

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY



Improvement Plan 2018-2019

Board Approved:

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY



Mission Statement

We will achieve the highest standards of excellence through the strengthening of trust and respect by promoting collaborative leadership, inciting parental support and fostering responsibility within our school community. By allotting for professional development and addressing critical thinking skills, we will provide our students the tools needed to become productive citizens. We will practice open dialogue within the school community so that our students will be nurtured emotionally, culturally, and intellectually. It is through this end that our school motto has been established.

“Enter to Learn... Leave to Achieve”

Our Beliefs



What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6:** The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.



Title I, Part A

School wide Components:

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

Data Resources



Data Resources Reviewed

1. 2017-18 STAAR Campus Summary Report
2. 2017-18 TPRI / TEJAS Lee EOY Summary Reports
3. 2017-18 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRel Teacher Evaluations
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories
13. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from across the campus were used to review the Dual Language Department data by the CPOC : State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The DL Department 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. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL 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 with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows: (at Meets and Masters Level)

- In Reading, the achievement gap for the Meets Level EL (46%) and All students (58%) 2017-2018 is 12%.
- In Reading, the achievement gap for the Masters Level for EL (24%) and All students (32%) 2017-2018 is 8%.
- In Mathematics, the achievement gap for the Meets Level EL (62%) and All students (70%) 2017-2018 is 8 %.
- In Mathematics, the achievement gap for the Masters Level EL (35%) and All students (41%) 2017-2018 is 6%.
- In Writing, the achievement gap for the Meets Level EL (49%) and All students (57%) 2017-2018 is 8%.
- In Writing, the achievement gap for the Masters Level EL (9%) and All students (12%) 2017-2018 is 3%.
- In Science, the achievement gap for the Meets Level EL (82%) and All students (87%) 2017-2018 is 7%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The Elementary School TELPAS Yearly Progress Indicator (% of students that increased at least by 1 level) remained at 65% in 2017.
- The Dual Language Program at Marcia R. Garza Elem. serves 57.4% of EL students in grades Pre-K-5th.

On the STAAR exam by grade level:

STAAR Masters Gr. Level: Reading – 24%, Math – 35%, Science – 39% for EL students

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from the campus data were used to review the Economically Disadvantaged data by the CPOC: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

- In Science, there was a 1% decrease between the ECD (86%) and All Students (87%).

Comprehensive Needs Assessment



Demographics *

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

On the STAAR exam by grade level: (at Meets and Masters Level)

- In Reading, Meets Level there is no achievement gap between ECD (58%) and All students (58%).
- In Reading, Masters Level there is no achievement gap between ECD (32%) and All students (32%).
- In Mathematics, Meets Level there is no achievement gap between ECD (70%) and All students (70%).
- In Mathematics, Masters Level there is no achievement gap between ECD (41%) and All students (41%).
- In Writing, Meets Level there is no achievement gap between ECD (57%) and All students (57%).
- In Science, Masters Level is no achievement gap between ECD (35%) and All students (35%).
- **On Domain 3, Closing the Achievement Gap for the Economically Disadvantaged, Garza Elem. earned a score of 100, component and scale score.**
- **Distinction designation earned on Comparative Closing the Gap**

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p>Domain 1: Student Achievement Target Score: 60 Garza El. Score: 63/ Scale Score 91</p>	<ul style="list-style-type: none"> 3rd Grade Math (Approaches-89%, Meets-67%, Masters-40%) 4th Grade Math (Approaches-90%, Meets-72%, Masters-46%) 5th grade Math (Approaches-94%, Meets-72 %, Masters-33%) 	<ul style="list-style-type: none"> 3rd Grade Reading (Approaches -85%, Meets-57%, Masters-35%) 4th Grade Reading (Approaches -88%, Meets-59%, Masters-32%) 5th Grade Reading (Approaches-96%, Meets-58%, Masters-28%) 4th Grade Writing (Approaches-80%, Meets-57%, Masters-12%) 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> Increase the number of Meets and Masters Level in all subgroups and subject areas.
2	<p>Domain 2: School Progress Part A: Academic Growth Garza El. Part A-A Score: 78/Scale Score 85 Part B: Relative Performance Target Score: 54 (A) Garza El. Part B-A. Score:63/Scale Score 92 Overall School Progress Scale Score 92</p>	<ul style="list-style-type: none"> Campus Exceeded the State Target for Domain 2 meeting and exceeding the progress measure. Received Distinction Designation with scale score of 92. Ranked #6 in Campus Type Comparison Group out of 40 campuses in Texas 	<ul style="list-style-type: none"> 229 growth points earned out of 292 total possible points, score of 78. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2018-19 in Reading and Mathematics
3	<p>Domain 3: Closing the Gaps Target Score: 100 Garza El. Score: 100</p>	<ul style="list-style-type: none"> STAAR Math 3rd – 5th Gr. ECD Level II (90%) STAAR Reading(All Students) – ECD at Meets Gr. Level (61%)Masters(37%) STAAR Math(All Students)-ECD at Meets Gr. Level(72%)Masters(51%) Campus Exceeded the Sate Target for Index 3 of 28 with 59 pts. Meeting and exceeding the Closing performance Gap standard. Received Distinction Designation 59, 31 pts. above the target Ranked #2 in Campus Type Comparison Group out of 40 campuses in Texas 	<ul style="list-style-type: none"> STAAR Writing 4th Gr. ECD (70%) STAAR Science 5th Gr. ECD (89%) TELPAS ratings for a few students in U.S. Schools multiple years are at BEG/INT. levels 	<p>Special population groups will receive additional support , intensive interventions during the day and during tutoring in reading, writing, math, and science.</p> <p style="text-align: center;">11</p>

SUMMARY OF FINDINGS

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	<p style="text-align: center;">Family and Community Engagement</p>	<ul style="list-style-type: none"> • Neighborhood school • New buildings/renovations • Communication in both English and Spanish • Elementary parent engagement is high • Onsite parent meetings • Parent Volunteers • Parent literacy nights by gr. level • Parent Center for ESL & GED classes • Library Parent Reading Nights • Parent Educator at campus level (1/2day) • Parent Centers for Alamo area • Business Partnerships • Participate in community festivals, parades, performances, walks. • Student drama plays (at least 4 /yr.) • Pre-K Roundup (home visits) • Dropout Recovery Visits • McTeacher Night • Meet the Teacher Night/Open House • Thanksgiving Food can drive • Christmas Secret Santa Society/Target gifting • Million Father March • Pack the House • Child Cancer Awareness Event Participants 	<ul style="list-style-type: none"> • Full time parent educator on campus 	<ul style="list-style-type: none"> • On-site parent educator every day of the week.
5	<p style="text-align: center;">Technology</p>	<ul style="list-style-type: none"> • Technology equipment available: promethean boards, laptops, win books, iPad, iPod, CPS clickers, computers in each class, printers, 2 COW's (with sets of 24), Scanners, poster maker, Mimeo boards • Academic programs: Imagine Learning (PreK-5th Grade) • Campus Instructional Technology teacher on campus • Technology club • Robotics Club in K-1st & 4th-5th Gr. • Class Dojo communication • School Messenger • Library data bases available • Monthly technology staff trainings. • Facebook 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor • Student personal technology devices (e.g., iPad, iPod) • PreK – 5th Gr. Imagine learning program 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use • Class Dojo

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
6	School Culture and Climate	<ul style="list-style-type: none"> • Great student attendance – Six Weeks Elementary Champs • 98% Attendance Rate for school yr. • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Monthly Staff Birthday celebrations • Student & Staff Birthday recognitions • Student Academic Progress Celebrations • Award's Assemblies • Kindergarten Graduation at High School • Yearly Fall Festival • Head-Start/Daycare transition • 5th to Middle School transition • High school Children's Shows • Fundraisers for staff/student needs (e.g., cancer, autism, kidney, heart awareness) • Cinco De Mayo, 16 de septiembre, Thanksgiving, Christmas, Veterans day, celebrations. • 100th Days of school Celebrations • Positive Campus based behavior matrix • PSJA Guiding Principles • UIL, cheerleaders, AR Laureate Club, Robotics, Chess, DI, Rising Stars, Environmental Club , Photography Club, Track, Volleyball, softball, football, soccer, basketball • Red Ribbon Month Activities • Enrichment Camps 	<ul style="list-style-type: none"> • Increase in Student Enrollment and Retention • District Level Recognition to school for academic excellence /meeting all STAAR distinctions designations 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
7	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • New Teacher Mentor Teachers • CLC time for teachers to plan for effective instruction • McRel Evaluation Tool • District Elementary Teacher of the Year • Back to School Fair at Memorial High School • Bilingual, Grade level chairperson, Master's degree, UIL, Chess, DI, Robotics stipends • McRel Teacher Incentive Pay • TSL Grant • Paraprofessional in pre-k and Kinder 	<ul style="list-style-type: none"> • Trainings for BTLPT exams • Additional paraprofessionals to effectively reach all students. • CLL used to model and guide new teachers 	<ul style="list-style-type: none"> • Assistance for teachers to pass state exams such as the BTLPT exam

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At-Risk
Number	585	293	292	18	336	7	6	45	576	28	520
Percent	100	50.1	49.9	3.1	57.4	1.2	1.0	7.7	98.5	4.8	89

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	585	585	0	0	0	0
Percent	100	100	0	0	0	0

CAMPUS DEMOGRAPHICS



Total Enrollment : 585

Grade Levels: Pre-Kinder – 5th Grade

Percent	Garza Elem.	PSJA ISD	STATEWIDE
Hispanic	100%	99.00%	51.34%
Economically Disadvantaged	98.5%	77.00%	60.26%
EL	57.4%	40.00%	17.04%

Student Achievement Summary 2018

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentages
Number of Assessments	240	240	82	68	630	
Approaches Grade Level or Above	214	218	66	64	562	89%
Meets Grade Level or Above	140	169	47	59	415	66%
Master Grade Level	77	98	10	24	209	33%
Total Percentage Points					188	

Student Achievement Domain I STAAR Component Score 63 =
 (Total Percentage Points ÷ 3) Scale Score of 91/A

Texas Education Agency
2018 Academic Growth Data Table
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

ELA/Reading and Mathematics

	Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level			
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Total Possible Points
Did Not Meet	5	11	19	0	0	19	0	0	0	0	0	3	1
Approaches Grade Level	0	0	23	0	15	23	0	0	0	0	0	36	8
Meets Grade Level	1	0	0	13	0	0	0	0	0	0	17	14	21
Masters Grade Level	0	0	0	0	0	0	17	0	0	0	0	0	77
Total Number of Tests	1	11	42	18	15	42	17	17	53	0	17	53	107
Total Points	0.0	11.0	42.0	0.0	7.5	42.0	0.0	8.5	53.0	0.0	14.0	53.0	252
Score													78

* Indicates count is not available for this group.

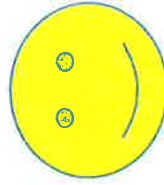
ELA/Reading

	Current-Year Performance on STAAR												
	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level			
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Total Possible Points
Did Not Meet	0	2	6	0	0	12	0	0	0	0	0	1	1
Approaches Grade Level	0	2	0	0	7	17	0	0	0	0	0	20	7
Meets Grade Level	1	0	0	0	0	0	0	0	0	0	7	3	12
Masters Grade Level	0	0	0	0	0	0	9	0	0	0	0	0	26
Total Number of Tests	1	4	6	9	7	29	9	7	24	0	7	24	46
Total Points	0.0	6.0	6.0	0.0	3.5	26.0	0.0	3.5	24.0	0.0	10.5	24.0	142
Score													78

* Indicates count is not available for this group.

Texas Education Agency
 2018 Closing the Gaps Status Table
 MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD

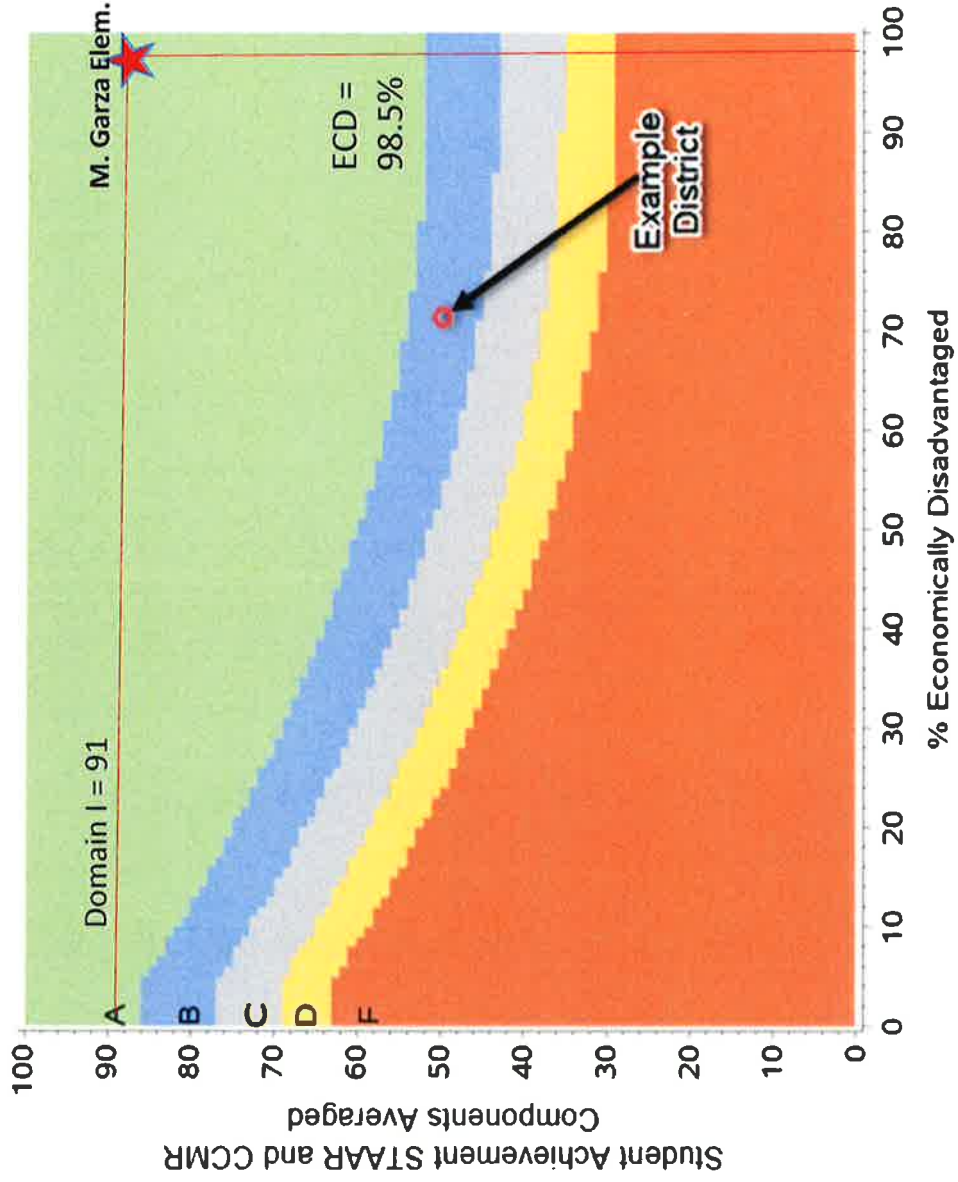
	★ All Students	★ African American	★ Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	★ Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score	
Academic Achievement Status																				
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	59%	33%	29%	19%	36%	40%	42%	12	12	100%	30.0%	30.0	
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Mathematics Target	46%	31%	40%	59%	45%	87%	50%	54%	35%	40%	23%	44%	47%	45%						
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Growth Status																				
ELA/Reading Target	66%	62%	65%	84%	67%	77%	67%	65%	64%	54%	59%	65%	66%	67%	12	12	100%	30.0%	30.0	
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%						
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Graduation Rate Status																				
Graduation Target	90%	95%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	12	12	100%	50.0%	50.0	
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
English Language Proficiency Status																				
ELP Target:										42%										
Target Met:										Y										
Student Success Status																				
STAAR Component Target	47%	36%	41%	58%	46%	73%	46%	55%	38%	37%	23%	43%	48%	45%	1	1	100%	10.0%	10.0	
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
School Quality Status																				
CCMR Target	67%	31%	24%	58%	42%	76%	39%	59%	36%	30%	27%	43%	50%	31%	7	7	100%	10.0%	10.0	
Target Met:	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						
Total																				
Total Indicators																				
Total Indicators Met																				
Total Indicators Score																				
Total Indicators Weight																				
Total Indicators Score																				



MARCIA R. GARZA ELEMENTARY

Component	Percentage of Evaluated Indicators Met	Weight	Total Points
Academic Achievement (Domain I)	100%	30%	30
Academic Growth Status	100%	50%	50
English Language Proficiency	100%	10%	10
Student Success Status	100%	10%	10

Closing the Gap Domain III Score **100** 😊



Marcia R. Garza Elementary
STAAR Accountability A-F Rating: 94 = A = Met Standard

Domains	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement (Domain I)	91				
School Progress Part A (Domain II)	85				
School Progress Part B (Domain II)	92	92	92	70%	64.4
Closing the Gaps (Domain III)	100			30%	30
Overall Score					94 😊

2018 Campus Overall Rating **Met Standard**

Approaches

Campus	Prior Year	Current Year
Marcia R. Garza Elem.	86%	89% +3

Subject	Prior Year	Current Year
Mathematics	90%	91% -1
Reading	85%	89% +4
Science	89%	94% +5
Writing	71%	80% +9

Curriculum	Prior Year	Current Year
Mathematics 03	89%	89%
Mathematics 04	87%	90% +3
Mathematics 05	95%	94% -1
Reading 03	84%	85% +1
Reading 04	83%	88% +6
Reading 05	88%	96% +8
Science 05	89%	94% +5
Writing 04	71%	80% +9

MEETS

Campus	Prior Year	Current Year
Marcia R. Garza Elem.	63%	66% +3

Subject	Prior Year	Current Year
Mathematics	66%	70% +4
Reading	51%	58% +7
Science	51%	87% +36
Writing	41%	57% +16

Curriculum	Prior Year	Current Year
Mathematics 03	67%	67%
Mathematics 04	67%	72% +5
Mathematics 05	64%	72% +8
Reading 03	48%	57% +9
Reading 04	45%	59% +14
Reading 05	59%	58% -1
Science 05	51%	86% +35
Writing 04	41%	57% +16

MASTERS

Campus	Prior Year	Current Year
Marcia R. Garza Elem.	38%	33% +5

Subject	Prior Year	Current Year
Mathematics	40%	41% +1
Reading	26%	32% +14
Science	33%	35% +2
Writing	19%	12% -7

Curriculum	Prior Year	Current Year
Mathematics 03	49%	40% -9
Mathematics 04	32%	46% +14
Mathematics 05	39%	33% -6
Reading 03	28%	35% +7
Reading 04	22%	32% +10
Reading 05	29%	28% -1
Science 05	33%	35% +2
Writing 04	19%	12% -7

Goals 2018-2019

Domain I				
STAAR Performance				
	Reading	Mathematics	Writing	Science
Approaches	89%	91%	80%	94%
Meets	58%	70%	57%	87%
Masters	32%	41%	12%	35%
2019 Goals				
Approaches	92%	95%	90%	96%
Meets	60%	75%	60%	88%
Masters	35%	45%	30%	37%

Goals 2018-2019

Domain II		
Academic Growth		
	2018	2019 Goals
Growth Points Earned Out of 292 possible points	229	250

Score = 78

2018-2019 District & Campus Goals

- Goal 1-Domain 1:Student Achievement
- Goal 2-Domain 2:Student Progress
- Goal 3-Domain 3:Closing the Achievement Gap
- Goal 4-Family and Community Involvement
- Goal 5-Technology
- Goal 6-School Culture and Climate
- Goal 7-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019



District & Campus Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Campus Teacher participation in enhancing reading instruction. Empower teachers with in-depth knowledge of the revised STAAR TEKS.	Assistant Superintendent for C&I, Principal, Asst. Principal, CLF, CLL	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Completed Curriculum Documents Agenda and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS, mini assessments, TPR/TEJAS LEE TX-KEA, SLO's, Circle	Title 1 - #2, 4
Teachers will be trained on the state standards, domains, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Principal, Asst. Principal, CLL, CLF, Teacher Leaders, Teacher	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/EL students and Supplemental Aids for special education students	Principal, Asst. Principal, CLL, Special Ed. Teacher, Bilingual Teacher	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, Sp Ed 224	Sept. 2018- Aug. 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1-#1,2
Monthly Academic Calendars will be written for all courses. (timelines will be written for all subjects and grade levels)	Principal, Asst. Principal	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE, TX-KEA, Circle, SLO's	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held with grade levels following each district level CBA or Benchmark and campus-based assessments for in-depth analysis of the data	Principal, Asst. Principal,	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Walk-through documentation CLC Documentation	Benchmark scores, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS, SLO's	Title 1 - #3

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019



COLLEGE³
LEARNING THROUGH EXPERIENCE

District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Campus Performance Review sessions (CPRs) will be held with grade levels following each district level CBA/Benchmark and campus-based assessments for in-depth analysis of the data printed and enlarged to poster size using HP Design Jet with ink for Poster Maker and yearly Lease contract for canon copiers	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds, SCE Funds	Sept. 2018- Aug. 2019	Agendas and Sign-in Sheets, Data Analysis Documents Forms on file & Use of Cannon, HP poster maker, Staples, ink, rental Copiers for scanned & copied material	Benchmark scores, progress monitoring charts, student achievement gains, STAAR Scores	Mini assessments, PMs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE, TX-KEA, Circle, SLO's	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds, SCE Funds	Sept. 2018- Aug. 2019	Walk-through documentation, McRel	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS, SLO's	Title 1 - #3
Implement Scientifically – Research based curriculum: Reading, Math, Science, Writing – Scholastic – Teacher Created Materials Leveled Readers, Storyworks, Frog Street, nursery rhymes, fairy tales, SSRW, REACH, National Geographic, Alfarrimas, Bilingual Dictionaries, Treasures/Tesoros, Leveled Readers, Renaissance Accelerated Reader & STAR , Imagine Learning, Voyager/Pasaporte, Thinking Maps, Cif Strategies, ELPs strategies, Lead4ward, Novel Sets, TIME for Kids, E-Books, WTB, The Monitor newspaper, DRA, Migrant tutors, McGraw-Hill Reading, Mastering Educ. –measuring Up Rdg., Pearson Educ.-TAKS practice bk., Motivation /Mentoring Minds-Reading, Writing, Science, Kamico-Writing, Jarrett Publishing co.-Science, Lakeshore manipulatives, books, listening center, DMR, Bill McDonald, Dictionaries	Principal, Asst. Principal, CLL, librarian,	Local Funds, Title 1 Funds, SCE Funds	Sept. 2018- Aug. 2019	Data Analysis Documents, Walk-through documentation, lesson plans, library reports	Benchmark scores, progress monitoring charts, student achievement gains, Accelerated Reader & STAR reports	Mini assessments, PMs, BMs, STAAR, TELPAS, TPRI, TEJAS LEE, TX-KEA SLO's, STAR (BOY,MOY,EOY)	Title 1 -#8



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2018-2019 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Implement Scientifically- Research based curriculum: Math – Brain-pop, UIL Clubs, Frog Street, ETA Cuisenaire, Go Math, Calendar Math, Sharon Wells, Pearlized Math, Tutoring, TEKSing Toward STAAR, Hands-on Manipulatives, multiple representation charts, basic facts, Imagine Learning Math, Multiplication monitoring through Physical Activity (P.E.), Sustainability Goals</p>	Principal, Asst. Principal, CLL, Math Resource Teacher, Teachers	Local Funds, Title 1 Funds, SCE	Sept. 2018- Aug. 2019	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
<p>Implement Scientifically-Research based curriculum: Writing – Houghton-Mifflin, Treasures/Tesoros, Write From the Beginning, Spelling Connections, SSRW, William MacDonald trainings, The Write Prescription, Content Journal writing, pattern sentences, writing folders, Kamico, Gretchen Bernabei strategies, six weeks district writing samples, CIF strategies, ELPs, Thinking Maps, manipulatives, writing dry/erase boards, DMR, Brainpop, Countdown to STAAR, Time for Kids, Sustainability Goals</p>	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds, SCE	Sept. 2018 – Aug. 2019	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS, SLO's	Title 1 - #3
<p>Implement Scientifically-Research based curriculum: Science – Seasonal, Halloween & Christmas experiments & rotation activities. Frog Street, Fusion, Newbridge Science Books, Science Journals, Sciencosaur, McMillan Reading Essentials, FOSS Kits, Mentoring Minds, Kamico, Mastering the 4th Gr. STAAR test, Science manipulatives, Science Lab, CIF strategies, ELPs, Thinking Maps, Science Camps, Science Fair, Vocabulary flashcards, CAST District In-service, UTRGV Planetarium, Texas Wildlife Association, Santa Ana Refuge presentations, Dictionaries, Science Experiment Consumables, RGVSA Conf., Big Bang Science, Robotics, Edusmart, Brainpop, Science Fair, Environmental Club, Sustainability Goals</p>	Principal, Asst. Principal, CLL Science Lab teacher	Local Funds, Title 1 Funds, SCE	Sept. 2018- Aug. 2019	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS, SLO's	Title 1 - #1, 2, 9

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019**



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Curriculum Based Assessments (PMs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses PK-5 th gr.	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Completed PMs and Benchmarks	Benchmark scores, student achievement gains	PMs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers in each grade level will be trained on how to write PMs and Benchmarks at the depth and complexity of STAAR/EOC	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	PMs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Sign-in Sheets	Benchmark scores, student achievement gains	PMs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level PMs and two district-level Benchmarks and weekly campus based assessments will be administered.	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Completed PMs and Benchmarks	Benchmark scores, student achievement gains	PMs, BMs, STAAR, TELPAS	Title 1 - #8

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019**



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	DMAC reports	Benchmark scores, student achievement gains	PMS, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available in data den for data analysis and monitoring student progress.	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	Sept. 2018- Aug.2019	Walk-throughs	Benchmark scores, student achievement gains	PMS, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held in the data room following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	PMS, BMs, STAAR, TELPAS	Title 1 - #2,4,8

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Monitoring of the progress of migrant students will be done immediately following each CBA, BM(3 rd -5 th), six wks. Progress monitoring (PK-2 nd)	Principal, Asst. Principal, CLL	Migrant Funds 212	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMs, STAAR, TELPAS	Title 1 - #1, 2 SCE
Monitoring of the progress of special education students will be done immediately following each CBA and BM (3 rd - 5 th), six wks. Progress monitoring (PK-2 nd) Provide homebound students as needed due to critical medical issues.	Principal, Asst. Principal, CLL	Special Ed Funds 224 SCE Funds	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets Homebound teacher log	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMs, STAAR, TELPAS	Title 1 - #1, 2 SCE
Monitoring of the progress of EL students will be done immediately following each CBA and BM (3 rd -5 th), six wks. Progress monitoring (PK-2 nd)	Principal, Asst. Principal, CLL	Title III 263	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMs, STAAR, TELPAS	Title 1 - #1, 2 SCE
Provide Dana Center training for cohort science teachers on creating formative assessments.	Principal, Asst. Principal, CLL	Title 1 Funds	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	PMS, BMs, STAAR, TELPAS	Title 1 - #4 SCE

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019**



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principal, Asst. Principal, CLL	Title I, Local	September 2018	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS, SLO's	Title 1 - #2
Campus administrators & teachers will prepare binders with data related to students in each of their subgroup such as BE/EL, Special Education, Migrant (migrant tutor), Economic Disadvantaged, Hispanic, White, etc.	Principal, Asst. Principal, CLL	Title I, Local	September 2018 June 2019	Principal & Teacher Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS, SLO's	Title 1 -#2, 8

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019**



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Principal, Assistant Principal, CLL	Special Ed 224, Title I, Local	September 2018- August 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Principal, Assistant Principal	Title I, Local	October 2018 November 2018 January 2019 February 2019	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	PMs - BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for teachers.	Principal, Assistant Principal	Title I, Local	Sept. 2018- Aug. 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #4

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019



COLLEGE
AS A QUANTILE GOAL

District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
30 minute Academic intervention, afterschool, 3 hr. Saturday tutorials and Summer School will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal, CLL	Local 199, Title I 211 , SCE 199, Migrant 212 , Title III 263, SpEd 224	August 2018- September 2019	Tutorial/Summer School Sign-in sheets, Schedules, lesson plans, student rosters	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences and literacy nights will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Principal, Asst. Principal, CLL	Title I, Local, Migrant 212, Sp. Ed	October 2018 November 2018 January 2019 February 2019	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	PMS, BMs, STAAR, TELPAS	Title 1 - #6
Provide teachers with Leadward training on subpopulation data analysis	Principal, Asst. Principal, CLL	Title 1 Funds	August 2018 September 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	PMS, BMs, STAAR, TELPAS	Title 1 - #4

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019**



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Asst. Principal, CLL	Title I, Local	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Principal, Asst. Principal, CLL	Title I, Local	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled up to 3X weekly for unpacking the TEKS and lesson plan collaboration	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018- Aug.2019	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all teaching staff.	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1 - #4

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019



District Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Principal, Asst. Principal, CLL	Title III 263	August 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMS, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Principal, Asst. Principal, counselor	Special Ed 224	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMS, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teachers on Data Analysis/Differentiated Instruction.	Principal, Asst. Principal	Title 1 Funds	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	PMS, BMS, STAAR, TELPAS	Title 1 - #4



District Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 School wide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies, growth mindset, sustainability goals	Principal, Asst. Principal, Teachers, CLL, CLF, Teacher, Counselor	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal, Teachers, CLL, CLF, Teacher, Counselor	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Write from the Beginning Rubrics will be used to rate six weeks writings, Bill McDonald, rubric	Principal, Asst. Principal, Teachers, CLL, CLF, Teacher, Counselor	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Walk-throughs	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal, Asst. Principal, Teachers, CLL, CLF, Teacher, Counselor	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9



District Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Asst. Principal, Bilingual Teachers	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
STAAR literature questions will be written for each literary piece/all genres	Principal, Asst. Principal, Teachers	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Two aligned PMs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal	Title 1 211, Local Funds 199	October 2018 November 2018 January 2019 February 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, Teacher's	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, Teacher's	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9



District Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Implement Scientifically—Research based curriculum: Reading – manipulatives, phonics sound phones, Frog Street, nursery rhymes, fairy tales, SSRW, REACH, National Geographic, Alfarrimas, Bilingual Dictionaries, Cancionero, Treasures/Tesoros, Leveled Readers, Renaissance AR, Imagine Learning, Mentoring Minds, Storybooks, Voyager/Pasaporte, Thinking Maps, CIF Strategies, ELPS strategies, Lead4ward, Novel Sets, TIME for Kids, E-Books, The Monitor newspaper, DRA, Migrant tutors/Teacher Created Materials readers	Principal, Asst. Principal, CLL	Local Funds, Title 1 Funds SCE	Sept. 2018-Aug.2019	Data Analysis Documents, Walk-through documentation, lesson plans	Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1 -#8
Implement Scientifically—Research based curriculum: Writing – Houghton-Mifflin, Treasures/Tesoros, Write From the Beginning, Spelling Connections, SSRW, The Write Source, The Write Prescription, Content Journal writing, pattern sentences, writing folders, Kamico, Gretchen Bernabei strategies, six weeks district writing samples, CIF strategies, ELPS, Thinking Maps, Bill McDonald, LOD, Journals	Principal, Asst. Principal, CLL, CLF, Teachers	Local Funds, Title 1 Funds SCE	Sept. 2018-Aug.2019	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMs, BMs, STAAR, TELPAS,	Title 1 - #3

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019



District Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Mathematics curriculum will be aligned to supplemental resources using CIF strategies Teacher Created Materials	Principal, Asst. Principal, CLL, CLF	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Walk-throughs and curriculum documents for, Sharon Wells, State Adoption,	Increased Student Progress for all students to include sub population as measured on PMS, BMs, STAAR	PMS, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on PMS, BMs, STAAR	PMS, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on PMS, BMs, STAAR	PMS, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Two aligned PMs and two district Benchmarks will be administered district-wide	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	October 2018 November 2018 January 2019 February 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on PMS, BMs, STAAR	PMS, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on PMS, BMs, STAAR	PMS, BMs, STAAR, TELPAS	Title 1 - #1,2,9 44



District Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Daily problems of the day (multiple representation chart) will be developed as spiraled/warm-up activities in STAAR format	Principal, Asst. Principal, CLL	Title 1 211, Local Funds 199	Sept. 2018-Aug.2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on PMs, BMs, STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
Provide Sharon Wells training on effective teaching strategies for teachers.	Principal, Asst. Principal, CLL	Title 1 Funds	Sept. 2018-Aug.2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	PMs, BMs, STAAR, TELPAS	Title 1 - #4

District Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
45 minute Academic interventions, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal, CLL	Local Funds, Title I Funds	Sept. 2018-Aug.2019	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	PMS, BMs, STAAR, TELPAS	Title 1 - #9
Implement Scientifically-Research based curriculum: Math – Frog Street, ETA Cuisenaire, Go Math, Calendar Math, Sharon Wells, TEKSing Toward STAAR, Thinking thru math, Hands-on Manipulatives, multiple representation charts, basic facts, Multiplication monitoring through Physical Activity (P.E.), Pearlied Math	Principal, Asst. Principal, CLL	Local Funds, Title I Funds	Sept. 2018-Aug.2019	Data Analysis Documents, Walk-through documentation, lesson plans	CBA, Benchmark scores, progress monitoring charts, student achievement gains	Mini assessments, PMS, BMs, STAAR, TELPAS,	Title 1 - #2,4,8



District Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies •TX-KEA Strategies •Learning.com •CLI Engage	Principal, Asst. Principal, CLL	Title I and Local Funds	Sept. 2018- Aug. 2019	Strategies embedded in the district curriculum guides, walk – thru logs, McRel	Narrowing of the student achievement gap among all student populations.	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9



District Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
2. Monitor the progress of all students including special population students, i.e. special ed, EL, migrant, 504, dyslexia, etc.. through district & campus formative assessments.	Principal, Asst. Principal, CLL	Title I, Local Funds	Sept. 2018- Aug.2019	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, CLL, Special Ed.	Title I, Local Funds	Sept. 2018- Aug.2019	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
4. Monitor implementation of ELPS strategies to accelerate the progress of ELs.	Principal, Asst. Principal, CLL, Bilingual Dept.	Title I, Local Funds	Sept. 2018- Aug.2019	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations such as: UIL, Robotics, Chess, Student Council, Technology club, Choir, Book Clubs	Principal, Asst. Principal, CLL, counselor	Title I, Local Funds	Sept. 2018- Aug.2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9



District Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal, Asst. Principal, CLL, CLF	Title 1 211, Local Funds 199	Sept. 2018- Aug.2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal, CLL, CLF	Title 1 211, Local Funds 199	Sept. 2018- Aug.2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, and extended day tutorials.	Principal, Asst. Principal, CLL, CLF	SCE	August 2018- August 2019	Summer school rosters, tutorial schedules	lower failure rates	PMs, BMs, STAAR, TELPAS, Graduation rates	Title 1 - #1,2,9
9. Using data room, teachers will monitor assessment results, and lead data analysis discussions and plan appropriate targeted instructional interventions.	Principal, Asst. Principal, CLL, CLF	Title 1 211, Local Funds 199	Sept. 2018- Aug.2019	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	PMs, BMs, STAAR, TELPAS	Title 1 - #1,2,9



District Goal 3: Close the student achievement gap among all populations. (Domain 3).

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Revise all curriculum documents for HB5 STAAR courses.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	Sept. 2018- Aug.2019	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	Sept. 2018- Aug.2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	June 2018 – May 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	PMs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned PMs and two district Benchmarks will be administered district-wide in addition to campus-based weekly assessments.	Principal, Asst. Principal,	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	PMs, BMs, STAAR, TELPAS, campus-based assessments	Title 1 - #8

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District Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Asst. Principal	Local Funds 199	Sept. 2018- Aug. 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	PMS, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	PMS, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRS) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Asst. Principal	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	PMS, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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District Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Asst. Principal	Local Funds, Title 1 Funds/ SCE	Sept. 2018- Aug. 2019	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	PMs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Enrichment activities that will expose students to 21 st Century/Post Secondary Readiness Skills: UIL Activities/Competitions: Art, Chess Puzzle, Creative Writing, Dictionary Skills, Listening, Maps/Graphs/Charts, Music Memory, Number Sense, Oral Reading, Ready Writing, Social Studies, Spelling, Storytelling, Sustainability Goal Club, Photography Club	Principal, Asst. Principal, Club/UIL Sponsors	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	UIL / club competition registration, Living Tree, Library activity logs, Awards/Recognitions (trophies, certificates, medals, ribbons)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	PMs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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District Goal 3: Close the student achievement gap among all populations. (Domain 3)

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Campus Enrichment activities that will expose students to 21st Century/Post Secondary Readiness Skills: College Readiness (GT & All Stud) activities/competitions: Destination Imagination (3rd-5th), Rising Stars (1st-2nd), Robotics (3rd-5th), Chess Teams (1st-2nd), Chess Team (3rd-5th), GT Summer Camp, Technology Summer Camp, Technology Club, Student Council, Choir, Migrant Summer Camp, Cheerleading, sports, Bluebonnet Reading Club, Millionaire's Club, Mini-word Reader, Choir, Drama Club, Author visits, UTRGV Chemistry club visit, UTRGV planetarium visit, 5th gr. UTRGV field trip, Univ. based spirit shirts by gr. level, Career Fair, Community Guest Speakers, Living Historical Museum, Science Fair, Sustainability Goals</p>	Principal, Asst. Principal, Club/UJL Sponsors	Local Funds, Title 1 Funds	Sept. 2018- Aug. 2019	UJL / club competition registration, Living Tree, Library activity logs, Awards/Recognitions (trophies, certificates, medals, ribbons)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	PMs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

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District Goal 4: Family and Community Engagement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Parent meetings geared toward knowledge of skills needed to succeed in standardized testing: -PACS(provide parents with snacks), Meet the Teacher, Open House, Gr. Level Parent Curriculum/literacy nights, 5 th Gr. SSI night, Library Reading nights, Book warmings, teacher conferences. Educate our parents on the importance of having a growth mindset and the sustainability goals.	Principals, Parental Director, Logistic Specialist, Parent Educators, Teachers	Local Funds, Title I Funds	Sept. 2018- Aug.2019	Sign-in Sheets	Parent Surveys, increase in student assessment scores	PMs, BMs, STAAR, TELPAS	Title I- #4, #6

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District Goal 4: Family and Community Engagement							
Objective 2: Offer tutoring programs that support students taking assessments							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Student afterschool and Saturday tutoring participation – Continuous contact with parents to assure student participation embed sustainability goals and growth mindset into lessons	Parent Educators, Principal, Asst. Principal, Teachers	Title I Funds	Sept. 2018- Aug. 2019	Sign-in Sheets, Attendance Logs, Telephone Logs	Benchmark Scores PMS	PMS, BMS, STAAR, TELPAS	Title I- #2, #9
Increase tutorial academies via telephone contacts, social media, Marquee, Class Dojo	Parent Educators, Principal, Asst. Principal, Teachers	Title I Funds	Sept. 2018- Aug. 2019	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys Benchmark Scores PMS	PMS, BMS, STAAR, TELPAS	Title I- #2, #9



District Goal 4: Family and Community Engagement						
Objective 3: Provide opportunities for students to participate in community service projects						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Student involvement in Community based activities: Drug-Free parade, Veteran's Parade, Christmas Parade, City Christmas Cards, Autism Walk, Drop-out Recovery walk, Choir Community presentations (nursing homes, businesses, central office), 3 rd -5 th gr. student Christmas gift donations for Pk-2 nd gr.	Parent Educators, Principal, Asst. Principal, Teachers	Local Funds, Title I Funds	Sept. 2018- Aug. 2019	Volunteer sign-in card	Tally of Volunteer hours	PMs, BMs, STAAR, TELPAS Title I- #9

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District Goal 4: Family and Community Engagement							
Objective 4: Increase average of parents with high school diplomas							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	Sept. 2018- Aug.2019	Classroom attendance sheets	End of year course completion certificates	PMS, BMS, STAAR, TELPAS	Title I- #6, #10
Parent Community Education Centers	Parental Director	Title I Funds	Sept. 2018- Aug.2019	Attendance sheets	End of year course completion certificates	PMS, BMS, STAAR, TELPAS	Title I- #6, #10



District Goal 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.</p> <p>Provide classroom equipment /technology resources that will enhance instruction: headphones, keyboards, mice, laptops, Interactive mimeo boards, Hitachi short throw projectors, lamps for replacements of Hitachi and Promethean projectors, projector adaptor plate ,desktop computers, and subject-specific software., ToGo voice amplification System, FrontRow amplification Product, iPad, Win books</p>	<p>Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools</p>	<p>Software, hardware, replacement items, and professional development, Technology training)</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets). Increase of teacher use of technology in daily instruction.</p>	<p>Increased student scores. More technology projects in core classes.</p>	<p>Instructional Technology Department reviews. Campus walk-thrus</p>	<p>Title 1 - #2 SCE</p>
<p>PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Dual Language/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.</p>	<p>Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers</p>	<p>Software, hardware, and professional development</p>	<p>ongoing. This is a strategy that is carried out year-round and in the summers.</p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>	<p>Instructional Technology Department reviews. Campus walk-thru</p>	<p>Title 1 - #2 SCE</p>

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District Goal 5: Technology

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	Sept. 2018- Aug.2019	AR reports from schools	Improved scores in reading, reading fluency, comprehension, vocabulary	Increase in the participation and scores on the AR program, Analyze AR reports	Title 1 - #2
The Technology Department will give access to online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students. The technology Dept. will give access to the online library catalog/research resources and facilitate the integration of these resources in the classroom.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware, Mackinvia	Sept. 2018- Aug.2019	usage reports from the Destiny system.	Increase in the number of students using the Destiny system and Mackinvia	Review of Destiny & Mackinvia Reports	Title 1 - #2



District Goal 5: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Audit the curriculum and integrate technology essential knowledge and skills (TEKS) at the K-8 level and update and create courses for Technology Applications at the secondary level.</p> <p>Imagine Learning (PreK – 5th grade)</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee</p>	<p>Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.</p>	<p>This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2017.</p>	<p>Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.</p>	<p>Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.</p>	<p>Ongoing review of the district course offerings and alignment with state course requirements.</p>	<p>Title 1 - #2</p>
<p>Develop units of practice aligned with the core content curriculum.</p>	<p>Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer</p>	<p>Core content curriculum resources. Learning.com Imagine Learning Edusmart</p>	<p>ongoing This will be done by June 2019.</p>	<p>Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.</p>	<p>Increased scores on technology benchmarks and state tests. assessments</p>	<p>Instructional Technology department campus visits and observations.</p>	<p>Title 1 - #2</p> <p style="text-align: right;">60</p>



District Goal 5: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist, Core content area coordinators	Video conferencing equipment, online curriculum resources	Sept. 2018- Aug. 2019	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increase in student enrollment and completion of online classes.	Review of technology data reports on a six weeks basis.	Title 1 - #2
Continue to support computer assisted instruction in computer labs and distributed settings. Provide 1 COW (computers on wheels) to be rotated amongst gr. levels by six weeks. Provide 1 COW (iPad on wheels) to be rotated amongst gr. levels by six weeks.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	3 COWs (Computers/ iPad on Wheels)	Ongoing. Rotating COWs through out grade levels by Six Weeks	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.mom/imagine learning, TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher STAAR scores).	Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores	Review of technology data reports on a six weeks basis.	Title 1 - #2
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	Sept. 2018- Aug. 2019	LAB usage logs	Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores	Review of technology data reports on a six weeks basis.	Title 1 - #2

District Goal 15: Technology

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Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2018- and throughout the year in 2018-2019. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2018-2018-2019 School Year</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software, and Technology Applications instructors.</p>	<p>Summer of 2018 2018-2019 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2018. Campuses will have at least one technology fair a year. By 2018 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>



District Goal 5: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Maintain and update district Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/Internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.	Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee	District website, share point/intranet site	Sept. 2018-Aug.2019	online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.	Review of technology data reports on a six weeks basis.	Title 1 - #2
Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.	Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators	District website, Facebook, Class Dojo, Snapchat, Twitter and district intranet	The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on Project based learning with home and community.	Review of technology data reports on a six weeks basis.	Title 1 - #2

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District Goal 5: Technology						
Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide internet instruction to all teachers and students. The district will use Learning.com , Imagine Learning for all K-8 students and Hoo Kew It for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Hoo Knew It, Learning.com, Imagine Learning and other online resources.	ongoing, Aug 2017-June 2018 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process). Quality Education	Review of technology data reports on a six weeks basis.
						Title 1 - #2 School wide Components



District Goal 5: Technology							
Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p> <p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs every 4 years. They will receive new computers in 2018-2019.</p> <p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>			<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	<p>Review of technology data reports on a six weeks basis.</p>	<p>Title 1 - #2</p>

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District Goal 6: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	Sept. 2018- Aug.2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	Sept. 2018- Aug.2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Buell , Home Campus, Student Services Department	Local Funds, Title I	Sept. 2018- Aug.2019	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	Sept. 2018- Aug.2019	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in Discipline Referrals	Side by side data analysis	Title 1--#10



District Goal 6: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Address individual student needs (medical, dental, vision and hearing services)</p> <p>Action Steps: -coordinate with social services agencies -provide referral for services Provide students in need with school supplies, and uniforms.</p>	<p>-Director of Health Services -Nursing Staff, Counselor, Parent Educator, Principal, Assistant Principal</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps: -Increase use of national clinical guideline for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services -Nursing Staff, Counselor, Resource Teacher</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10 67</p>



District Goal 6: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps: -Continued use of the bullying/suicide box -guidance lessons</p>	<p>-Director of Health Services -Nursing Staff -Counselor Teacher</p>	<p>-Behavioral Centers -PSJA LPC</p>	<p>August 2018- June 2019</p>	<p>Drills run yearly throughout district</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Increase the safety of all students and staff</p> <p>Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>August 2018- June 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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District Goal 6: Create a Safe School Culture and Climate.						
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services -Nursing Staff	-Texas Tropical Behavioral Centers -Police Departments	August 2018- June 2019	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities by adding a growth mindset. Recognition/celebrating birthdays through daily announcements & birthday gifts, celebrating perfect attendance with prizes	-Director of Health Services -Nursing Staff -P.E. Coach -Principal -Assistant Principal -Counselor	-Athletic Department -LPC	August 2018- June 2019	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis
						Title 1--#10
						Title 1--#10

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District Goal 6: Create a Safe School Culture and Climate.						
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff -P.E. Coach -Cafeteria Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2018- June 2019</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>
						<p>Title 1 School wide Components</p> <p>Title 1 -- #10</p>

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District Goal 6: Create a Safe School Culture and Climate.							
Objective 3: Provide training for all staff on creating a safe school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	Sept. 2018- Aug.2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	Sept. 2018- Aug.2019	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures and a crisis team	Security Director	Local Funds	Sept. 2018- Aug.2019	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	Sept. 2018- Aug.2019	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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District Goal 6: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	Sept. 2018- Aug.2019	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	Sept. 2018- Aug.2019	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	Sept. 2018- Aug.2019	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10 72

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District Goal 6: Create a Safe School Culture and Climate.							
Objective 4: Monitor school attendance initiatives to ensure student academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> • School messenger • Home Visits 	Pupil Accounting Director PEIMS Clerk	Local Funds	Sept. 2018- Aug.2019	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success by incorporating a growth mindset	Pupil Accounting Director	Local Funds	Sept. 2018- Aug.2019	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

District Goal 7: Staff Quality, Recruitment, and Retention

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
MARCIA R. GARZA ELEMENTARY 2018-2019**



Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	August 2018- May 2019	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	Title 1--#5
<ul style="list-style-type: none"> Unique district incentives Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pay days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	Title 1--#5
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified <p>A passion for students, and commitment to excellence</p>	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1--#5
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1--#5



District Goal 7: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Principals training on interviewing , documentation of teachers	HR Admin, 13 dept. staff	Documentation Handbook	Sept. 2018- Aug.2019	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1--#5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches CLL	Local funds 13 Invest in Innovation funds	August 2018- August 2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	PMs, BMs, STAAR, TELPAS	Title 1--#5
On-going professional development of District/Campus Curriculum – Dr. Diana Ramirez (R4g.), Bill MacDonald (writing), Rogelio Gomez(Science),Pearl Cantu (Math),RGVSA Conf.	Director Department Principal, Asst. Principal Instructional Coaches	Title 1 Local funds 13 Invest in Innovation funds	August 2018- August 2019	Sign-in sheets for curriculum development and revisions	Better implementation of curriculum More alignment	PMs, BMs, STAAR, TELPAS	Title 1--#5
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds 13 Invest in Innovation funds	Sept. 2018- Aug.2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	PMs, BMs, STAAR, TELPAS	Title 1--#5 75



District Goal 7: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Campus Mentor Teacher appreciation week Promote/incorporate sustainability goals through teacher incentive Recognize celebrate special life events	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Sept. 2018- Aug.2019	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1--#5
Implement an effective instructional coaching system with on-going professional development Incorporating growth mindset ideas and promotions	Campus Principals	Title One Local Funds	Sept. 2018- Aug.2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO attainment RRR	Title 1--#5
Monthly professional development meetings Incorporate team building/growth mindset videos (Dr. Steven Covey)	Principal, Asst. Principal	Title One Local Funds	Sept. 2018- Aug.2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO attainment RRR	Title 1--#5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Principal, Asst. Principal, CLL	Title One Local Funds	Sept. 2018- Aug.2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO attainment RRR	Title 1--#5
Monthly progress monitoring Instructional rounds	Principal, Asst. Principal, CLL	Title One Local Funds	Sept. 2018- Aug.2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title 1--#5 76