

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Student Achievement

**FIVE YEAR GOAL:** By the end of 2019-2020 School year, Garza-Peña Elementary will have 90% of all its students passing all STAAR Tests.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have implemented programs to provide all students with an opportunity to pass the STAAR test, increasing the passing rates of each subgroup as per the STAAR projection chart with 75% or higher for all Students and Subgroups.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Conduct Grade level meetings to analyze data to include: <ul style="list-style-type: none"> <li>• PRE-LAS-Oral / LAS-Oral</li> <li>• Texas Primary Reading Inventory (TPRI)</li> <li>• Tejas Lee</li> <li>• CPALLS for Pk</li> <li>• NCS Computer Report</li> <li>• District Assessments Benchmarks</li> <li>• STAAR Assessments</li> <li>• G/T Testing</li> <li>• End of year Kinder Campus Assessment</li> <li>• AEIS Report</li> <li>• Accelerated Reader Report</li> <li>• TELPAS- Bilingual Observation Protocol</li> <li>• TPRI/Tejas LEE progress monitoring</li> <li>• Weekly fluency tests for K-5<sup>th</sup></li> <li>• Weekly unit assessments</li> </ul>	All students  R-90% M-90% W-90% SC-90%	Teachers	Principal Assistant Principal		Test Scores See Appendix B  AEIS Report  AR Report		Aug. 2015	May 2016	Data will be used and charted for planning and implementing intervention to improve student achievement both in data room and individual teacher copies.

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Identify needs of all special populations  Identify, select, and implement instructional programs to meet the needs of all population groups in all areas  Implement computer assisted instruction  Provide a Facilitator for instructional assistance to student success  Implement Continuous Staff Development for all teachers.	All Students	Technology representative Computer Lab. Manager	Teachers Principal		See Appendix A		Aug 2015	May 2016	Priority Needs  Program / Strategies in place  <u>Formative</u> Computer Generated Student Progress Reports <u>Summative</u> State Assessment Results Campus Calendar  <u>Formative</u> Attendance Records Session Evaluation <u>Summative</u> Increase number of teachers meeting highly qualified status
		District	Principal	1	Salary See Appendix A	SCE	Aug 2015	May 2016	
		Admin.	Principal Assistant Principal		T-I Local		Aug 2015	May 2016	

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Parent educator/Teacher	Students with attention problems	Ms. Lozano/ Ms. Nie	Principal Assistant Principal	1	See Appendix	SCE	Aug 2015	May 2016	<b>Formative</b> Attendance Records <b>Summative</b> Attendance Rate
<b>READING-ALL STUDENTS</b> Implement a quality instructional reading program to meet the needs of all students. Establish TEKS focus initiative	All Students 3 <sup>rd</sup> - 90% 4 <sup>th</sup> - 90% 5 <sup>th</sup> - 90%	Teachers	Principal Assistant Principal		TEKS STAAR Objectives		Aug 2015	May 2016	Increased number of passing scores on TAKS, TPRI, Tejas Lee, SDAA
I. Internalize TEKS / STAAR objectives		Teachers	Principal Assistant Principal		STAAR Information Booklets		Aug 2015	May 2016	Vertical and Horizontal alignment of TEKS objectives Monthly Campus Calendar
II. Conduct an overview of Vertical and Horizontal study of the TEKS Standards in Language Arts, Math Science, Social Studies		Grade Level Chair	Principal Assistant Principal			T-I	Aug 2015	May 2016	
III. Provide Staff Development training for VAD's & IFD's		Teachers	Assistant Principal				Aug 2015 Aug 2015 Aug 2015	May 2016 May 2016 May 2016	

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Enhance the state adopted reading program to develop reading skills: <ul style="list-style-type: none"> <li>• Provide phonemic awareness instruction               <ul style="list-style-type: none"> <li>-Sing / Spell / Read / Write</li> <li>-Waterford Program</li> </ul> </li> <li>• Provide phonics instruction               <ul style="list-style-type: none"> <li>-Alphabet Trays</li> <li>-Reading Academy Materials</li> </ul> </li> <li>• Fluency instruction               <ul style="list-style-type: none"> <li>-Reading Rate</li> <li>-Running Record</li> </ul> </li> <li>• Vocabulary instruction               <ul style="list-style-type: none"> <li>-TEKS Vocabulary</li> <li>-Reading / Spelling Vocabulary</li> <li>-Campus Words of the Week</li> <li>-Vocabulary Chants</li> </ul> </li> <li>• Text comprehension instruction               <ul style="list-style-type: none"> <li>-Campus Weekly Passage</li> <li>-Graphic Organizer</li> </ul> </li> </ul>	All Students	Teachers	Principal Assistant Principal		Materials: T.V., AR, T-I  Reading Academy K-4 Materials  TPRI/ Tejas LEE Program	T-I	Aug. 2015	May 2016	Increased number of passing scores on STAAR, TPRI, Tejas Lee, TELPAS, Progress Monitoring  Increase in students word per minute

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-Provide 90 minutes of computer based reading instruction weekly	All Students	Computer Lab Manager	Elementary Administration		See Appendix A	SCE	Aug. 2015	May 2016	Computer Lab. Schedule	
-Use Accelerated Reading program to encourage reading		Librarians Computer Lab Mgr.	Administration							
-DEAR Time( Drop Everything and Read): 30 minutes daily		Teacher							Class Schedule	
-ROL Time (Reading Out Loud): Daily										
-Enhance oral language development through music		Music Teacher							Schedule of music classes for PK-2	
-Utilize activities to promote higher thinking skills		Teachers								
-Provide classroom libraries -Big Books -Class Novel Sets		Principal	Elementary Administration				T-I SCE GT Local			Increase number of books in classroom
-Newspaper ▪ The Monitor										

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Establish continuous professional staff development in identified areas of need. -Graphic Organizers / Thinking Maps -TEKS / STAAR <ul style="list-style-type: none"> <li>▪ Reading STAAR objectives</li> <li>▪ Reading STAAR</li> <li>▪ Math TEKS</li> <li>▪ Sharon Wells</li> <li>▪ Phonics Instruction/Grouping</li> <li>▪ Fluency</li> <li>▪ Comprehension</li> </ul> -Technology -Timelines Implement a continuous monitoring program to ensure continuity and consistency of the curriculum: -Use tracking forms to chart student progress, etc. -Review grade books and lesson plans Utilize Vertical Academic Team to identify and share effective reading practices <ul style="list-style-type: none"> <li>▪ Schedule grade level meetings</li> <li>▪ Attend VAT meetings</li> <li>▪ Attend Cluster meetings</li> </ul>	All Students	Teachers	Principal Assistant Principal		TEKS		Aug. 2015	May 2016	Staff Development Plan / Agendas
		Teachers	Principal Assistant Principal		Graphic Organizers				Sign In Sheets
			Assistant Principal		STAAR Objectives				Tracking Charts Grade Books Lesson Plans
			Principal	Principal		STAAR Blueprints			VAT evaluation Cluster evaluation
			Teacher	Principal		TPRI/Tejas LEE Program			
			Principal	Grade Level Chair Principal					Agenda / Minutes of meeting
			Teacher Counselor						

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Provide paraprofessionals to reinforce Reading instruction	At Risk LEP Migrant Special Education	Teacher Staff	Principal Assistant Principal	2 5 1 4 1	SCE Title I Bilingual Expansion Grant Sp. Ed.	See App. A	Aug. 2015	May 2016	<u><b>Formative</b></u> Progress Reports Benchmarks Pre-LAS Pre-Checklist <u><b>Summative</b></u> STAAR End of year TPRI / Tejas Lee EOY Benchmark  Campus Monthly Calendar
Incorporate programs to promote reading achievement <ul style="list-style-type: none"> <li>▪ Family Literacy Night</li> <li>▪ National Young Reader's Day</li> <li>▪ Bluebonnet Book Club</li> <li>▪ Kodiak Readers Club</li> </ul>	All Students          2 <sup>nd</sup> – 4 <sup>th</sup> (Spanish)	Reading Resource Teacher  Librarians	Principal Assistant Principal		TAKS Objectives  Library Books	Local  Bilingual Program	Oct. 2015	May 2016	

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<p><b><u>READING-LEP</u></b>            Conduct a Vertical and Horizontal study of Spanish TEKS Standards</p> <p>Enhance the student adopted reading program to develop reading skills in Spanish.</p> <ul style="list-style-type: none"> <li>▪ <u>Phonics Instruction</u>                Implement Cantar, Deletrear, Leer y Escribir                Estrellitas Relucientes (Title I)                Cancionero</li> <li>▪ <u>Fluency Instruction</u>                Accelerated Reading Program                ROL Time – 15 minutes daily                DEAR Time – 30 minutes daily                Running Records                Reading Rates</li> <li>▪ <u>Vocabulary Instruction</u>                TEKS Vocabulary                Vocabulary Rhymes</li> <li>▪ Reading Academy Strategies</li> </ul>	LEP 3 <sup>rd</sup> – 90% 4 <sup>th</sup> – 90% 5 <sup>th</sup> – 90%	Teacher	Principal Assistant Principal		Spanish Reading TEKS		Aug. 2015	May 2016	TEKS aligned  Increased number of passing scores on STAAR, Tejas Lee, TELPAS, TPRI/Tejas LEE Benchmarks  Lesson Plans  Grade Books



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Implement a strong English Oral Language Program to ensure a smooth transition into an English curriculum.  -use chants, songs, stories -REACH program -Sing, Spell, Read, and Write  -Technology <ul style="list-style-type: none"> <li>▪ NCS</li> <li>▪ Discover English</li> <li>▪ Waterford Program</li> </ul>	LEP	Teacher	Principal Assistant Principal				Aug. 2015	May 2016	Lesson Plans
		Music Teacher							Summary Reports
Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to LEP students		Principal Librarians	Administration				Aug. 2015	May 2016	AR Points Library Inventory Lists

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<u>Provide additional tutoring / reinforcement through</u> <ul style="list-style-type: none"> <li>▪ ARI / AMI Program</li> <li>▪ TPRI/Tejas LEE Program</li> <li>▪ Extended Week – Saturday Tutoring</li> <li>▪ Extended day Tues., Wed., &amp; Thurs. Tutoring</li> <li>▪ One-to-one student tutors for migrant students</li> <li>▪ Migrant Tutors</li> </ul> <u>Address students at-risk of failing 3<sup>rd</sup> grade</u> <ul style="list-style-type: none"> <li>▪ Identify K-2<sup>nd</sup> students at Frustrational or Instructional Reading level</li> <li>▪ Remediate 2<sup>nd</sup> – 3<sup>rd</sup> grade students failing benchmarks</li> </ul> <u>Provide continuous staff development in:</u> <ul style="list-style-type: none"> <li>▪ Data analysis to identify language proficiency levels</li> <li>▪ ESL strategies</li> <li>▪ Reading strategies</li> <li>▪ Math strategies</li> <li>▪ Science</li> </ul> <u>Provide Parent educator to coordinate efforts for:</u> <ul style="list-style-type: none"> <li>▪ training and materials to assist students with language development at home</li> <li>▪ STAAR testing orientation</li> <li>▪ Distribute STAAR brochure</li> <li>▪ Student Success Initiative</li> <li>▪ Parent Curriculum Night (PK- 5<sup>th</sup>)</li> </ul>	All students	Teachers	Principal	25	See Appendix C	T-I SCE ARI AMI	Aug. 2015	May 2016	Attendance Records Class Schedules Tutoring Schedules	
			Principal Assistant Principal					Aug. 2015		May 2016
			Assistant Principal		1			Aug. 2015	May 2016	Workshop Agendas Sign in sheets Evaluation Forms
			Principal Assistant Principal			See Appendix A	SCE	Sept. 2015	May 2016	

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<u>READING – MIGRANT</u> Provide assessment to determine areas of need.  Ensure that migrant students, identified on the priority for services report, attend STAAR tutoring sessions.  <u>Conduct migrant parent meetings to explain</u> <ul style="list-style-type: none"> <li>▪ Importance of regular attendance</li> <li>▪ TAKS Test Objectives</li> <li>▪ Tutoring Program</li> <li>▪ Student Success Initiative</li> <li>▪ Parent Curriculum Night / SSI 5<sup>th</sup> Grade</li> </ul>	<u>Migrant</u> 3 <sup>rd</sup> – 90% 4 <sup>th</sup> – 90% 5 <sup>th</sup> – 90%	Computer Lab. Manager	Principal Assistant Principal	1	Computer Lab.		Aug. 2015	May 2016	Increased TAKS scores
					Supplemental Materials	T-1	Oct. 2015	May 2016	Increased TAKS scores; increased number of migrants attending tutoring
		Parent Educator	Administration	1			Aug. 2015	May 2016	Agendas and minutes Sign-In Logs
		Teacher	Administration						

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<p><b><u>READING – Economically Dis. / AT – RISK</u></b> Utilize Resource Reading Teachers:</p> <ul style="list-style-type: none"> <li>▪ For grades 3-5 to improve language arts</li> <li>▪ Utilize Resource Reading Consultant:</li> <li>▪ For grade First (Bil.) to improve phonics, fluency and comprehension</li> </ul> <p>Assign T-II Teacher to reduce teacher / pupil ratio in the 5th grade.</p> <p><u>Provide Tutorial Services</u></p> <ul style="list-style-type: none"> <li>▪ Extended Week</li> </ul>	<p><u>Eco. Dis.</u> 3<sup>rd</sup> – 90% 4<sup>th</sup> – 90% 5<sup>th</sup> – 90%</p>	Teacher	Principal	1	T-I	See App. A	Aug. 2015	May 2016	<p><u>Formative</u> Benchmark Assessment Results <u>Summative</u> State Assessment Results</p>
		Class-size Reduction Teacher	Principal Assistant Principal	1	T-II Budget	Title II	Aug. 2015	May 2016	<p><u>Formative</u> Benchmark Assessment Results <u>Summative</u> State Assessment Results</p>
	At Risk		Teacher	Principal Assistant Principal	6	SCE OEYP T-I	See App. A	Sept. 2015	April 2016

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<p><b>MATH – ALL STUDENTS</b></p> <p>Implement a comprehensive plan to increase math scores for all students</p> <p>Conduct a Vertical and Horizontal curriculum alignment, grades 2<sup>nd</sup> -5<sup>th</sup></p> <p>Implement CSCOPE / Envision Math Curriculum grades 2<sup>nd</sup>-5<sup>th</sup></p> <p><u>Provide manipulative materials to help students with:</u></p> <ul style="list-style-type: none"> <li>▪ problem solving strategies</li> <li>▪ graphing skills</li> <li>▪ basic facts</li> <li>▪ cooperative learning</li> </ul> <p><u>Enhance math curriculum</u></p> <p><u>Integrate technology into the curriculum to reinforce and enhance math skills</u></p> <ul style="list-style-type: none"> <li>▪ computer lab (NCS)</li> <li>▪ classroom computers</li> </ul>	<p><u>All Students</u></p> <p>3<sup>rd</sup> – 90%</p> <p>4<sup>th</sup> – 90%</p> <p>5<sup>th</sup> – 90%</p>	<p>Teachers</p> <p>Teachers</p>	<p>Principal Assistant Principal</p> <p>Principal Assistant Principal Math Coordinator</p>		<p>TEKS</p> <p>TEKS</p> <p>District</p> <p>T-I</p> <p>Technology</p>		<p>Aug. 2015</p> <p>Aug. 2015</p>	<p>May 2016</p> <p>May 2016</p>	<p>Passing Math scores TAKS, SDAA</p> <p>TEKS aligned</p> <p>Calendar</p>

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<p><b><u>MATH – ALL STUDENTS</u></b>  Utilize Vertical Academic Team to identify and share effective math strategies through</p> <ul style="list-style-type: none"> <li>▪ grade level CLC meetings</li> </ul> <p><u>Participate in continuous staff development through</u></p> <ul style="list-style-type: none"> <li>▪ FOSS Math(K-1<sup>st</sup>)</li> <li>▪ Grade Level Meetings</li> <li>▪ VAT and Cluster Meetings</li> <li>▪ Sharon Wells (2<sup>nd</sup> – 5<sup>th</sup>)</li> </ul> <p><u>Implement problem – solving techniques / models to create Independent analysis</u></p> <ul style="list-style-type: none"> <li>▪ Math Camp 3<sup>rd</sup>-5<sup>th</sup></li> </ul>		Teacher	Principal		T-II T-I Local		Aug. 2015	May 2016	Agendas / Minutes of meetings
			Principal Assistant Principal		Math TEKS / TAKS	Local	Oct. 2015	May 2016	Staff Development Calendar Meeting agendas / minutes  Campus Monthly Calendar

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b><u>MATH – LEP</u></b> Introduce the math concepts in the native language</p> <p><u>Provide tutoring / Extended Year Program</u> Utilize Bilingual strategies Saturday Tutoring</p> <p>Schedule parent / teacher conferences to discuss student progress</p>	<p><b><u>LEP</u></b> 3<sup>rd</sup> - 90% 4<sup>th</sup> – 90% 5<sup>th</sup> – 90%</p>	Teacher	Assistant Principal	.25	Salary	Bilingual	Aug. 2015	May 2016	Lesson Plans
		Teachers	Principal		See Appendix A	OEYP SCE T-I	Sept. 2015	April 2016	Tutoring/ Est. Day-Week Schedules
		Teachers	Principal						
<p><b><u>MATH – MIGRANT</u></b> Hold teacher / parent meetings to discuss student progress</p>		Parent Educator	Principal Assistant Principal	1			Sept. 2015	April 2016	Sign-In Logs; Meeting Agendas

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Student Achievement

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**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have implemented programs to provide all students with an opportunity to pass the STAAR test, increasing the passing rates of each subgroup as per STAAR projection chart by 10% or higher for all Students and Subgroups.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b><u>MATH – ECO. DIS./AT-RISK</u></b> Utilize Math Resource Teacher for Identified 3<sup>rd</sup> -5<sup>th</sup> grade students</p> <p><u>Provide students with tutoring:</u></p> <ul style="list-style-type: none"> <li>▪ Extended Week - Saturday</li> <li>▪ Extended Day – After School</li> </ul> <p>Reinforce teacher’s instruction in areas of need.</p> <p><b><u>WRITING – ALL STUDENTS</u></b> Implement a quality instructional program to meet the needs of all students</p> <p>Conduct a Vertical and Horizontal study of TEKS Standards of Writing</p> <p><u>Tutoring</u></p> <ul style="list-style-type: none"> <li>▪ Extended Day – After School</li> <li>▪ Extended Week – Saturday</li> </ul>	At Risk	Teachers	Principal		AMI		Nov. 2015	Mar. 2016	Participant’s Lists for tutoring
		Teacher Aide	Teacher		SCE Title I				Teacher-aide schedule; lesson plans
	All Students 4 <sup>th</sup>	Teachers	Principal		Writing TEKS / TAKS		Aug. 2015	May 2016	STAAR Results Benchmarks Grade Books
		Principal Facilitator	Elementary Administrator		TAKS Blueprints				TEKS Alignment
									Sign-In Sheet
									Participant’s Lists Teacher’s schedule



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**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have implemented programs to provide all students with an opportunity to pass the STAAR test, increasing the passing rates of each subgroup as per the STAAR projection chart by 10% or higher for all Students and Subgroups.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<u>Provide continuous training in</u> <ul style="list-style-type: none"> <li>▪ Holistic scoring</li> <li>▪ Rubrics</li> <li>▪ STAAR Blueprints for Writing</li> </ul>	4 <sup>th</sup> Grade Students	Classroom Teachers	Facilitator		Journal Charts Writing Keyboards		Aug. 2015	May 2016	Journals
<u>Implement the following writing strategies</u> <ul style="list-style-type: none"> <li>▪ Daily Journal Writing</li> <li>▪ Proof reading activities</li> <li>▪ Utilize computers for composition / mechanics</li> <li>▪ Grammar and spelling</li> <li>▪ Keep a composition portfolio</li> <li>▪ Discovery Journals</li> </ul>									
<u>Implement a continuous monitoring program</u> <ul style="list-style-type: none"> <li>▪ District benchmarks</li> <li>▪ Grade level meetings to analyze results</li> <li>▪ Writing Workshop</li> </ul>	3 <sup>rd</sup> and 4 <sup>th</sup> grade students				Tri-City Business Coalition Grant		Nov. 2015	Jan. 2016	Compositions
Implement student writing workshops at the campus level: <ul style="list-style-type: none"> <li>▪ The Writing Academy/ Round-Up</li> </ul>									

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented programs to provide all students with an opportunity to pass the STAAR test, increasing the passing rates of each subgroup as per the STAAR projection chart by 10% or higher for all Students and Subgroups.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b><u>WRITING – LEP</u></b>            Provide extra reinforcement in the area of</p> <ul style="list-style-type: none"> <li>▪ elaboration</li> <li>▪ vocabulary</li> <li>▪ spelling</li> <li>▪ grammar</li> <li>▪ composition</li> <li>▪ voice</li> </ul> <p><u>Utilize the following strategies</u></p> <ul style="list-style-type: none"> <li>▪ Oral language development</li> <li>▪ ROL (Reading Out Loud)</li> <li>▪ Share oral and picture stories</li> <li>▪ Exposure of different genres</li> </ul> <p>Schedule teacher / parent conferences to discuss writing skill / grammar results/ spelling and STAAR objectives</p>	4 <sup>th</sup> Grade LEP	Teachers	Administrator				Sept. 2015	April 2016	Journals Composition
<p><b><u>WRITING – MIGRANT</u></b>            Utilize additional writing material for reinforcement            Hold teacher / parent conferences as needed</p>		Teacher					Aug. 2015	May 2016	Lesson Plans
<p><b><u>WRITING – ECO.DIS / AT-RISK</u></b>            Schedule tutoring for 4<sup>th</sup> grade students</p>	Eco. Dis 4 <sup>th</sup>	Teacher Aide	Principal Principal				Nov. 2015	Feb. 2016	Participants Rosters

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

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**FIVE YEAR GOAL:** By the end of 2019-2020 School year, Garza-Peña Elementary will have 90% of all its students passing all STAAR Test.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented programs and purchased materials so that all students will pass the Science STAAR administered in 5<sup>th</sup> grade with a 75% passing ratio.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<b>SCIENCE – ALL STUDENTS</b>									
Implement a comprehensive program to meet the needs of all students	All Students	Teachers	Principal Assistant Principal		TEKS Equipment List		Aug. 2015	May 2016	Science STAAR Administration in 5 <sup>th</sup> grade District benchmarks for 5 <sup>th</sup> Grade Campus tests for grades 3 & 4
<u>Establish TAKS Focus Initiative</u> 1. Internalize TEKS / STAAR objectives 2. Implement TEKS based lesson plan									
Conduct a Vertical and Horizontal study of TEKS Standards.									
Foss kit for Science Lab Provide SRA Science Kit for classrooms Newbridge Science Pk, K, and 5 <sup>th</sup> , 2 <sup>nd</sup> Options	All Students	Principal	Adm. For Elem. Educ.		FOSS Kits and Consultants		Aug. 2015	May 2016	FOSS Kit per grade level in place with training
<u>Provide opportunities for teacher to attend staff development</u> <ul style="list-style-type: none"> <li>• CAST Conference</li> <li>• Technology</li> <li>• RGVSA</li> </ul>	All Students	Principal	Adm. For Elem. Educ.				Aug. 2015	May 2016	Attendance
Provide use of Internet for research / projects	All Students	Teacher	Principal Assistant Principal				Aug. 2015	May 2016	Attendance
Provide Access to Science Lab <ul style="list-style-type: none"> <li>• Science Lab Teacher (3<sup>rd</sup>-5<sup>th</sup>)</li> </ul>	All Students	Teacher	Principal Assistant Principal	1	Test Data	Local	Aug. 2015	May 2016	-Observation -Benchmarks -STAAR Scores

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented programs and purchased materials so that all students will pass the Science STAAR administered in 5<sup>th</sup> grade with 75% passing ratio.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT	
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING		
Analyze data from Bench mark Science Tests to insure all groups are meeting objectives and goals  Provide Staff development for Science STAAR  <u><b>SCIENCE – LEP</b></u> Conduct a Vertical and Horizontal study of TEKS Standards  Enhance science curriculum by providing Spanish Science books in the lab and classroom.  Provide additional tutoring / reinforcement to students needing assistance	All Students	Teacher	Principal Assistant Principal		Test Data		Aug. 2015	May 2016	Performance STAAR and district	
		Teacher	Principal Assistant Principal			Title I	Nov. 2015	May 2016		
			Teachers	Principal Assistant Principal				Aug. 2015		May 2016
		3-5 Students	Science Lab Teacher	Principal Assistant Principal			T-I	Sept. 2014		April 2015

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Utilize ESL instruction to assure comprehension	All Students	Teachers	Assistant Principal				Aug. 2015	May 2016	Attendance Sheets
Provide parents with materials and training to assist students		Parent Educator	Principal				Aug. 2015	May 2016	
<b><u>SCIENCE-MIGRANT</u></b> Ensure that migrant students attend STAAR tutoring.		Teachers	Principal			T-I	Sept. 2015	April 2016	
<b><u>SCIENCE – ECO. DIS/AT-RISK</u></b> Provide Saturday tutoring		Teachers	Principal			SCE	Sept. 2015	April 2016	

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**2015-2016**

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented programs, purchased map and globe equipment and resource material to provide students an opportunity to pass the STAAR test, thereby increasing the passing rates of each sub-group by 10% or higher, as per STAAR projection chart.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b><u>SOCIAL STUDIES – ALL STUDENTS</u></b>            Enhance the state-adopted Social Studies Program to develop geographic skills by providing</p> <ul style="list-style-type: none"> <li>• Map and globe skill integration with technology</li> <li>• TEKS-based instruction and performance-based assessment</li> <li>• Literature-based instruction with historical and cultural connections to geography and technology</li> <li>• STAAR / TEKS based Instruction on</li> <li>• Geography</li> <li>• Social Studies Skills</li> </ul>	All Students	Principal Facilitator Teacher	Principal Assistant Principal Coordinator		Wall map Floor maps Desk maps Computers Globes Internet Library Books Geographic Software Periodicals	T-I	Aug. 2015	May 2016	Increased number of passing scores on district assessment 3 <sup>rd</sup> – 5 <sup>th</sup>
		Coordinator Principal Facilitator	Principal Assistant Principal Coordinator		Maps Globes Computers Library Books		Aug. 2015	May 2016	

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b><u>SOCIAL STUDIES – ALL STUDENTS</u></b>            Implement a comprehensive program to meet the needs of all students.            Continue on-going TEKS and STAAR vertical and horizontal curriculum alignment.            Enhance social studies curriculum with reading:</p> <ul style="list-style-type: none"> <li>• Biographies (non-fiction)</li> <li>• Newspaper (current events)</li> <li>• Historical literature-based</li> <li>• Primary and secondary sources</li> </ul> <p>Provide manipulative: maps, and globes to:</p> <ul style="list-style-type: none"> <li>• Integrate maps and social studies skills with reading and technology</li> <li>• Problem-solve</li> <li>• Make decisions</li> <li>• Comprehend</li> <li>• Apply reason</li> <li>• Synthesize and evaluate</li> </ul>	All students	Teachers	Principal Assistant Principal		TEKS, TAKS District Framework				Social Studies STAAR (8, 10, 11)
		Teachers	Principal Assistant Principal		Newspapers Biographies AR Library Books, Internet Technology	T-I	Aug. 2015	May 2016	
					Desk maps, Floor maps, Wall maps Globes Computer / Internet Technology				

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b><u>SOCIAL STUDIES-ALL STUDENTS</u></b></p> <p>Analyze data from STAAR Middle School, District Data and district Social Studies assessments to ensure all groups are meeting objectives and goals.</p>	All Students	Teachers	Principal Assistant Principal				Aug. 2015	May 2016	STAAR Results for Grade 8
<p><b><u>SOCIAL STUDIES-ALL STUDENTS</u></b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to attend staff development conferences:</li> <li>• TCSS</li> <li>• TAGE</li> <li>• Provide use of computer / internet for research / projects</li> <li>• CSCOPE</li> <li>• Ordinary People, extra ordinary citizens</li> </ul>	All Students	Teacher	Adm. for Elementary Principal Assistant Principal				Sept. 2015	May 2016	Attendance Sign-in Sheets
<p><b><u>SOCIAL STUDIES-LEP</u></b></p> <p>Use bilingual strategies Enhance social studies curriculum by providing Spanish social studies Books, resources / materials and training to assist students Schedule parent / teacher conference to discuss student progress</p>	All LEP Students	Teacher	Assistant Principal				Aug. 2015	May 2016	Lesson Plans Grade Books Grade Sheets Sign-in Sheets for Parent Conferences



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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented programs, purchased map and globe equipment and resource material to provide students an opportunity to pass the TA STAAR KS test, thereby increasing the passing rates of each sub-group, as per STAAR projection chart.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<b><u>SOCIAL STUDIES-MIGRANT</u></b> Provide instruction with supplemental materials to tutor and reinforce identified	Migrant	Parent Educator Teacher	Principal	1	Salary	SCE	Aug. 2015	May 2016	Increased Social Studies Scores Lesson Plans
<b><u>SOCIAL STUDIES-MIGRANT</u></b> Ensure that migrant students attend STAAR tutoring and session.	Migrant	Teacher							Teacher
<b><u>SOCIAL STUDIES-ECON. DIS / AT-RISK</u></b> Utilize paraprofessionals as per: teacher's instruction in areas of need.	Econ. Dis. At Risk	Resource Teacher-Aide	Teacher	4	Salaries Materials	SCE T-1	Aug. 2015	May 2016	Teacher / aide schedule, lesson plans

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

**GOAL AREA:** Student Achievement

**FIVE YEAR GOAL:** By the end of 2019-2020 School year, Garza-Peña Elementary will have 90% of all its students passing all STAAR Test.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented rigorous instructional practices and methodologies focusing on pace, depth, and complexity to impact positively on gifted student achievement as evidenced by increased student test scores. Refer to projection chart, pages.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Continue to implement district-wide integrated units correlated with TEKS / STAAR through language arts, science, math and social studies that incorporate GT strategies in Grades Kinder thru 5 <sup>th</sup>	GT Students	GT Teachers GT Director District Trainers	Principal Assistant Principal GT Director Asst. Principal Lead Teachers				Aug. 2015	May 2016	Unit Matrices Lesson Plans Classroom Observations Unit Evaluation
Provide on going Enrichment / Accelerated Curriculum and Lesson Plans: Creative Problem solving. Classroom Strategies for Meeting the Affective Needs of Gifted Students, and Independent Investigation Research Skills	GT Students	GT Teachers GT Director Consultants District Trainers	Principal Assistant Principal GT director Asst. Principals Lead Teachers				Sept. 2015	May 2016	Lesson Plans Classroom Observations Unit Evaluation
Introduce student performance and product assessment rubrics for Grades Kinder – 5 <sup>th</sup> .	GT Students	GT Teachers GT Directors Consultants	Principal Assistant Principal GT Director Asst. Principal Lead Teacher				Aug. 2015	May 2016	Lesson Plans Classroom Observations Unit Evaluation
Continue to develop and promote academic competitive events which support advanced academic programs (Gifted and Talented Program)	GT Students	GT Teachers GT Directors Consultants	Principal Assistant Principal GT Director Asst. Principal Lead Teacher				Aug. 2015	June 2016	Lesson Plans Classroom Observations Unit Evaluation
<ul style="list-style-type: none"> <li>• Destination Imagination</li> <li>• GT Creativity Summer Camps</li> <li>• GT Math and Science Summer Camps</li> </ul>	GT Students	GT Teachers GT Directors Consultants	Principal Assistant Principal GT Director Asst. Principal Lead Teacher				Aug. 2015	June 2016	Lesson Plans Classroom Observations Unit Evaluation

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**2015-2016**

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented program to pass the STAAR.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>All Content Areas-Special Education                      As per the ARD / IEP, students with disabilities will have available an instructional program based on individual needs and taking LRE into consideration. These may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• General education instruction with or without modifications</li> <li>• Content mastery</li> <li>• Resource – Reading</li> <li>• Speech Therapy</li> <li>• Homebound Instruction</li> <li>• Related Services</li> <li>• ESY</li> </ul>	Special Education K-5 <sup>th</sup>	Admin. and Special Education Staff	Admin. and Special Education Staff		Regular and Special Education Funding		Aug. 2015	May 2016	Lesson Plan Observation ARD / IEP Documents
	Special Education	Speech Path. Homebound T. Sp. Ed. Director and Asst. Director	Supervisors				Aug. 2015	May 2016	<ul style="list-style-type: none"> <li>• Treatment Plans</li> <li>• Lesson Plans</li> <li>• IEP Progress</li> <li>• Reports</li> <li>• Activity Log</li> <li>• Coordination Forms</li> </ul>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

**GOAL AREA:** Student Achievement

**FIVE YEAR GOAL:** By the end of 2019-2020 School year, Garza-Peña Elementary will have 90% of all its students passing all STAAR Test.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have implemented instructional practices and methodologies to impact positively on student achievement as evidenced by increased test scores

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT	
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING		
<p><b>SPECIAL EDUCATION</b> Support teacher staff development activities in the following:</p> <ul style="list-style-type: none"> <li>• Bilingual / ESL strategies to support classroom instruction for LEP students</li> <li>• Awareness of cultural factors that influence instruction</li> <li>• Instructional strategies such a modification and accommodations in general education</li> <li>• Positive behavior intervention strategies to enhance classroom management and de-escalate and / or diffuse inappropriate behavior</li> <li>• CPR training for support staff and paraprofessionals at campus level.</li> </ul>	Special Education K-12	Principal	Sp. Ed.				Aug. 2015	May 2016	Sign-In Sheets Agenda	
		Bilingual ESL Dir.	Admin Staff							
		Sp. Ed. Dir.	Sp. Ed.	Region I						Sign-In Sheets Agenda
		Principal	Admin Staff							
		Sp. Ed. Staff	Principal Supervisor							Sign-In Sheets Agenda
		Principal								
		Sp. Ed. Staff								
		LSSP	Principal							
		Behavior	Sp. Ed.							
		Strategist	Admin Staff							
		Alfredo Lugo								
		American	Administration							
		Red Cross								
		South Texas								
		Chapter							Sign-In Sheets Agenda	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Student Attendance

**FIVE YEAR GOAL:** By the end of 2019-2020 School year, Garza-Peña Elementary will achieve state mandated Attendance Goals.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will increase its attendance by 5%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Contact parents regarding excessive absences	All Students	Teacher	Administrator		Conference Log		Aug. 2015	May 2016	Log of Parent Conference
1. Phone call regarding absences on 1 <sup>st</sup> day of absence.		Teacher	Administrator		Student Registration Card		Aug. 2015	May 2016	Determine progress of attendance from attendance records
2. Home visits regarding absences / monitoring student attendance		Parent Liaison	Administrator						
3. Teacher-Parent conference regarding absences		Teacher Educator	Administrator		Copy of Attendance Incentive Plan		Sept. 2015	May 2016	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

**GOAL AREA:** Student Attendance

**FIVE YEAR GOAL:** By the end of 2019-2020 School year, Garza-Peña Elementary will achieve state mandated Attendance Goals.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will increase its attendance by 5%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Provide incentives for Perfect attendance  1. Announce weekly perfect attendance class on intercom on Friday          2. Six Weeks Basis: PK-5 students with perfect attendance for six-weeks  a. Students with 100% attendance per 6 weeks will receive treat and Incentive raffle	All Students	Principal Teacher	Classroom Teacher Attendance Committee		Attendance Records		Aug. 2015	May 2016	Attendance Committee and campus council will analyze success of incentive plan by comparing Attendance Star
			Principal	Attendance Committee		Activity Fund	Activity Fund	Aug. 2015	May 2016
	All Students	Attendance Committee Principal	Principal  Attendance Committee		Attendance Records  Attendance Reports		Aug. 2015	May 2016	Attendance Committee and Campus Council will analyze success of incentive plan by comparing attendance reports by: 1. Six weeks

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Student Attendance

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**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will increase its attendance by 5%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
4. Yearly Basis: a. Students with perfect attendance will receive a certificate and medal at the end of the year	All grade levels	Teacher	Attendance Committee		Attendance Reports		Aug. 2015	May 2016	Attendance Committee and campus council will analyze success of incentive plan by comparing  Yearly

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**2015-2016**

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**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will provide an orderly atmosphere conducive to learning.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>Garza-Peña Elementary will implement procedures to enhance interpersonal relationship among the staff.</p> <ol style="list-style-type: none"> <li>1. Implement activities that allow for staff social interaction.               <ol style="list-style-type: none"> <li>a. Staff Appreciation Luncheon</li> <li>b. Special Recognition Days</li> <li>c. Holiday Lunches</li> <li>d. Stress Relief Day</li> <li>e. Courtesy Fund</li> <li>f. Staff birthday recognitions/announcements</li> <li>g. Campus Teacher of the Year nomination and selection</li> <li>h. Highlight staff achievements through announcements, campus/district newsletter, and campus webpage</li> <li>i. Recognize 5, 10, 15, 20, 25, 30+ Years of Service at the district and campus level</li> </ol> </li> </ol>		Staff	Principal Assistant Principal		Incentives		Aug. 2015	May 2016	Positive feed back  End of the year survey



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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Schedule Campus Climate Committee Meetings to continue monitoring the achievement of the objective for the school year 2014-2015 1. Identify two campus safety representatives to identify hazardous situations. 2. Implement a Crisis Intervention Plan  Implement fun activities for student participation *Donuts for Dad *Muffins for Mom *Halloween Storybook Character Parade *Christmas Program *Visit from Santa Claus on Fire Truck *Easter Bunny Hunt / Hop (Pk, K) *Mother's Day Program *Student Stress Relief Day *Student Fun Day *Veterans Day  <ul style="list-style-type: none"> <li>▪ Texas Fair (PK.K)</li> <li>▪ Holiday Dances</li> <li>▪ Thanksgiving Family Dinner (Pk)</li> <li>▪ Cinco de Mayo Celebration</li> </ul>		Safety Representative	Mr. Cortez Principal				Aug. 2015	May 2016	Safety Reports
		Principal	Principal Assistant Principal Counselor				Oct. 2015		Monthly Calendar
		Counselor			Santa Claus Easter Bunny		Dec. 2015		
		Coaches					March 2016		
		Staff							
		Coaches Teacher Staff	Principal		Moon Jump Outdoor Games		Sept. 2015	May 2016	

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Implement procedures to address an incentive program to reward academic efforts and behavior accomplishments.  1. Campus staff will recognize academic efforts and behavioral accomplishments through: <ul style="list-style-type: none"> <li>a. Honor Roll Recognition</li> <li>b. Honor Student</li> <li>c. Field Trips</li> <li>d. STAAR Treats (during testing only)</li> <li>e. Accelerated Reading</li> <li>f. Perfect Attendance Recognition</li> <li>g. Computer Reading and Math Monthly Raffle</li> <li>h. Incentive Raffles (Benchmark District Tests)</li> <li>i. Red Ribbon Rally Drug Free Presentation Motivational TAKS Presentation TAKS Rally</li> </ul>		Teacher	Principal		Report Card		Sept. 2015	May 2016	Students recognition for academic efforts and behavioral accomplishments
		Principal Facilitator				T-I	Aug. 2015		
			Campus Climate Committee				Jan. 2015	May 2016	
							Nov. 2015	May 2016	
		Lab Manager					Oct. 2015	April 2016	Scores attained from computer reports
		Principal							
		Facilitator					Feb. 2016		Scores from benchmark tests 70 or better.
		Counselor							
		Counselor							
		Principal					March 2016		

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>To encourage student academic involvement; incorporate competition activities:</p> <ul style="list-style-type: none"> <li>▪ Math Camp</li> <li>▪ Read-A-Thon 3<sup>rd</sup>-5th grade</li> <li>▪ 100 Day Celebration Pk-K</li> <li>▪ Texas Fair – PK - Kinder</li> </ul> <p>To reinforce TAKS objectives, students will participate in various activities:</p> <ul style="list-style-type: none"> <li>▪ Writing Round-Up</li> <li>▪ Career Fair</li> <li>▪ Science Camp</li> <li>▪ Career Dress Up Parade</li> <li>▪ Drug Free Door Decorating Contest</li> </ul>		5 <sup>th</sup> Grade	Principal				Feb. 2016	April 2016	Monthly Calendar Of Events
		Teachers	Assistant Principal				Nov. 2016	Nov. 2016	
		Pre/Kinder Teachers					Jan. 2016		
		PK/Kinder Teachers					March 2016		
		Principal				T-I			
		4 <sup>th</sup> grade Teachers						Spring 2016	
		Counselor					May 2015	May 2016	
		Teachers		Mr. Quezada			Dec. 2015	March 2016	
		Counselor					May 2015	March 2016	
		Teachers		Counselor			Oct. 2015		

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
To promote student self-confidence among school environment  1. Birthday Song for Students 2. Student Announcements 3. Birthday Ribbon and Pencil 4. Pledge of Allegiance to US and Texas Flag 5. School Pledge	Teachers Coaches	Principal	Principal Assistant Principal				Sept. 2015	May 2016	Morning Announcements
		Grade Level Rotation Monthly Basis					Sept. 2015	May 2016	
							Aug. 2015	May 2016	

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>Garza-Peña Elementary will recruit highly qualified staff.</p> <ul style="list-style-type: none"> <li>▪ Advertise for existing vacancies through Human Resource Department</li> <li>▪ Broadcast vacancies through local district channel via Human Resources Department</li> <li>▪ Post vacancies on campus web page</li> <li>▪ Participate in Job Fairs at local and surrounding districts</li> <li>▪ Solicit applicants by word of mouth (informal)</li> <li>▪ Participate in formal interview process with selected interview committees as needed</li> </ul>		Principal	Administration Human Resource Staff				Aug. 2015	June 2016	Posted / Filled Job Vacancies
<p>Garza-Pena will retain highly qualified staff.</p> <ul style="list-style-type: none"> <li>▪ Introduce new staff at first campus meeting and through campus newsletter.</li> <li>▪ Assure new staff members participate in the New Teacher Orientation</li> <li>▪ Provide new staff with mentor(s)</li> <li>▪ Provide opportunities for new staff to meet on a weekly basis with their mentors</li> <li>▪ Provide opportunities for new staff to attend staff development sessions and workshops as needed</li> <li>▪ Provide new staff with necessary instructional materials</li> </ul>		Principal Facilitator Mentors	Principal Assistant Principal				Aug. 2015	May 2016	Staff Meeting Agendas Campus Newsletter Sign-in Sheets for Staff Development Mentor Minutes

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**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive developmental curriculum program that addresses the cognitive and affective needs of the students it serves.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have provided a comprehensive counseling and guidance program to address the affective needs of the students.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Provide an early prevention / intervention counseling program for students. <ol style="list-style-type: none"> <li>1. Informal classroom identification of possible candidates for counseling.</li> <li>2. Provide regular scheduled counseling sessions for identified students (once a week for 6 weeks or as needed)</li> <li>3. Provide scheduled classroom counseling presentations. (once every two weeks)</li> </ol>		Counselor and Classroom Teachers	Principal Assistant Principal		Counselor-self concept Assessment		Sept. 2015	May 2016	Referrals At-Risk List
Provide Violence Prevention Intervention to students through D.A.V.E. Curriculum <ul style="list-style-type: none"> <li>• Bullying Characters Education</li> </ul>		Counselor Classroom Teachers	Principal Assistant Principal		D.A.V.E.		Sept. 2015	May 2016	Counselor Schedule
		Counselor Teachers	Principal Assistant Principal				Aug. 2015	May 2016	

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Implement a plan of scheduled activities to address decision making skills.		Counselor Teachers	Principal		Kids Connection		Aug. 2015		Scheduled Calendar of Events
1. Establish a calendar of events to include the following.		Grade Level Chairpersons	Principal		Monthly Calendar		Oct. 2015	May 2016	
a. Red Ribbon Week		Counselor District	Assistant Principal		Community Resources				
b. Fire Department		Drug / Crime Presentation Coordinator							
c. Law Enforcement		(5 <sup>th</sup> ) Teacher Counselor	Principal		CHAMPS		Jan. 2016	May 2016	
d. Ventriloquist									
e. Magician									
f. Social Skills									
g. AEP CPL Program									
h. 4 <sup>th</sup> / 5 <sup>th</sup> special presentation									
i. Behavior Program									

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Develop a plan to address self-concept of students including special population:  Title I At Risk Migrant Gifted / Talented LEP Special Education  1. Establish a calendar of events to implement plan to address self-concept  a. Career Fair b. Student Recognition Awards c. Field Day d. Honor Roll Recognition e. RIF Events f. Birthday Announcements g. Perfect Attendance Recognition		Counselor	Principal				Aug. 2015	May 2016	Calendar of Events
		Counselor Teachers	Principal Assistant Principal Counselor		Calendar of Events	T-I			
		E. Espinoza			Ribbons				
		Coaches Facilitator Librarians			Gift certificates				



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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
2. Provide opportunities for Students to be recognized. a. Student assemblies b. Classroom presentations c. Morning / Afternoon Announcements  Develop a plan to address communication skills  1. Establish a schedule to implement the following list of activities. a. Student Announcements b. Pledge of Allegiance c. Destination Imagination Team d. Student Council Election e. Texas Pledge f. Moment of Silence		Counselor	Principal				Aug. 2015	May 2016	Monthly Calendar
		Staff	Principal Assistant Principal  Counselor		Calendar of Events Trophies		Aug. 2015	May 2016	Schedule Calendar  Daily Announcements
							Aug. 2015	May 2016	

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Provide support for At-Risk Students.		Teacher Aids	Principal				Aug. 2015	May 2016	Teacher Feedback
Provide literature based academic challenges, including special population needs.		Principal				SCE Title I			
1. Destination Imagination		Sponsors	Principal		Prizes Coupons Brain Quest Resource Books		Nov. 2015	May 2016	Daily Questions Via Announcements
2. Math Camp		Teachers	Principal					March 2016	Contest
3. Reading Camp			Principal				Jan. 2016		
4. Writing Camp			Principal						
5. Science Camp		A.Quezada Science Lab Teacher			Incentives		Aug. 2015	April 2016	Contest
6. Robotics					Games Incentives		2 <sup>nd</sup> Semester 2016	May 2016	Organized Plan

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Promote School Home literature based activities to increase Reading interest  1. "Read Me A Story Day" with parents  2. Writing Academy							Nov. 2015	Feb. 2016	Contest
		Reading Resource Teacher	Assistant Principal		Books Parents Prizes		Dec. 2015	March 2016	
									Parent Feedback Calendar

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
4. Accelerated Reading Program (Pk-5)	Pk-5th	Librarian Teachers & Parents	Teacher		A.R. Computers Books, Prizes Comic Books Newspaper and Magazines Books, Etc.		Aug. 2015	May 2016	A.R. Reports, Prizes, breakfast with the principal  Student folders Teacher Observation
5. D.E.A.R. Time / Read Out Loud		Teachers & Students	Teacher				Aug. 2015	May 2016	
7. Family Literacy Night		Teacher & Students	Students		Guest Readers Library Books		Aug. 2015	May 2016	Teacher Schedule
6. Read-A-Thon		Teachers	Assistant Principal				Sept. 2015	May 2016	Class Schedule

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Organize reading activities to empower students to read and expose them to various forms of text.  1. Develop guidelines for participation  2. Purchase books and other incentives  3. PSJA Reads Together  4. Bright Summer Readers		Grade Level Chairpersons	Principal Reading Resources		School Monies Community Resource Incentives		Sept. 2015	May 2016	Book Reports Student Record Sheet
		Teachers	Librarians				Sept. 2015	May 2016	
		Teachers	Librarians						
		Librarians	Teachers						Certificates and a plaque by grade level (Pk-5 <sup>th</sup> )  Reception in Sept.
		Librarians	Parents				June 2015	Aug. 2016	

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Provide students with a comprehensive fine arts program.									
1. Scheduled music classes for students in grades Pk-5 <sup>th</sup>		Music Teacher	Principal		Schedules		Aug. 2015	May 2016	Programs
2. Organize:									
a. Program for Christmas and Mothers Day		Teacher Counselor						May 2016	
b. Stars		Grade Chairs Music	Principal		Music Materials		Oct. 2015		
d. Cheerleaders		Teachers			Budget Musical Play Prop			May 2016	Presentation
e. Folklorico		Sponsors							
f. Guitaritas									

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Reinforce Instruction to promote student learning by 1. Utilization of Resource Personnel a. Reading b. Facilitator of Instruction c. Computer Lab Manager d. Science Lab Manager 2. Ensure that staff are highly qualified and knowledgeable with state performance standards 3. Utilization teacher aids to assist in smaller group instruction 4. Acquisition of reading materials, supplies, software and computer hardware to facilitate instruction in the classroom. STAAR Materials (English / Spanish) 5. Purchase of classroom equipment to assist in the implementation of instruction Clickers.		Resource Personnel	Principal Assistant Principal		See Appendix A & D		Aug. 2015	May 2016	Lesson Plans
		Principal	Principal Assistant Principal		See Appendix A & D Local Title I		Aug. 2015	May 2016	Personnel Files Staff Development Plan
		Teachers	Principal Assistant Principal		Local Title I	T-I	Sept. 2015	May 2016	
		Teachers	Principal Assistant Principal		Title I	T-I	Aug. 2015	May 2016	
		Teacher	Principal Assistant Principal						

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
6. Sing, Spell, Read, Write, Consumables 7. Computer headphones 8. Computer Speakers  Staff Development  -New Accountability Standards <ul style="list-style-type: none"> <li>• Reading</li> <li>• Science</li> <li>• Math</li> <li>• Writing</li> <li>• Sharon Wells (Math K-5th)</li> <li>• Foss (Science K-5)</li> <li>• District LA curriculum</li> </ul>		Teacher	Principal			T-I			Staff Development Plan
		Grade Chairs Science Coordinator	Assistant Principal		CAST District Personnel Region I		Sept. 2015	April 2016	
		K-5th	Principal		Title I		Aug. 2015	April 2016	
		Math Coordinator for Content Area Teachers	District Calendar Principal				Sept. 2015	May 2016	
		Teachers	Assistant Principal				Aug. 2015	May 2016	
			Principal						



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive developmental curriculum program that addresses the cognitive and affective needs of the students it serves.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have provided a comprehensive program to address the cognitive needs of the students.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Maintain a Curriculum Program that promotes discovery of scientific concepts to meet the needs of all student groups.  1. Schedule classes in 5 <sup>th</sup> for Science Lab.  a. Hands on demonstrations b. Science Curriculum c. SRA Science Kits d. Science Journals e. Science Binder f. Science Timeline g. Newbridge Early Science Program h. FOSS Science i. Delta Readers j. Kamico Science k. Options l. STAAR Master		Principal	Principal		Gym Science Lab.		Aug. 2015	May 2016	Campus Calendar
		Science Lab Teacher	Assistant Principal		Secondary Science Students		Sept. 2015	May 2016	Lesson Plans
		Classroom Teachers K-5th			Science Material		Aug. 2015	May 2016	Assessments
		2 <sup>nd</sup> -5 <sup>th</sup> Grade Teachers				T-I	Aug. 2015	May 2016	
		3 <sup>rd</sup> -5th	Assistant Principal			T-I	Aug. 2015	May 2016	
		PK-5th							
		K-5 <sup>th</sup>							
		K-5 <sup>th</sup>							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive developmental curriculum program that addresses the cognitive and affective needs of the students it serves.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have provided a comprehensive program to address the cognitive needs of the students.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Classroom Instruction		Goal Chairs	Principals				Aug. 2014	May 2015	Scheduled Classes
1. TEKS. Timelines, Language Arts Curriculum									
2. Monitoring of classroom Instruction <ul style="list-style-type: none"> <li>▪ Monitor STAAR Homework assignments via STAAR homework folder (3-5)</li> </ul>		Teachers							Homework Folders
3. Enhance student learning through Science based activities		Classroom Teachers	Principal Assistant Principal				Nov. 2015	May 2016	Tracking Charts
4. Track schools' progress through benchmark tests.		Resource & Classroom Teachers	Principal Assistant Principal				Aug. 2015	May 2016	Tracking Charts
5. Weekly Reading / Writing Test (1st-5th)		District Test					Sept. 2015	May 2016	Data Results
6. Benchmark Testing <ul style="list-style-type: none"> <li>a. analysis of data</li> <li>b. instruction adjustment</li> <li>c. implications for staff development</li> </ul>		Teachers	Principal Assistant Principal				Sept. 2015	May 2016	Data Results
7. TPRI/Tejas LEE (K-3)		K-3 <sup>rd</sup> Reading Teachers	Teacher Assistant Principal				Sept. 2015	May 2016	Data Results
							Aug. 2015	May 2016	TPRI/Tejas Lee EOY Results

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

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**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have provided a comprehensive program to address the cognitive needs of the students.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>8. Novel Selections (2<sup>nd</sup> – 5<sup>th</sup>)</p> <p>Identify students in special population and Review student data on:</p> <ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> &amp; 2<sup>nd</sup> Grade District Test</li> <li>▪ Pre-LAS /LAS-O</li> <li>▪ Comprehensive Assessment</li> <li>▪ At Risk Forms</li> <li>▪ STAAR</li> <li>▪ Section 504</li> <li>▪ Reading Inventory</li> <li>▪ SOI (Structure of Intellect)</li> <li>▪ G.P.E. Kindergarten Reading / Math Readiness Test</li> <li>▪ LAS Links</li> <li>▪ Telpas (Protocol)</li> <li>▪ TPRI / Tejas Lee</li> <li>▪ CPALLS (PK Checklist)</li> </ul>		Teacher	Assistant Principal		Test Data		Sept. 2015	May 2016	AR Testing
		Teacher	Principal Assistant Principal				Sept. 2015	May 2016	PEIMS  Cumulative Folder

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will develop and implement instructional programs to increase performance on Social Studies Skills.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will develop and implement instructional programs to increase performance in Social Studies Skills.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Classroom Instruction Implementation Frameworks / TEKS, Materials  -Utilize State Adopted Social Studies Materials  - Newspaper - The Monitor (5 <sup>th</sup> )		Local	Principal		Local		Sept. 2015	May 2016	In-Service Evaluation
		Regional Sessions	Assistant Principal						
		Teachers	Principal Assistant Principal		Local		Sept. 2015	May 2016	Lesson Plans

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive developmental curriculum program that addresses the cognitive and affective needs of the students it serves.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will have provided a instructional programs to meet the needs of its special populations.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT	
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING		
Modify Instruction to meet student needs. 1. Address special populations: Title I, Migrants, LEP's Special Ed., At Risk & Gifted / Talented  a. Resource Personnel b. Instructional Assistants c. Computer Assistant d. Instruction e. Counseling Program f. RIF (Migrants) g. Bilingual Program h. Saturday tutoring i. ARI / AMI Program j. After school tutoring k. OEYP l. Student Tutors (Migrant)		Staff  Federal Program Director           3 <sup>rd</sup> – 5 <sup>th</sup> Staff	Principal Assistant Principal		Instructional Material  Teachers Computers, Internet		Title I SCE ARI AMI	Aug. 2015  Aug. 2015	May 2016  May 2016	Participants Lists Chapter I Evaluation Forms           Eligible Students' List

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive developmental curriculum program that addresses the cognitive and affective needs of the students it serves.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will implement a school-wide program to enhance all curriculum and instruction.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Implement an enrichment program to challenge and expand the students' knowledge.  a. Classroom teacher will enhance student learning through Istation and Think Through Math program	PK-5 <sup>th</sup>	Classroom Teacher Computer Lab Manager	Principal	Computers			Sept. 2015	May 2016	Assessment Reports
	3 <sup>rd</sup> – 5 <sup>th</sup>		Classroom Teacher Computer Lab Manager  Principal Teacher				Oct. 2015	May 2016	At-risk students score 70% or better on STAAR

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Curriculum and Instruction

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive developmental curriculum program that addresses the cognitive and affective needs of the students it serves.

**OBJECTIVES:** By the end of May 2016, Garza-Peña Elementary will implement instructional programs primarily in language development and to increase the quality of children’s books.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Implement program PK – 3 <sup>rd</sup> grade 1. Identified classrooms will implement reading program to enhance language development.		PK-3 <sup>rd</sup> Teacher	Principal Assistant Principal		Sing Spell Read & Write	T-I	Sept. 2015	May 2016	Lesson Plans
5 <sup>th</sup> grade • Arrange visit to Raul Yzaguirre Middle School for orientation to new campus setting.		Counselor	Principal Assistant Principal					May 2016	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Parental / Community Involvement

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive parental / community involvement program that addresses the students’ needs to the parents and the community.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will involve parents and community in the implementation of a parent education plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Maintain Communication with Parents in regards to school information and activities. <ul style="list-style-type: none"> <li>• Provide a Parental Involvement pamphlet for relevant school information.</li> <li>• Encourage Parent Volunteers to assist with classroom and clerical duties in preparing materials, field trips and special projects</li> <li>• Provide Teacher / Parent / Student Compact</li> <li>• Home Visit Referrals</li> <li>• Resource Referrals</li> <li>• Family Literacy Night</li> <li>• Texas Public School Week</li> <li>• SSI Parent Meetings (5<sup>th</sup>)</li> <li>• Scholastics Book Fair</li> <li>• Bright Summer Readers</li> <li>• Accelerated Reader</li> <li>• Holiday Events</li> </ul>		Parent Committee	Principal		Calendar	T-I	Sept. 2015	May 2016	Parent Pamphlet
		Parent Educator	Parent Educator		Print Shop		Sept. 2015	May 2016	Newsletter
		District	Classroom Teacher				Sept. 2015	May 2016	Parent Notices
		Teacher Parent Educator	Home Visits				Sept. 2015	May 2016	Form and Signatures
									Referral Reports



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Parental / Community Involvement

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive parental / community involvement program that addresses the students' needs to the parents and the community.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will involve parents and community in the implementation of a parent education plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT	
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING		
1. Solicit parent volunteers via: Orientation and Training  <ul style="list-style-type: none"> <li>• Notices / Parental Involvement Survey</li> <li>• Parent Meetings</li> <li>• Parenting Sessions</li> <li>• PAC (Parental Advisory Council)</li> <li>• Phone Calls</li> <li>• Newsletters</li> <li>• Highlights through bulletin boards</li> <li>• Recognize volunteers at end of year luncheon</li> </ul>		Survey					Sept. 2015	May 2016	Calendar of Events	
		Parent Educator								
		Once a month								
		Title 1 Director					Sept. 2015	May 2016	Sign-In Sheet	
		Parent Educator								
		Resources								
		Agencies								
			Parent Educator		Incentives	T-I		May 2016	Parent Notices	
			Teachers		Door Prizes at Parent's Meeting		Fall 2015	Spring 2016	Sign-In Sheets	
			Counselor							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Parental / Community Involvement

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will involve parents and community in the implementation of a parent education plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Schedule individual parent / administration conference meeting as needed. 1. Contact parents twice per Six Weeks (notes, phone calls, etc.) 2. Encourage teacher to schedule at least one Parent / teacher conference per semester. 3. After 3 disciplinary warnings, schedule a conference with the Principal / Parent / Teacher.		Teacher	Principal		Log		Aug. 2015	May 2016	Contact Log
		Counselor	Assistant Principal		Meeting Date Time Office		Sept. 2015	May 2016	Teacher Calendars
		Teacher	Principal		Office		Sept. 2015	May 2016	Student Progress after Conference
		Principal	Assistant Principal						
Implement STAAR Homework Folder for grades 3 <sup>rd</sup> to 5 <sup>th</sup> grade. 1. Provide students in 3 <sup>rd</sup> – 5 <sup>th</sup> grade with folder for STAAR assignments, requiring parent signatures.		Parents	Teacher		Notebooks		Oct. 2015	April 2016	Student Master Profile
		Teacher & Students	Principal & Grade Level Chair		Teacher Selected Assignments				Parent Signatures
2. Schedule Parent – Teacher Night to review STAAR Expectations, addressing Student Success Initiative. (5 <sup>th</sup> Grade)		Intermediate Teachers	Persons		Intermediate Classrooms		Sept. 2015	Jan. 2016	Parent Notices Monthly Calendar
			Principal Assistant Principal						

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Parental / Community Involvement

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will involve parents and community in the implementation of a parent education plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Provide support services to parents and community		Principal & Parent Educator	Principal Assistant Principal	1	Parent Educator	T-1	Aug. 2015	May 2016	Parent Meetings Involvement
Provide a Parent Educator to facilitate the home / school connection to impact instruction.		Parent Educator	Principal Assistant Principal	1	Materials	T-1	Aug. 2015	May 2016	Parental Involvement
Notify Parent of ESL and GED		District Wide					Sept. 2015	May 2016	Weekly Schedule Dates (Twice a Week)
Schedule parent presentation meeting focused on selected topics.		Parent Educator	Principal Assistant Principal		Meeting Dates Time		Sept. 2015	May 2016	Parent Notices Sign-In Sheets
<ul style="list-style-type: none"> <li>-Parenting Skills</li> <li>-Meet the Teacher Night</li> <li>-Parent Orientations</li> <li>-Self-esteem</li> <li>-Discipline</li> <li>-STAAR Testing</li> <li>-Drug / Gang Awareness</li> <li>-Texas Public Schools Week</li> <li>-Nutrition</li> </ul>		Parent Educator Campus Board Staff	Principal	1	Agenda Snacks and Bebrages	T-1			

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
1. Schedule PAC campus meeting		Parent Community Educator	Principal		Cafeteria Door Prizes Certificates Luncheons		Sept. 2015	April 2016	Sign-In Sheet
a. Solicit assistance from district's parental involvement office (speakers)		Parent Community Educator	Principal		Phone Calls				Pictures Monthly Report
b. Schedule parent meetings to discuss school-wide plan and Test Data									
Establish Parent Orientation for Pk, K students 2015-2016 (Transition from Home to School)		Principal Facilitator	Principal		Meeting Place		Sept. 2015	Oct. 2015	Sign-In Sheet
<ul style="list-style-type: none"> <li>• Advertise PK Round-Up on Marquee and KTRI</li> <li>• Send Notes to Pk Parents</li> <li>• Provide New Enrollees with an invitation for a school tour</li> <li>• Coordinate with area Day Care Center</li> <li>• Hold a Parent / Student Social</li> </ul>	Pk, K	Principal Facilitator Parent Educator Counselor Pk-K Teachers Involvement Committee	Principal Assistant Principal				May 2016	May 2016	Formative: Agenda Sign-In Sheet

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Parental/Community Involvement

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive staff development program that addresses the needs of all staff members.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have provided staff development training based on needs of the staff.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p><b>Pre-School Programs</b></p> <p>Facilitate students' transition from private day care, Even Start, or Migrant Council to the public school through:</p> <ul style="list-style-type: none"> <li>• Orientation for parent/students</li> <li>• Pre-K Teachers will present: <ul style="list-style-type: none"> <li>➢ Parents how to prepare students for a good start</li> <li>➢ Social Skills</li> <li>➢ Listening Skills</li> </ul> </li> <li>• Day Care students visit the school</li> <li>• Contact persons will be Principal, Assistant Principal, Counselor, Pre-K Teachers, and/or parent educator</li> </ul>	Pre-School Students Parents	Even Start	Even Start		Flyers  Notes to Parents		Aug. 2015	May 2016	Sign in Roster Attendance Sheets  Notes  Invitations  Meeting Agenda's
		Garza –Pena Admin.	Garza –Pena Admin.				Aug. 2015	May 2016	
		Parent Educator	Parent Educator						
		PK Teachers	PK Teachers						

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS PLAN: Garza-Peña Elementary  
2015-2016**

**GOAL AREA:** Staff Development

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive staff development program that addresses the needs of all staff members.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have provided staff development training based on needs of the staff.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Conduct a needs survey mandated in-service days.  1. TSR Report used to indicate in-service needs.  2. Choose from following Topics for mandated in-service sessions. <ul style="list-style-type: none"> <li>a. STAAR Targets</li> <li>b. Science (CAST conf. info.)</li> <li>c. Social Studies Enrichment</li> <li>d. Critical Thinking</li> <li>e. Fine Arts Enrichment</li> <li>f. Early Childhood Training / circle</li> <li>g. Training for Teachers paraprofessionals on Pre LAS / LAS LINKS</li> <li>h. Diana Ramirez Reading Strategies</li> <li>i. Classroom Management</li> <li>j. Technology</li> <li>k. Bilingual Conference</li> <li>l. Bullying / Sexual Harassment</li> <li>m. Learning Centers</li> <li>n. Sharon Wells Math for 2<sup>nd</sup> -5<sup>th</sup></li> <li>o. Dual Language Institute training</li> <li>p. Irma Duran Data Analysis</li> <li>q. Writing Process Carmen Noyola</li> </ul>		Staff Development Committee  Staff Development Committee  Principal Facilitator	Principal Assistant Principal  Staff Development Committee  Principal Assistant Principal		Teacher Self-report From PDAS  Title I Local		Aug. 2015  Aug. 2015	April 2016  April 2016	Results of Survey  District Evaluation Forms  ERO Certificates of Participation  Sign in Sheets

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS PLAN: Garza-Peña Elementary  
2015-2016**

**GOAL AREA:** Staff Development

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive staff development program that addresses the needs of all staff members.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have provided staff development training based on needs of the staff.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>In-service training on mandated in service days based on results of Staff Development Survey.</p> <p>1. Attend in-service training for the mandated in-service days (cluster when possible)</p> <p>Due to the “No Child Left Behind Act”, In-service training will focus on reading, writing and math.</p> <p style="text-align: center;">See attached form</p> <p>2. Provide training for creation of activities and to address Reading Programs.</p> <p>a. Stem Questions b. File Folder Games c. Progress Monitoring d. TPRI / Tejas Lee Activities</p>	All Staff	Principal Facilitator & Staff	Principal Assistant Principal & Staff		GPE Campus various district location		Aug. 2015	March 2016	District Evaluation Forms
		Staff Development Coordinator	Staff Development Coordinator		School Calendar		Aug. 2015	March 2016	District Evaluation Forms
		Consultants	Administrator		Title 1 Local		Aug. 2015	Jan. 2016	District Sign-In Sheet
							Aug. 2015	Jan. 2016	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Staff Development

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**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have provided staff development training based on needs of the staff.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
3. Utilize staff expertise to share ideas on varied learning activities.  -Math -Science -Reading -Social Studies -Writing -Technology		Staff Members Principal Facilitator AD HOC Committee	Principal Assistant Principal			Title I	Sept. 2015	May 2016	Agendas
4. Insure accessibility of resource center to staff.		Staff and Science Coordinator Library	Principal & Staff		Distributed Science Lab		Aug. 2015	May 2016	Science Lab
5. Organize and expand on a centralized Science Lab.  Provide on-going training. Sessions geared toward needs of special populations  a. Technology / Computer Training  b. Science / Math / Reading / Social Studies		Consultants Technology Personnel	Principal Assistant Principal				Aug. 2015	April 2016	Monthly Calendar
Conduct on-going book studies to improve teacher knowledge and student achievement by reading books:		Teachers	Principal Assistant Principal		Books for Teachers	Title I	Aug. 2015	May 2016	Staff Development Agendas Teacher Products



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

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**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will have in place a comprehensive staff development program that addresses the needs of all staff members.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will have provided staff development training based on needs of the staff.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
<p>1. Attend scheduled sessions for technology and other relative areas.</p> <p style="padding-left: 20px;">a. Professional duties / responsibilities</p> <p style="padding-left: 20px;">b. Technological Training Internet in the classroom Windows XP and the use of Mimios</p> <p>Review / interpret data related to student failures through the Vertical Academic Teams to:</p> <p style="padding-left: 20px;">-generate strategies for decreasing failures</p> <p style="padding-left: 20px;">-review existing related district / school policies</p> <p style="padding-left: 20px;">-review current related research and practices</p> <p>Provide Training for IEP (ARD) team members regarding decision making on state assessments</p> <p style="padding-left: 20px;">-Participate in Special Education Leadership Committee</p>		Computer Lab Manager							Scheduled In-service Sessions
		Principal Facilitator VAT Committee	Principal Assistant Principal		TAKS Data District Practice Test		Sept. 2015	May 2016	TAKS Scores District Benchmark Results
		Special Ed. Staff	Principal		Special IEP Forms		Sept. 2015	May 2016	IEP Implementation Student academic results

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Staff Development

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Develop / implement initiatives and provide staff development designed to meet the needs of all student groups.  -Student Assistance Teams (S.A.T.) Process  Math Problem Solving Strategies		504 Coordinator	Principal Assistant Principal		(S.A.T.) Forms		Sept. 2015	May 2016	(S.A.T.) Log
		Counselor							
		Math Coordinator	Principal Assistant Principal				Aug. 2015	May 2016	Scheduled Session
		Vertical Academic Teams							Sign-In Log
		5 <sup>th</sup> Grade Teacher Facilitator	Principal				Aug. 2015	May 2016	Summative-Improved Reading STAAR scores for 5 <sup>th</sup> grade students
		Campus Leadership Team All Pk-5 <sup>th</sup> Grade Teachers							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS PLAN: Garza-Peña Elementary**  
**2015-2016**

**GOAL AREA:** Technology

**FIVE YEAR GOAL:** By the end of 2019-2020 School Year, Garza-Peña Elementary will meet the state standard of 90% through the design and implementation of an innovative program.

**OBJECTIVES:** By May 2016, Garza-Peña Elementary will utilize technology to enhance the delivery of instruction.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUPS & NEEDS	PERSONS(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Expose students to a variety of technology tools that aid and support technological instruction					MIS				
1. Purchase technological items a. Printers b. Digital cameras c. Headphones d. Data projectors e. Document Readers f. Leapfrog Learning System g. Software		CPOC Council	Principal Assistant Principal Lab Manager CIT		List of selected Technology Tools	STF-411 Title I	Sept. 2015	Jan. 2016	Selected Materials
2. Train students to utilize technology tools m. Orientation n. Model use and care of computers o. Review and implement SME p. Review and implement Learning.com q. K-2 <sup>nd</sup> Waterford r. Digital Knowledge Center (DKC) s. AR		Computer Lab Manager Classroom Teachers Resource Personnel	Principal Assistant Principal CIT		Computer Lab classrooms Video Camera Library		Aug. 2015	May 2016	Student Projects Teacher Observation
3. Utilize Various Websites for instructional purposes a. Small Classroom Presentations b. Research using the internet		Classroom Teachers	Principal Assistant Principal Lab Manager CIT		Computer Lab Classrooms Projectors		Aug. 2015	May 2016	Student Projects Power Point Presentations

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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**2015-2016**

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE	BUDGET	BEGINNING	ENDING	
Provide on going staff development on technology 1. Schedule training sessions a. Internet b. Microsoft Word c. Microsoft Publisher d. Starchart e. Microsoft Power Point f. Microsoft Excel g. Mimios h. Education Appreciation i. E-mail j. CD Writing k. Troubleshooting l. United Streaming.com m. Kidspiration (K-2) n. Learning.com o. Schoolfusion website p. ERO (Electronic Registration Online) q. Webcenter r. Hardware Training s. Copyright/acceptable user policy t. Teacher Access attendance grade book u. Multimedia Cameras Data Projectors USB drives Update Information on Software / Hardware		CIT Technology Personnel	Principal Assistant Principal CIT		Computer Software	STF- 411	Sept. 2015	May 2016	Calendar
		Computer Lab Manager	Principal Assistant Principal		Computer Software		Oct. 2015	May 2016	Complied List