



GARZA-PEÑA IMPROVEMENT PLAN 2019-2020

Mission Statement

PSJA ISD's mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

Mission Statement

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

Vision Statement

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

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 literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

GARZA-PEÑA ELEMENTARY

School Administration

Judith Canales, Principal

Norma Layton, Asst. Principal

<p><u>Pre-Kínder</u> Castillo, Iris Godoy, Danise Garza, Aida Garica, Melissa (P3)</p>	<p><u>2nd Grade</u> Champion, Sonia Garza, Daisy Gomez, Noel Sandoval, Maria</p>	<p><u>5th Grade</u> Garcia, Juan Jimenez, Wensislado Medina, Alicia Quintanilla, Oscar</p>	<p><u>Paraprofessionals</u> Aguirre, Yvonne Cantu, Lizbeth Carreon, Maria Fonseca, Yesenia Guerra, Luis Jimenez, Brianna Pequeño, Graciela Ramirez, Nelda Reyes, Cassandra Torres, Diamondtina Torres, Michael</p>	<p><u>Office Staff</u> Barrios, Elda- Counselor Salazar, Adriana- Secretary Ocañas, Salvador- Peims Clerk Cantu, Sandra- Receptionist Luna, Jose- Computer Lab Reyes, Susan- Parent Educator</p>
<p><u>Kínder</u> Alvarez, Jennifer Fernandez, Felina Gomez, Michael Seawell, Angel</p>	<p><u>3rd Grade</u> Cantu, Dallany Contreras, Maria Figueroa, Diego Vasquez, Maria I.</p>	<p><u>Resource</u> Puente, Roxanne– Sp.Ed. Res. Quezada, Adrian– Science Lab Cortez, Aaron– P.E. Coach Guajardo, Maribel- P.E. Coach Castillo, Nancy– Music Noyola, Patricia- <u>Librarian</u> Sustaita, Maria- Nurse Hernandez, Monica , Instr. Coach Treviño-Gonzalez, Ilsa- Sp. Ed Unit</p>	<p><u>Cafeteria</u> Gutierrez, Crystal -Manager Arredondo, Maria Balderas, Ana Garcia, Genoveva Sandoval, Marta De Dios, Jennifer Luna, Ashley</p>	<p><u>Crossing Guard</u> Cantu, San Juanita Puente, Juan</p>
<p><u>1st Grade</u> Lozano, Maria Quintanilla, Norma Santoscoy, Gabriella</p>	<p><u>4th Grade</u> Frias, Veronica Lopez, Elia Reyes, Nelda Saenz, Liset Ybarra, Lisa</p>		<p><u>Custodians</u> Rodriguez, Jose – Head Perez, Jesus Resendez, Jonathan Salido, Bertha</p>	<p><u>Speech Therapist</u> Hinojosa, Belinda</p> <p><u>Diagnostician</u> Guzman, Jeanette</p>

**Campus Performance Objective Council
2019-2020**

School Administration

Judith Canales, Principal
Norma Layton, Asst. Principal
Elda Barrios, Counselor

Para-Professional

Jose Luna

Support Staff

Adriana Salazar
Salvador Ocañas

Community Member

Javier Reyes

Professionals

Danise Godoy- PK
Angel Seawell - Kinder
Norma Quintanilla- 1st Grade
Sonia Champion– 2nd Grade
Diego Figueroa– 3rd Grade
Lisa Ybarra-4th Grade
Alicia Medina– 5th Grade

Resource

Nancy Castillo

Parent

Marlen Garza

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018- 19 STAAR Campus TAPR and Federal System Safeguards Reports
2. 2018- 19 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McREL Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

Comprehensive Needs Assessment

State Accountability				
Domain 1	Domain 2	Domain 2	Domain 3	Overall
Student Achievement	Part A Academic Growth	Part B Relative Perf.	Closing Perform. Gaps	
79	88	89	92	90

Comprehensive Needs Assessment

Closing the Gaps Status: Additional Targeted Support

Indicators Met/Not Met

Indicators	All	Continuously	Non-Continuously
Academic Achievement Status - Reading	6/7	Y	N
Academic Achievement Status - Mathematics	6/7	Y	N
Growth Status - Reading	6/6	Y	Y
Growth Status - Mathematics	6/6	Y	Y
Student Success STAAR Component Target	7/7	Y	Y

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

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

Needs: N/A

Professional Development Needs:

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

General Education Teachers will attend a training that will entitle the new accommodations and modifications for the 2019-2020 school year needed to meet the special education IEP's.

Strengths:

- 100% of STAAR ALT participants at Garza-Peña passed assessment.
- In Reading, the Sp. Ed pop. met the target with a 63% which is 44 points above the required target.
- In Math, the Sp. Ed. pop. met the target with a 63% which is 40 points above the required target.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Comprehensive Needs Assessment



Demographics

Demographics Summary

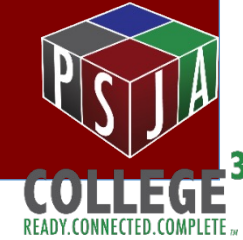
English Language Learners (ELL):

Strengths:

On the STAAR exam:

- Reading passing rate for ELL current and monitored students at Garza Pena was 81%.
- Math passing rate for ELL current and monitored students at Garza Pena was 88%.
- Writing passing rate for ELL current and monitored students at Garza Pena was 76%.
- Science passing rate for ELL current and monitored students at Garza Pena was 80%.
- TELPAS target was met with a 44, 8 points above the state target.

Comprehensive Needs Assessment



Demographics

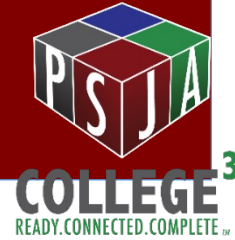
Demographics Summary

English Language Learners (ELL):

Needs:

- Increase the passing rate of ELL students by 5-10% points for each subject.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Strengths:

On the STAAR exam:

- Reading passing rate for ECD students at Garza Pena was 83%.
- Math passing rate for ECD students at Garza Pena was 89%.
- Writing passing rate for ECD students at Garza Pena was 75%.
- Science passing rate for ECD students at Garza Pena was 79%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Needs:

Increase the passing rate of ECD students by 5-10% points for each subject.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: STAAR Achievement	<ul style="list-style-type: none"> Reading & Math performance at approaches 	<ul style="list-style-type: none"> Increase the percent of students at Meets and Masters level 4th Grade Writing 5th Grade Science Domain 1 score was a 52 which equaled a 79- "C" 	<p>Improve student learning outcomes in :</p> <p>3rd - 5th Grade Reading 4th Grade Writing 5th Grade Science</p> <p>SMART Goal: 90% or Higher in reading and math 85 % in Writing and Science</p> <p>Domain 1 Score of 60</p>
2	Domain 2 Part A: Academic Growth	<p>Domain 2 Part A Score was an 80 which was an 88.</p>	<ul style="list-style-type: none"> 49% of # of tests did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2019- 2020 in Reading and Mathematics
3	Domain 2 Part B: Relative Performance	<ul style="list-style-type: none"> Based on our 96.2% Economic Disadvantaged, our STAAR performance score was a 52 which equals an 89 "B" rating. 	<ul style="list-style-type: none"> Increase the percent of students at Meets and Masters level Domain 1 score was a 52 which equaled a 79- "C" 	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	Domain 3: Closing the Gaps	<ul style="list-style-type: none"> All targets were met for growth status. ALL targets met for Student Success Status Our ELP target was met for the ELP status. 	<ul style="list-style-type: none"> For the Academic Achievement status, the non-continuously enrolled students did not meet the targets. 	<ul style="list-style-type: none"> Have the teachers identify the students that have been non continuously enrolled. Intentionally target those students and provide intervention.

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Communication in both English and Spanish • PK3-K Grade parent involvement is high • Parent Educator at campus • Monthly events and meetings with parents • Yearly Award Ceremonies • Six Weeks school assemblies 	<ul style="list-style-type: none"> • PK3-5th Grade Parent involvement • Curriculum Nights for all grade levels. 	<ul style="list-style-type: none"> • Create opportunities for parents to be involved in students' education • Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the use of student technology for instructional rigor. • New technology resources and equipment throughout campus 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Improve Student Attendance to 98% • Business Community Involvement 	<ul style="list-style-type: none"> • Build public relations • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • CLL and CLF collaboration • New Teacher Institute • McREL Evaluation Tool • Mentoring Program 	<ul style="list-style-type: none"> • Training on alignment to CLC roadmap. • Training on fluency for all teachers. 	<ul style="list-style-type: none"> • Provide professional learning opportunities for all teachers. • Assign mentor to new teachers in grade level. • Collaboration amongst the grade level (s).

Student Achievement Summary 2019



	State	PSJA ISD	Garza-Peña's 2019 RESULTS	Goals 2020
Domain 1 STAAR Performance		47	52	57
Domain 2 Part A: Academic Growth		67	80	85
Domain 2 Part B: Relative Performance		59	52	57
Domain 3 Closing the Gaps		70	96	96

2019-2020 Garza-Peña Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	83	85	90
Meets	55	55	60
Masters	26	26	30

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	81	78	90
Meets	48	35	60
Masters	26	22	30

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	88	92	95
Meets	61	51	60
Masters	37	26	30

2019-2020 Garza-Peña Goals



3rd Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	79	76	90
Meets	44	39	60
Masters	26	19	30

4th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	80	54	90
Meets	48	31	60
Masters	23	18	30

5th Grade Reading

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	85	76	90
Meets	59	36	60
Masters	23	12	30

2019-2020 Garza-Peña Goals



4th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	70	77	90
Meets	39	48	60
Masters	13	19	30

2019-2020 Garza-Peña Goals



5 th Grade Science			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	80	80	90
Meets	48	47	60
Masters	20	20	30

2019-2020 Garza-Peña Elementary Goals

- Goal 1-Domain 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Domain 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

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

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. Region 1	Principal, Assistant Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ I Station / CIRCLE	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Teachers, IC, Principal, Assistant Principal	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, Sp. Ed 224	September 2019- August 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Implement Vertical Alignment and Cross Curriculum Meetings Consultant observation and modeling (Dr. Ramirez, Bill MacDonald, Janie Rodriguez, and Roger Gomez) Forde-Ferrier Sharon Wells Pearlized Math RGV Science Association of Texas Conf. Education Galaxy – Writing Software Science Journaling Training Lead4ward Conference Early Childhood Conference TEPSA Conference Gretchen Bernabei (Trial of Breadcrumbs LLC) Irma D. Duran Counselors Academy (Region One) TABE Conference Circle Training Curriculum - KToT Conference Summit K12	Principal, Assistant Principal, CIF Coach	Local Funds, Title 1 Funds	September 2019- August 2020	Agendas and Sign In Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ I Station / CIRCLE	Title 1 - #4
Implement Sing, Spell, Read & Write/Estrellitas PK3-2 nd Grade Calendar Math Implement Imagine Math Computer Programs PK3-5 th Grade Implement Imagine Learning Computer Program PK3-5 th Grade Summit K-12 Science/Irma Duran	Principal Assistant Principal Teachers Computer Lab Manager	Local Funds, Title 1 Funds	September 2019- August 2020	Six Weeks Data Graphs Teacher Summary Reports Student Summary Reports	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI / Tejas Lee/ I Station / CIRCLE	Title 1 - #4

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be given and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Teachers, IC, CIT	Local Funds, Title 1 Funds	September 2019- August 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal, Assistant Principal, IC, Teachers	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020 March 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principal, Assistant Principal, IC	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be given for each of the required state assessment subjects.	3 rd -5 th grade teachers	Local Funds, Title 1 Funds	September 2019- August 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR.	IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	September 2019- August 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
One district-level CBAs and two district-level Benchmarks will be administered to all students in 2019-19.	Teachers, IC, Assistant Principal, Principal	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
BOY, MOY, EOY TPRI/TEJAS LEE , CIRCLE Assessments will be administered to students as required by state to progress monitor student growth	Teachers Computer Lab Manager	Local Funds, Title 1 Funds	September 2019- August 2020	Teacher Summary Reports	Student Achievement Gains	BOY, MOY, EOY MONTHLY CHECKPOINTS	Title 1 - #8

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	DMAC reports TPRI/TEJAS LEE Reports CiRCLE Reports Imagine Learning Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI/TEJAS LEE, CIRCLE, ISTATION	Title 1 - #8
Data Rooms will be used interactively to discuss data and monitor student progress.	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	September 2019- August 2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data and to establish next steps with staff	Principal Assistant Principal Teachers	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Principal	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2020-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA, BM, and reporting period Things needed: Copy Machine, Paper, Laminating Machine & film, Colored Ink, Sharpies, Markers (expos/permanent), Pens, Highlighters, file folders/ manila folders, image enlargement enhancer/paper, post-its	Teachers, Assistant Principal Principal	Migrant Funds 212	September 2019 - August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA, BM, and reporting period Things needed: Copy Machine, Paper, Laminating Machine & film, Colored Ink, Sharpies, Markers (expos/permanent), Pens, Highlighters, file folders, poster machine/paper	Teachers, Special Ed. Teacher, Assistant Principal Principal	Special Ed Funds 224	September 2019 - August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA, BM, and reporting period Things needed: Copy Machine, Paper, Laminating Machine & film, Colored Ink, Sharpies, Markers (expos/permanent), Pens, Highlighters, file folders, poster machine/paper	Teachers, Assistant Principal Principal	Title III 263	September 2019 - August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Science lab teacher and content teachers will create formative assessments and conduct several PD sessions with teachers to align science standards in all grade levels.	Science Lab Teacher Content Teachers	Title 1 Funds	September 2019 - August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 30

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus and shared with all stakeholders.	Principal Assistant Principal IC	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- August 2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, Things needed: Copy Machine, Paper, binders Laminating Machine & film, Colored Ink, Sharpies, Markers (expos/permanent), Pens, Highlighters, file folders, poster machine/paper, butcher paper	Principal Assistant Principal IC	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- August 2020	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students and 504 students in their classrooms based on their IEP/IAP.	Principal Assistant Principal Counselor Teachers	Special Ed 224	September 2019- August 2020	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, 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 Meets and Masters Level	Principal Assistant Principal CLL Teachers Counselor	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2019 November 2019 January 2020 February 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Ongoing professional development training on data analysis will be provided for teachers during CLC'S and PD days Teachers will be able to attend content related conferences such as CLI, TABE, Lead4ward, Kinder, Region 1, CAST	Principal Assistant Principal Teachers CLL Counselor	Local Funds 199, Title 1 Funds 211	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Garza-Peña Goal 1: Improve Student STAAR Performance (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal Assistant Principal Counselor Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	September 2019- August 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parents will be kept informed on their child's progress following each district-level CBA and Benchmark. Interventions and parent conferences will be held as needed. Special emphasis will be placed on sub-pops.	Principal Assistant Principal Counselor Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2019 November 2019 January 2020 February 2020	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all teachers on differentiated instruction and data analysis. Opportunity to attend Lead4Ward conference (s).	Principal Assistant principal	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Garza-Peña Goal 1: Improve Student STAAR Performance (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 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand the accountability system.	Principal Assistant Principal IC Teachers	Local Funds 199	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to unpack the TEKS for each subject.	Principal Assistant Principal IC Teachers	Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 2- 3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Principal Assistant Principal IC Teachers	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff 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 Assistant Principal IC Teachers	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coach	Title 1 211, Local Funds 199	August 2019 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Garza-Peña Goal 1: Improve Student STAAR Performance (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 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Counselor	Title 1 211	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	IC Coach Principal	Title III 263	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Counselor Assistant Principal Principal	Special Ed 224	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on Imagine Learning, Summit K-12, and CIRCLE Computer Programs to facilitate to measure student academic level	Principal Assistant Principal IC	Title 1 211	September 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Imagine Learning, CIRCLE, Summit K-12	Title 1 - #4

Garza-Peña Goal 2 Improve Academic Growth in Reading and Math (Domain 2 Part A)

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 Schoolwide Components
Teachers will use a reading/writing curriculum that will be developed using thematic-based instruction and CIF teaching strategies	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	September 2019- August 2020	Completed Curriculum documents Lesson Plans Raising Readers Data	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, CIRCLE	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal Assistant Principal Instructional Coach	Title 1 211, Local Funds 199	August 2019 and on- going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will use and create writing Rubrics will be developed and used district-wide	Teachers	Title 1 211, Local Funds 199	August 2019 and on- going	Walk-throughs Writing Samples	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS WFTB	
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	Summer 2019 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS CIRCLE	

Garza-Peña Goal 2 Improve Academic Growth in Reading and Math (Domain 2 Part A)

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 Schoolwide Components
Teachers will receive Figure 19 Training to implement in the classroom aligned with STAAR level of exposure. Diana Ramirez, Forde Ferrier, Bill Macdonald, CAVI	District Training CLF Teachers	Title 1, SCE, 211, Local Funds 199	September 2019-August 2020	Walkthroughs Curriculum Implementation of Strategies	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS CIRLCE	
A minimum of 2 compositions per six weeks will be required at each grade level	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	September 2019-August 2020	Completed composition prompts in Curriculum Documents; walk- throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive Writing Training on August the Fours Be With You and implement writing strategies and Forde-Ferrier Writing, Kamico.	Teachers	Title 1 211, Local Funds 199 Bill McDonald Presenter Forde-Ferrier	September 2019-August 2020	Walkthroughs Curriculum Implementation of Strategies	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will use STAAR Literature questions that will be written for each literary piece/all genres	Teachers	Title 1 211, Local Funds 199	September 2019-August 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will have fluency checks on students struggling to read and will align their small group to differentiate levels of reading.	Teachers	Title 1 211, Local Funds 199	September 2019-August 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Garza-Peña Goal 2 Improve Academic Growth in Reading and Math (Domain 2 Part A)

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 Schoolwide Components
Teachers will administered Two aligned CBAs and two district Benchmarks	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	September 2019- August 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	September 2019- August 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will identify level of reading with assessments and utilize different leveled readers to provide adequate reading instruction in English and Spanish. Teachers will also utilize manipulatives during small group instruction.	Teachers	Title 1 211, Local Funds 199	September 2019- August 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Garza-Peña Goal 2 Improve Academic Growth in Reading and Math (Domain 2 Part A)

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 Schoolwide Components
Teachers will use a Mathematics curriculum developed for K-5 using CIF strategies Sharon Wells, Pearlized Math	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	September 2019- August 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	October 2019 November 2019 January 2020 February 2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Garza-Peña Goal 2 Improve Academic Growth in Reading and Math (Domain 2 Part A)

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 Schoolwide Components
Data will be used to inform tutorial lessons and to identify spiraled skills	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	September 2019-August 2020	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	September 2019-August 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	September 2019-August 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	Teachers Principal Assistant Principal IC	Title 1 211, Local Funds 199	September 2019-August 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Garza-Peña Goal 2 Improve Academic Growth in Reading and Math (Domain 2 Part A)

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 Schoolwide Components
Provide Sharon Wells and Pearlized Math training on effective teaching strategies for elementary math teachers.	District Representatives	Title 1 Funds	September 2019- August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will utilize Sharon Wells and Pearlized Math Curriculum and effective teaching strategies with consistency and fidelity.	Teachers	Title 1 Funds	September 2019- August 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will utilize different math manipulatives and anchor charts to provide concrete strategies and visual representations for students to use in the classroom.	Teachers	Title 1 Funds	September 2019- August 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will utilize multiple types of resources for test preparation in Math such as: Kamico, Motivation, Measuring Up, Rally, Teksing Towards Staar, STAAR Ready, and Forde Ferrier, think up	Teachers	Title 1 Funds	September 2019- August 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Garza-Peña 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 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Imagine Learning •Agile Minds •TPRI/Tejas LEE Strategies •CIRLCE •Foldables •Focus Walls •Anchor Charts •SSRW •Reach 	<p>Teachers, Campus Principals, Instructional Coach, Special Education Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>September 2019- August 2020</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS, IStation, TPRI/TEJAS LEE, CIRLCE. Imagine Learning</p>	

Garza-Peña 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 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals, All Teachers, Instructional Coach, Counselor	Title 1 211, Local Funds 199 Special Ed 224	September 2019- August 2020	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.	CBAs, BMs, STAAR, TELPAS, ISTATON, TPRI/TEJAS LEE, CIRCLE	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principals, All Teachers, Instructional Coach, Counselor	Title 1 211, Local Funds 199 Special Ed 224	September 2019- August 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATON, TPRI/TEJAS LEE, CIRCLE	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principals, All Teachers, Instructional Coach, Counselor	Title 1 211, Local Funds 199 Title III 224	September 2019- August 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATON, TPRI/TEJAS LEE, CIRCLE	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principals, All Teachers, Instructional Coach, Counselor	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	September 2019- August 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, ISTATON, TPRI/TEJAS LEE, CIRCLE	

Garza-Peña 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 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principals, All Teachers, Instructional Coach, Counselor	Title 1 211, Local Funds 199	September 2019- August 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS, TPRI, CIRCLE	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principals, Dyslexia Teacher, Instructional Coach, Counselor	Title 1 211, Local Funds 199	September 2019- August 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS, TPRI, CIRCLE	
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and enrichment period.	Principals, Teachers	SCE	September 2019- August 2020	Summer school rosters, tutorial schedules, log in sheets		CBAs, BMs, STAAR, TELPAS, TPRI, CIRCLE Graduation rates	
9. Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principals, All Teachers, Instructional Coach, Counselor	Title 1 211, Local Funds 199	September 2019- August 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups. Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI, CIRCLE	

Garza-Peña Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at the Masters Level. (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	Summer 2020 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all teachers on TEKS analysis to determine depth and complexity of each student expectation.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	June 2019 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	June 2019 – August 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	June 2019- April 2020	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	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

Garza-Peña Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at the Masters Level. (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide 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 Assistant Principal Teachers IC	Local Funds 199	October 2019(on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, 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 Assistant Principal Teachers IC	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Assistant Principal Teachers IC	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Garza-Peña Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at the Masters Level. (Domain 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide 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 Assistant Principal Teachers IC	Local Funds, Title 1 Funds/ SCE	September 2019- August 2020	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.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Garza-Peña Goal 5: Family and Community Involvement

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 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing	Principal Assistant Principal Teachers IC Parent Educators	Local Funds, Title I Funds	September 2019- August 2020	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Parent Educators	Title I Funds	September 2019- August 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6
Parent meetings geared toward knowledge of reading curriculum utilized in classrooms.	Principal Assistant Principal Teachers IC	Local Funds, Title I Funds	September 2019- August 2020	Sign-in Sheets	Parent Surveys		Title I- #4, #6

Garza-Peña Goal 5: Family and Community Involvement

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 Schoolwide Components
Sponsor after school and Saturday tutoring camps Post-its, expos	Teachers Principal Assistant Principal IC Parent Educator	Title I Funds	September 2019- August 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Increase participation in after school tutoring and Saturday tutoring camps Post-its, expos	Teachers Principal Assistant Principal IC Parent Educator	Title I Funds	September 2019- August 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9

Garza-Peña Goal 5: Family and Community Involvement

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	Title 1 Schoolwide Components
Modify adult volunteer services program to include students at all level	Parent Educator	Local Funds, Title I Funds	September 2019- August 2020	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner with National Honors Society Program to engage students in community service projects	Instructional Coach, Principal Assistant Principal	Local Funds, Title I Funds	September 2019- August 2020	Registration forms, MOU'S, Projects Participation Forms	Tally of volunteer hours On a monthly basis		Title I- #9
Partner with different community sponsors/partner businesses to provide students the opportunity to be in a Minitropolis Campus as Kodiakville.	Instructional Coach, Principal Assistant Principal Teachers Counselor All STAFF	Local Funds, Title I Funds	September 2019- August 2020	Ledgers Human Resources logs Projects Participation Forms	Tally time of student volunteer hours Biweekly		Title I- #9

Garza-Peña Goal 5: Family and Community Involvement

Objective 4: Increase Parental involvement on Campus

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host monthly school functions where parents are involved in their child’s education.	Parent Educator Principal Assistant Principal Teachers IC Counselor	Local Funds Title I funds	September 2019- August 2020	Sign-In Sheets School Website Gallery	Parent Surveys		Title I- #6, #10
Host educational parent meetings to inform them of the current curriculum and academic expectations of the campus	Parent Educator Principal Assistant Principal Teachers IC Counselor	Local Funds Title I funds	September 2019- August 2020	Sign-In Sheets School Website Gallery	Parent Surveys		Title I- #6, #10
Host Meetings to inform parents of 5 th Grade students about SSI requirements for passing STAAR State Assessment	Parent Educator Principal Assistant Principal Teachers IC Counselor	Local Funds Title I funds	September 2019- August 2020	Sign-In Sheets	Parent Surveys		Title I- #6, #10

Garza-Peña Goal 6: 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 Schoolwide Components
Campus Instructional Technologist will work directly with teachers to integrate technology into curriculum.	CIT Principal Assistant Principal	Software, hardware, and professional development ongoing. This is a yearly expense that will be increased every year as funds are available.	September 2019- August 2020	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	
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 Bilingual/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.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development ongoing. This is a strategy that is carried out year-round and in the summers.	September 2019- August 2020	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		

Garza-Peña Goal 6: 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 Schoolwide Components
Teachers will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Teachers Librarian	Accelerated Reader Software, adequate bandwidth, and adequate hardware	September 2019- August 2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
Teachers will integrate technology resources in the classroom. These resources will be available in the classroom and at home for all students. (ISTATION, TTM)	Teachers Computer Lab Manager Librarian	ISTATION AR TTM SOFTWARES	September 2019- August 2020	Usage reports	Increase in the number of students using the programs	Review of ISTATON & TTM Reports	
Teachers will collaborate with CIT and Computer Lab Manager to integrate educational software and programs in the classroom to facilitate and engage the learning.	Teachers CIT Computer Lab Manager	LEARNING.COM ISTATION Imagine Learning MIMIO LIGHTSPEED EDUSMART PROMETHEAN BOARDS	September 2019- August 2020	Walkthroughs Lesson Plans	Increase student exposure, knowledge, and interaction	Reports from programs	

Garza-Peña Goal 6: 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 Schoolwide Components
Teachers will use curriculum and integrate technology essential knowledge and skills (TEKS).	Teachers CIT	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process.	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.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	
Teachers will dedicate at least 30 minutes a week for Technology TEKS instruction (learning.com)	Teachers	Learning.com, Instructional Technology Labs	September 2019- August 2020	Walk-throughs LAB usage logs	Increase in student achievement		

Garza-Peña Goal 6: 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 Schoolwide Components
Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.	Teachers Principal Assistant Principal Librarian Counselor CIT	Campus website, Living Tree, and district Intranet	September 2019- August 2020	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		

Garza-Peña Goal 6: 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	Title 1 Schoolwide Components
Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Hoonuit for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Teachers	Learning.com, Hoonuit, and other online resources.	September 2019- August 2020	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).		

Garza-Peña Goal 7: 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 Schoolwide Components
Training for Teachers on student referral protocols, de-escalation and restorative practices	Principal, Counselor	Local Funds	September 2019- August 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Counselor	Local Funds	September 2019- August 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Teachers on MTSSB implementation of Tier I and Tier II expectations.	Principal, Counselor	Local Funds	September 2019- August 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Teachers will implement MTSSB expectations throughout daily instruction and every site of the school.	All Staff	Local Funds	September 2019- August 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10

Garza-Peña Goal 7: 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 Schoolwide Components
Assist individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Nurse Principal Parents Teachers Counselor	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	September 2019- August 2020	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless 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	Nurse Principal Parents Teachers Counselor	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	September 2019- August 2020	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	Less asthma related emergencies	Side by side data analysis	Title 1--#10

Garza-Peña Goal 7: 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 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)	Nurse Principal		September 2019- August 2020				
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	Nurse Principal Counselor	-Behavioral Centers -PSJA LPC	September 2019- August 2020	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	Nurse Principal Crisis Intervention Team	-Emergency medical services from Pharr, San Juan and Alamo	September 2019- August 2020	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	Title 1--#10

Garza-Peña Goal 7: 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 Schoolwide Components
<p>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.</p>	<p>Principal Assistant principal Counselor</p>	<p>-Texas Tropical -Behavioral Centers -Police Departments</p>	<p>September 2019- August 2020</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>
<p>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.</p>	<p>Principal Assistant principal Counselor</p>	<p>-Athletic Department -LPC</p>	<p>September 2019- August 2020</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Garza-Peña Goal 7: 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 Schoolwide Components
<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 with 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"> -Nurse Coaches Principal 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>September 2019- August 2020</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 – #10</p>

Garza-Peña Goal 7: 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 Schoolwide Components
Ensure that all daily security/safety audits are in compliance with the districts mandates	Principal All Staff	Local Funds	September 2019- August 2020	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Principal Asst. Principal	Local Funds	September 2019- August 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

Garza-Peña Goal 7: 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 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal Office Staff Teachers	Local Funds	September 2019- August 2020	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	<p>Ongoing Data Validation</p> <p>Leaver Reviews</p> <p>Semi-annual and Yearly Comparison Reports</p>	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal PEIMS Clerk Teacher	Local Funds	September 2019- August 2020	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p> <p>Development and Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, weekly, six weeks and year report</p> <p>Decrease in discipline and truancy.</p>	<p>Data Analysis Review</p> <p>Updated through corrective measures.</p>	Title 1--#10
Monitor students with potential attendance issues. Provide interventions for students in the Attendance Recovery Program(ARP). Implement School Attendance Improvement / Truancy Prevention	Principal PEIMS Clerk Teacher assigned	Local Funds	September 2019- August 2020	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p> <p>Development and Implementation of Truancy and Dropout System Application</p> <p>ARP lists</p>	<p>Increase of student attendance through daily, weekly, six weeks and year report</p> <p>Decrease of students in ARP list.</p> <p>Decrease truancy.</p>	<p>Data Analysis Review</p> <p>Updated through corrective measures.</p>	Title 1--#10

Garza-Peña Goal 7: 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 Schoolwide Components
Implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	Principal Office Staff	Local Funds	September 2019- August 2020	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 school personnel to ensure student academic success.	Principal All Staff	Local Funds	September 2019- August 2020	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

Garza-Peña Goal 8: 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 Schoolwide Components
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	Principal	Staffing needs projections	September 2019-August 2020	<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 	
Enhance Motivation and positive attitudes for staff: <ul style="list-style-type: none"> Provide Recognition for teacher efforts Implement staff appreciation week Attendance Recognition Staff of the Month Recognition 	Principal Assistant Principal Counselor	Title I	September 2019-August 2020	Staff Retention	<ul style="list-style-type: none"> Retention of staff 	<ul style="list-style-type: none"> More experience workforce 	
<ul style="list-style-type: none"> Recruit and Retain Highly Qualified staff through: Designate interview committee Follow committee criteria for hiring Grade Level Recommendations Participate in District Job Fair Verify previous employee references Verification of certification fingerprint and background check 	Principal	Title I Local	September 2019-Ongoing	Retention Rate of district staff Higher Staff moral	<ul style="list-style-type: none"> Improve student academic scores Improvement in quality of teaching 	<ul style="list-style-type: none"> Staff Retention Reports 	

Garza-Peña Goal 8: 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 Schoolwide Components
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Instructional Coach Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	September 2019- August 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Instructional Coach Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	September 2019- August 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> • New teachers • Other teachers needing support 	Instructional Coach Principal Assistant Principal Mentor	Local funds I3 Invest in Innovation funds	September 2019- August 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Garza-Peña Goal 8: Staff Quality, Recruitment, and Retention

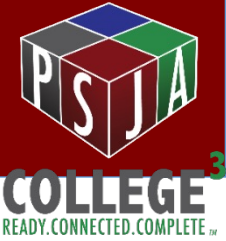
Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mentoring program for new teachers to campus	Instructional Coach Principal Assistant Principal Mentor	Experience teachers that have been trained as mentors.	September 2019- August 2020	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Instructional Coach Principal Assistant Principal Mentor	Title One Local Funds	September 2019- August 2020	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 obtainment RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coach	Instructional Coach	Title One Local Funds	September 2019- August 2020	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 obtainment RRR	
Monthly progress monitoring campus visits and Instructional rounds	Instructional Coach	Title One Local Funds	September 2019- August 2020	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	

- Integrated Campus Checklist
- SCE Budget
- Accountability Report
- Texas Academic Performance Report
- Federal System Safeguards Report
- Program List
- AT RISK List
- Survey of Parent Participation (English and Spanish)
- Parent/Student/Teacher Compact
- SBDM Committee Meeting for Approval of Campus Plan
- Minutes
- Signatures

Garza-Peña Elementary

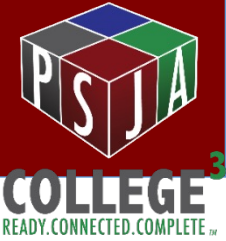
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



<u>CIP Criteria</u>	<u>Yes</u>	<u>No</u>	<u>CIP Page #s</u>
1. Was a comprehensive needs assessment of the entire school conducted?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>I. 1-15</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Are the campus plan and the district plan mutually supportive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Does the campus plan contain long-range goals that support the district goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Does the campus plan contain annual objectives? (Copy of projection Scores Chart should be included as an appendix.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6. Are the objectives written in measurable terms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. Do the objectives address the Academic Excellence Indicators?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Are the needs of special populations addressed, by subgroup, in the plan?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11. Have resources been allocated to support the initiatives, strategies, and activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13. Is staff dev. to carry out the initiatives, strategies and activities included in the plan?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14. Does the campus plan include formative evaluations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15. Does the campus plan include summative evaluations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Garza-Peña Elementary

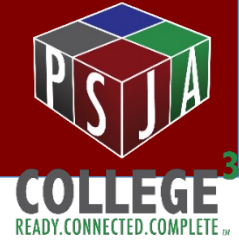
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



- Mastery skills: a description of how the school evaluates, in an on-going way, the progress of students who experience difficulty so that interventions can be timely and effective? √ – **I. 1-15**
- Strategies for attracting highly qualified staff? √ – **VII. 1**
- Strategies to ensure that staff are highly qualified and have the knowledge and teaching skills to enable students to meet the state’s challenging content and performance standards? √ – **VII. 1**
- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass TAKS/SDAA? √ – **VII. 1-8**
- Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the school wide program, including development / review of home/school compacts and literacy programs? √ – **V. 1**
- Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start and Even Start? √ – **I. 15**
- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program? √ – **I. 1-15**
- Measures to involve teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program? √ – **I. 1-15**
- A list of Local, State, and other federal programs that will be coordinated and integrated with the school wide program? √ – **Appendix B**

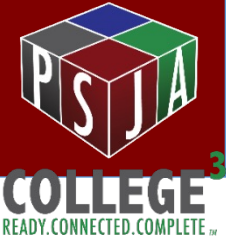
Garza-Peña Elementary

INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



- | | | |
|--|--------------|--------------------------------|
| 16. Does the campus plan include strategies for violence prevention and intervention? | <u>√</u> - | <u>I. 1-15</u> |
| 17. Does the campus plan include higher education admissions/financial aid, TEXAS and Teach for Texas grant programs? | <u>n/a</u> - | |
| 18. Does the campus plan identify the number of FTEs (full time equivalents) paid out of State Compensatory Education (SCE) funds? | <u>n/a</u> - | |
| 19. Does the campus plan identify the amount and use of SCE funds? | <u>√</u> - | |
| 20. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan? | <u>√</u> - | |
| 21. Did the CPOC approve the campus plan, including staff development?
(Copy of meeting agenda and minutes should be included as an appendix) | <u>√</u> | <u>Appendices H,I,J</u> |

Garza-Peña Elementary 2019-2020 ACCOUNTABILITY REPORT 2019



School Year 2018-19
AMANDA GARZA-PENA EL



Grades Served PK-5 Student Enrollment Details 651 Students Enrolled District PHARR-SAN JUAN-ALAMO ISD
Address 500 E FM 495, SAN JUAN, TX 78589

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?



90 out of 100



Alternative standards were used to rate this school.

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
Met Standard
72 out of 100

2018-19
A
90 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT



79 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



89 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



92 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

- ✗ ACADEMIC ACHIEVEMENT IN SCIENCE
- ✓ TOP 25%: COMPARATIVE ACADEMIC GROWTH
- ✗ ACADEMIC ACHIEVEMENT IN MATHEMATICS
- ✓ POST-SECONDARY READINESS

- ✓ ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING
- ✓ TOP 25%: COMPARATIVE CLOSING THE GAPS

TEXAS ACADEMIC PERFORMANCE REPORT 2019

Garza-Peña Elementary PROGRAMS LIST 2019-2020

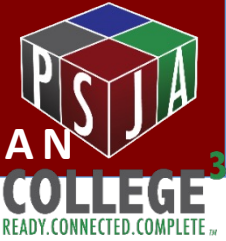


COLLEGE³
READY. CONNECTED. COMPLETE.™

Programs that Support Student Achievement	Grade Level Served							Special Pop. Served							Funding Sources										
	Pre-Kinder	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Ed.	Recent Immigrant	Bilingual	Migrant	At-Risk	Eco. Disadvantage	GT	PK Grant	SCE	Title I	Title II	Title II	Title II	Title III	GT	Special Ed. Technology	State Bilingual	Local
IEP Inclusion		X	X	X	X	X	X	X	X	X	X	X	X							6		X			
Extended Day Instruction					X	X	X	X	X	X	X	X	X	X											
Accelerated Reading Instruction			X	X	X	X	X	X	X	X	X	X	X	X		X	X								X
Tutorial		X	X	X	X	X	X		X	X	X	X	X			X	X								
Paraprofessionals to reinforce inst.	X	X	X	X				X	X	X	X	X	X		X	X	X								
Computer Assisted Instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X							X		X
Parental Involvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X								
Technology in class	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X						X		X
Music Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X											X
Science Lab						X	X	X	X	X	X	X	X	X		X									
Special Education	X	X	X	X	X	X	X	X	X	X	X	X	X										X		
Choir	X	X	X	X	X	X	X	X	X	X	X	X	X	X											X
Chess Club				X	X	X	X	X	X	X	X	X	X	X								X			
Guitar Club					X	X	X	X	X	X	X	X	X	X											X
Destination Imagination		X	X	X	X	X	X							X								X			
Girls Scouts Club	X	X	X	X	X	X	X	X	X	X	X	X	X	X											
National Honor Society						X	X	X	X	X	X	X	X	X											
Cheerleaders			X	X	X	X	X	X	X	X	X	X	X	X											74
Robotics					X	X	X	X	X		X	X	X	X								X			

AT-RISK LIST

PARENT/ STUDENT/ TEACHER COMPACT



March 1st 2020

By August 2020, Garza-Peña Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

Call Meeting to order

Review Campus Plan

Make revisions

Approve/Disapprove Campus Plan

Initial by name

Adjourn meeting by Administrator

Campus Plan Approval Minutes

September 7, 2019

Meeting was called to order by Mrs. Judith Canales, Principal. Presentation of campus plan rough draft was conducted by Mrs. Judith Canales and C.P.O.C. members. All issues of concern were addressed. Site Based Committee Members had previously met within their grade level and revised, edited, and agreed on corrections made. Site Based Decision Making Council members approved the corrections and additions to the Campus Plan and initialed by their name. Any typing errors or corrections will be brought to Mrs. Judith Canales. Principal thanked all staff members for their continuous effort and dedication in making our campus plan a better instructional tool that reflects the excellence and success we are experiencing in our campus.

Garza-Peña Elementary

2019-2020

SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

School Administration

Judith Canales, Principal
Norma Layton, Asst. Principal
Elda Barrios, Counselor

Para-Professional

Jose Luna

Support Staff

Juan Alvarez
Adriana Salazar

Community Member

Javier Reyes

Professionals

Aida Garza- PK
Rosalinda Gonzalez– Kinder
Norma Quintanilla- 1st Grade
Sonia Champion– 2nd Grade
Maria Contreras– 3rd Grade
Lisa Ybarra-4th Grade
Oscar Quintanilla– 5th Grade

Resource

Maribel Guajardo- PE Coach
Erica Rodriguez- Instructional Coach

Parent

Alondra Guerra