Public Support, Culture and Climate

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	The schools's positive culture and climate will increase 10% based on teachers and staff perception of staff-student relationships.
Objective 1:	Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.	*Principal *AP *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive students engagement *Inclusive community *Diversity learning *Learner variability- welcomed responses	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) All staff will receive training via Hoonuit platform on SEL.

2) All students will participate in guided lessons on SEL.

3) Staff will ensure that all safety procedures and protocols are followed.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers and staff will implement SEL lessons in their classroom to improve teacher/student relationships.	*Principal *AP *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive students engagement *Inclusive community *Diversity learning *Learner variability- welcomed responses *Social and emotiona growth	*Classroom observation *Walkthroughs *Students interactions with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Teachers and Counselor will deliver SEL lessons provided by the district.

2) Students will actively participate in guided lessons on SEL.

3) Staff will ensure that all safety procedures and protocols are followed.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students will practice SEL and social skills throughout the day.	*Principal *AP *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations of students	*Positive students engagement *Inclusive community *Diversity learning *Learner variability- welcomed responses *Social and emotional growth	*Classroom observation *Walkthroughs *Student interaction with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Teachers and Counselor will deliver SEL lessons provided by the district.

2) Students will actively participate in guided lessons on SEL.

3) Staff will ensure that all safety procedures and protocols are followed.

2023-2024 Garza-Peña Elementary Goals
Goal 3: Improve safety, Public Support, Culture and Climate

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	The students' perception for their physical and psychological school safety will improve by June 2024.
Objective 1:	The school will implement safety and violence prevention protocols that will increase school safety by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train all students and staff members on COVID 19 safety procedures	*Principal *AP's *CLL *Teachers *Nurse *Counselor	*District Safety Procedures Videos *TEA Guidelines *CDC Guidelines	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Screener for COVID19 *Signs Posted Seating Arrangement of Classroom *Setup Modified Procedures *Social Distances	*Mininmal to no cases *High Attendance *Open Campus *Low Anxiety Level	*Observation of staff wearing appropriate coverings *Unannounced Classroom Visits	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Teachers will receive training via Hoonuit on COVID 19 safety procedures and protocols.
2) Students will participate and engage in a guided lesson on COVID 19 safety procedures and protocols.
3) Safety procedures for COVID 19 will be displayed and enforced throughtout the school.
4) Staff will monitor to ensure that all safety procedures and protocols are being followed.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train selective staff in (CPI) de-escalation and restorative practices	*Principal *AP's *Counselor *CLL *Teachers *Behavior Specialist	*Counselor Lessons and Protocols *Behavior Plans *Tropical Behavior Center *Conferences with Parents	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Individual Behavioral Plans *Incentive for Appropriate Behavior *Classroom Job Incentive (intervention) *Evacuation Classroom Procedures	*Minimal classroom disruptions *Growth in student behavior *Increase of Academic Achievement *Students without Injury *Positive Social Behavior *Make responsible decisions	*Zero Injury Reports *Minimal Referrals *Observation of Mininmal disruptions in Classroom	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Selected personnel will attend district CPI training.
2) Response team will participate in mock training to make sure that all procedures are carried out.
3) Implement CPI and document when necessary.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training for All Staff on sexual abuse and neglect, bullying, suicide,trama, and SEL (Social Emotional Learning).	*Principal *AP's *Counselor *LSSP *LPC *Wrap Around Specialists	*District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *STOP-It *Counselor PD on Sexual Harassment, bullying.	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Certificate of Modules *No bullying Signs *Positive Interaction between teacher and students *Positive interaction between student to students	*Zero Reports *Positive School Climate *Informed Staff *High students engagement	*Classroom observation *Walkthroughs	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) All staff will attend PD via Hoonuit on sexual abuse and neglect, bullying, suicide, trama, SEL.
2) Staff will document and report any concerns to proper authorities.
3) Provide resources to students on all topics.

2023-2024 Garza-Peña Elementary Goals
Goal 3: Improve safety, Public Support, Culture and Climate

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal3:	Family involvement and interaction with their child's school/class will increase by 5% by June 2024.
Objective 1:	Parents participation in informational training sessions will increase by 5% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers and staff will use approved platforms to communicate with parents and address their questions and needs.	*Principal *AP *CLL *Teachers *Counselor	*School FB *Google Classroom *ClassDojo *Email *Phone call *School Messenger	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Weekly attendance report *Weekly Contact Parent Log *Google Classroom Posts *CassDojo Announcements *Email Logs	*Parent communication 100% *Increase Student participation on Google Classroom *Decrease in miscomunication on assignments *Less incomplete assignments *Positive partnership between parents and staff member	*Increased parent satisfaction *Improved staff morale *Increased students participation	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Notices and messages will be sent out on a timely manner.
2) Parent educator will reach out to parents to invite them to school meetings and trainings.
3) A mass message will be sent out via Messanger to reach allparents.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parents will be invited to attend social events sponsored by the school	*Principal *AP *CLL *Teachers *Counselor	*School FB *Google Classroom *ClassDojo *Email *Phone calls *Parent notes	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Sign in Sheet for attendees *High participation in social events	*Positive Parent involvement in social events *Student participation in special events	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
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3) A mass message will be sent out via Messanger to reach allparents.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parents will be invited to attend meetings and trainings provided by the school and district.	*Principal *AP's *CLL *Teachers *Counselor *Parent Educator	*School FB *Email *Phone call via messenger *ClassDojo *Flyers *Curriculum Nights *Literacy Nights *Parental Engagement Mtgs	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Sign in Sheet for attendees * High participation in upcoming school and district trainings	*High Parent involvement *Learning Opportunites *Informed parents	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps
1) Notices and messages will be sent out on a timely manner.
2) Parent educator will reach out to parents to invite them to school meetings and trainings.
3) A mass message will be sent out via Messanger to reach allparents.

2023-2024 Garza-Peña Elementary Goals
Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal:	All teachers will deliever high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective:	All teachers will increase their use of high quality, engaging lessons, and technology to increase studentengagement.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will use research based strategies in their daily lesson to increase student engagement	*Principal *AP *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *ImagineMath *ThinkCentral *EduSmart *CIF *Google Classroom *Google Meets *Poll *Quizs *Games *Galaxy *Summit K12 *Book Studies	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-Tess *Reports from programs	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increased classroom participation	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Teachers will attend research based professional development offered by the district or Region I.
2) Teachers will turn around PD attended to other teachers so that they can learn best practices in classroom instruction.
3) Teachers will implement what was learned in their professional development in their classroom to improveinstruction.
4) Teachers will participate in classroom visitations within the grade-level to learn from each other.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use walk-through data to monitor and support teacher effectiveness	*Principal *AP *CLL *Teachers	* T-Tess Rubric *Walkthrough District Form *Coaching Cyle *NTC Tools *PD Goals *TCLCs *Roadmap *SGM's	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups participation *Completion of PD Goals	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Summartive Evaluation	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Data obtained from walk-throughs will be utilized to target areas of growth for teachers.
2) Hot and Cold Feedback will be provided for all teachers to support teachereffectiveness.
3) Implementation will be monitored weekly.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will incorporate technology into their lessons to optimize student achievement	*Principal *AP *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizs *Games *Prodigy *Edusmart *Mackinvia *TECH Camps *CIT Trainings *Teacher Trainings NearPod	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase use of technology	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math *Google forms,slides, doc.	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Teachers and Staff will attend professional development to improve their use oftechnology.
2) Teachers will utilize technology in the classroom and assist students in applying their newknowledge.
3) Technology usage will be monitored weekly.

2023-2024 Garza-Peña Elementary Goals
Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal:	Staff will use the evaluation systems to increase staff quality, recruitment and retention.
Objective:	Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administration and teachers will receive training on the evaluation process	*Principal *AP's *CLL *Teachers	*T-Tess Training *TxCee Online Orientation *Calibration Certification *6 Hour T-Tess Orientation *CLLT-Tess Roll Out *Walk-through Forms	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*T-Tess- Teacher Self Assessment *PD Goals *BOY Goals Conference *MOY Progress Conference *EOY Summative Evaluation *Observation Cycle *Walk-throughs	*Growth in PD Goals *Teacher Growth *Progress/Completion of PD Goals *SGM *Teacher Effectiveness Ratings	*Teacher announced and unnouced observation *Mid Year Conference *Summative Conference	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Teachers will receive professional development on the correct evaluation process.

2) Teachers will be guided on how to develop effective SGM for their students.

3) Teachers will implement what was learned during the evaluation process and SGM in their own classroom.

4) Implementation will be monitored and reviewed by Administration and CLL.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.	*Principal *AP *CLL *Teachers	*T-Tess Training *Observation Cycle *NTC Tools *Collaborative Learning Walks *Walkthroughs *Peer observations *TCLCs	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Pre Conference Form *Observation Form *Post Conference Form *Teacher Inter-visitation Form *Walkthrough Online Form *Peer Schedule Template	*Teacher implementation of newly aquired feedback *Teacher participation *Incorporating vertically aligned strategies	*Student engagement *Follow through of feedback *Classroom visit	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Data obtained from walk-throughs will be reviewed and analyzed to guide growth for all teachers.

2) Hot and Cold feedback will be provided to teachers to improve practice.

3) Action plan will be developed and monitored carefully to make sure that proper implentation is being utilized.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data collected to provide professional development to provide growth opportunities for all staff for means of retention.	*Principal *AP's *CLL *Teachers	*Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations *PD for areas of concern	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*PD Sign In *Data Collected through walkthroughs	*Teacher implementation of newly aquired PD *Teacher participation *Student engagement	*Classroom Observation *Classroom walkthrough *Teacher feedback	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Using data collected teachers will be encouraged to attend professional development to target growth areas.

2) Staff will implement what was learned during professional development in the classroom.

3) Monitor the implementation in the area of growth.

2023-2024 Garza-Peña Elementary Goals
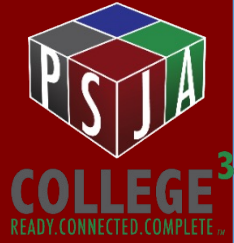## Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4	Improve Safety, Public Support, Culture and Climate
Annual Goal3:	All teachers will be certified to teach assigned grade level by June 2024.
Objective:	All teachers will be highly qualified to teach the assigned grade level by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All dual language including special education teachers will be certified bilingual.	*Principal *AP *CLL *Teachers	*State Bilingual Certification *Dual Language District Training *Bilingual District Department Resources *ELPS training *Bilingual update training *Centers training	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Bilingual Pairs *Bilingual Classrom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classrom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) All dual language teachers including special education teachers will be properly certified in bilingual education.

2) Dual language teachers will ensure that their certification is current by attending trainings and professional development opportunities.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All dual language teachers will receive required annual training.	*Principal *AP *CLL *Teachers	*Dual Language District Update Training	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classrom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Dual language teachers will attend the all mandated professional development offered by our district.

2) Dual language teachers will be encouraged to attend Region I professional development.

3) Dual language teachers will be encouraged to attend State professional development.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will recruit certified teachers	*Principal *AP's *CLL *Teachers	*New Teacher Job Fair *State Certification *HR Hiring Process	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Interview process Criteria Review *HR	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading/Math	*Teahers knowledgeable in content grade level area *T-Tess Evaluation Process *Reference Checks *Resume	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps

1) Campus will interview qualified teachers and individuals for current available positions.

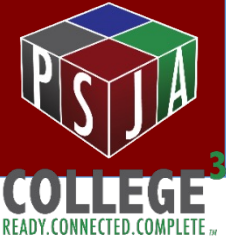2) Campus will ensure that all teachers hired are properly certified.

- Integrated Campus Checklist
- Accountability Report
- Programs List
- SBDM Committee Meeting for Approval of Campus Plan
- Minutes
- Signatures
- Professional Development Plan

CIP Criteria	**Yes**	**No**	**CIP Page #s**
1. Was a comprehensive needs assessment of the entire school conducted?	√	_	**I. 1-15**
2. Did the needs assessment obtain feedback from all the stakeholders?	√	_	
3. Are the campus plan and the district plan mutually supportive?	√	_	
4. Does the campus plan contain long-range goals that support the district goals?	√	_	
5. Does the campus plan contain annual objectives? (Copy of projection Scores Chart should be included as an appendix.)	√	_	
6. Are the objectives written in measurable terms?	√	_	
7. Do the objectives address the Academic Excellence Indicators?	√	_	
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	√	_	
9. Are the needs of special populations addressed, by subgroup, in the plan?	√	_	
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	√	_	
11. Have resources been allocated to support the initiatives, strategies, and activities?	√	_	
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	√	_	
13. Is staff dev. to carry out the initiatives, strategies and activities included in the plan?	√	_	
14. Does the campus plan include formative evaluations?	√	_	
15. Does the campus plan include summative evaluations?	√	_	
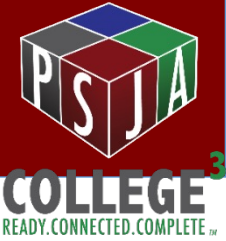
- Mastery skills: a description of how the school evaluates, in an on-going way, the progress of students who experience difficulty so that interventions can be timely and effective? √ _ **I. 1-15**

- Strategies for attracting highly qualified staff? √ _ **VII. 1**

- Strategies to ensure that staff are highly qualified and have the knowledge and teaching skills to enable students to meet the state's challenging content and performance standards? √ _ **VII. 1**

- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass TAKS/SDAA? √ _ **VII. 1-8**

- Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the school wide program, including development / review of home/school compacts and literacy programs? √ _ **V. 1**

- Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start and Even Start? √ _ **I. 15**

- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program? √ _ **I. 1-15**

- Measures to involve teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program? √ _ **I. 1-15**

- A list of Local, State, and other federal programs that will be coordinated and integrated with the school wide program? √ _ **Appendix B**
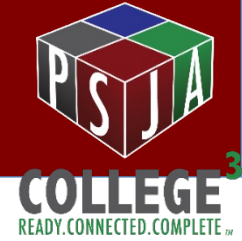
16. Does the campus plan include strategies for violence prevention and intervention?   √ _   **I. 1-15**

17. Does the campus plan include higher education admissions/financial aid,   **n/a** _
    TEXAS and Teach for Texas grant programs?

18. Does the campus plan identify the number of FTEs (full time equivalents)   **n/a** _
    paid out of State Compensatory Education (SCE) funds?

19. Does the campus plan identify the amount and use of SCE funds?   √ _

20. Was the Campus Performance Objectives Council (CPOC) involved in   √ _
    the planning process for the campus improvement plan?

21. Did the CPOC approve the campus plan, including staff development?   √ **Appendices H,I,J**
    (Copy of meeting agenda and minutes should be included as an appendix)

TEXAS ACADEMIC PERFORMANCE REPORT 2023

Texas Education Agency
2022 Accountability Ratings Overall Summary
AMANDA GARZA-PENA EL (108909118) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**89**	**B**
Student Achievement		65	**Not Rated: Senate Bill 1365**
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**94**	**A**
Academic Growth	89	94	A
Relative Performance (Eco Dis: 94.3%)	38	73	C
Closing the Gaps	**72**	**76**	**C**

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
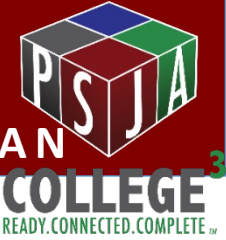
Distinction Designations

✗ ELA/Reading

✗ Mathematics

✗ Science

Not Eligible Social Studies

✓ Comparative Academic Growth

✗ Postsecondary Readiness

✗ Comparative Closing the Gaps

Garza-Peña Elementary
PROGRAMS LIST 2023-2024

Programs that Support Student Achievement	Grade Level Served							Special Pop. Served							Funding Sources										
	Pre-Kinder	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Ed.	Recent Immigrant	Bilingual	Migrant	At-Risk	Eco. Disadvantage	GT	PK Grant	SCE	Title I	Title II	Title II	Title III	GT	Special Ed.	Technology	State Bilingual	Local
IEP Inclusion		x	x	x	x	x	x	x	x	x	x	x	x							6		x			
Extended Day Instruction				x	x	x	x	x	x	x	x	x	x	x											
Accelerated Reading Instruction		x	x	x	x	x	x	x	x	x	x	x	x	x		x	x								x
Tutorial		x	x	x	x	x	x		x		x	x	x			x	x								
Paraprofessionals to reinforce inst.	x	x	x	x				x	x	x	x	x	x		x	x	x								
Computer Assisted Instruction	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x								x	x
Parental Involvement	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x								
Technology in class	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x							x	x
Music Teacher	x	x	x	x	x	x	x	x	x	x	x	x	x	x											x
Science Lab				x	x	x	x	x	x	x	x	x	x	x		x									
Special Education	x	x	x	x	x	x	x	x	x	x	x	x	x									x			
Choir	x	x	x	x	x	x	x	x	x	x	x	x	x	x											x
Chess Club			x	x	x	x	x	x	x	x	x	x	x	x								x			
Guitar Club			x	x	x	x	x	x	x	x	x	x	x	x											x
Destination Imagination		x	x	x	x	x	x							x								x			
Girls Scouts Club	x	x	x	x	x	x	x	x	x	x	x	x	x	x											
National Honor Society					x	x	x	x	x	x	x	x	x	x											
Cheerleaders			x	x	x	x	x	x	x	x	x	x	x	x											
Robotics					x	x	x	x	x		x	x	x	x							x				

Garza-Peña Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

Call Meeting to order

Review Campus Plan

Make revisions

Approve/Disapprove Campus Plan

Adjourn meeting by Administrator

Campus Plan Approval Minutes
September 11, 2023

Meeting was called to order by Mrs. Judith Canales, Principal. Presentation of campus plan was conducted by Mrs. Judith Canales and SBDM members. All issues of concern were addressed. Site Based Decision Making Council members approved the corrections and additions to the Campus Plan and initialed by their name. Any typing errors or corrections will be brought to Mrs. Judith Canales. Principal thanked all staff members for their continuous effort and dedication in making our campus plan a better instructional tool that reflects the excellence and success we are experiencing in our campus. Committee was made aware that CIP is a working document.

School Administration

Judith Canales, Principal
Elda Barrios, Asst. Principal
Di Gabriel Camero, Counselor
Monica Hernandez, CLL

Para-Professional

Mia Jimenez

Support Staff

Adriana Salazar
Brianna Jimenez
Jose Rodriguez

Community Member

Cynthia Sandoval

Professionals

Adriana Sanchez- PK
Angel Seawell - Kinder
Priscila Cardenas-1st Grade
Sonia Champion– 2nd Grade
Alma Rivera– 3rd Grade
Iris Castillo-4th Grade
Oscar Quintanilla– 5th Grade

Resource

Carmen Noyola

Parent

Marlen Garza

PSJA COLLEGE³ READY.CONNECTED.COMPLETE..

PHARR-SAN JUAN-ALAMO
Independent School District
GARZA-PEÑA ELEMENTARY

Judith Canales, Principal
Elda Barrios, Assistant Principal

Garza Pena Elementary
Approval of CIP
September 11, 2024

Grade/Title	Name	Signature
Principal	Judith Canales	
Asst. Principal	Elda Barrios	
Counselor	Di Gabriel Camero	
PK Teacher	Adriana Sanchez	
K Teacher	Angel Seawell	
1st Teacher	Priscila Cardenas	
2nd Teacher	Sonia Champion	
3rd Teacher	Alma Rivera	
4th Teacher	Iris Castillo	
5th Teacher	Oscar Quintanilla	
Instructional Coach (CLL)	Monica Hernandez	
Librarian	Carmen Noyola	
Paraprofessional	Mia Jimenez	
Secretary	Adriana Salazar	
PEIMS Clerk	Brianna Jimenez	
Custodian	Jose Rodriguez	
Parent	San Juanita Garza	

It is the policy of the Pharr-San Juan-Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin, or age.
Es norma del Distrito Escolar de Pharr-San Juan-Alamo no discriminar en base al sexo, inhabilidad, raza, color, religión, nacionalidad o edad.

500 East FM 495/San Juan. Texas 78589/ (956) 354-2800

Garza-Pena Elementary 2023-2024 PD Plan

PD Dates	PD Topic	PD Presenter	CIP Goal Alignment
August 21, 2023	Campus Policies/ Procedures	Principal AP Counselor Nurse	CIP Goal 1-4
August 22, 2023	Language Arts/Math Curriculum Rollouts	District Strategists	CIP Goals 1-4
August 23, 2023	PK3/PK4 Guidelines Science Rollout	Maricela Cortez Maria Varela	CIP Goals 1-4
August 24, 2023	Social Studies Rollouts	District Strategists	CIP Goals 1-4
August 25, 2023	T-Tess	Principal AP	CIP Goals 1-4
TBD	Active Shooter Training	PSJA PD	CIP Goals 1-4
TBD	Forde-Ferrier	Consultants	CIP Goals 1-4
Every 6 Weeks	Sharon Wells	Consultants	CIP Goals 1-4
Every 6 Weeks	Pearlized Math	Consultants	CIP Goals 1-4
TBD	Footsteps to Brilliance	Consultants	CIP Goals 1-4
TBD	Summit K-12	Consultants	CIP Goals 1-4
Oct- June	Reading Academies	Region 1	CIP Goals 1-4
TBD	Estrellita	Consultants	CIP Goals 1-4
TBD	Sing, Spell, Read & Write	Consultants	CIP Goals 1-4

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school(including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, 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.