



# GARZA-PEÑA IMPROVEMENT PLAN 2020-2021

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

## Garza Pena Elementary Executive Summary



Campus Improvement Plan: School Year 2020-2021

**Campus Name:** Garza Pena Elementary School

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

**Demographics Summary:** The current enrollment of Garza Pena Elementary as of October 2020 is 573 students. The student population at Garza Pena Elementary consists of 99.5% Hispanic and .5% White. Our students represent low socio-economic status of approximately 90.9% with 15 (2.6%) migrant students. Approximately 8.4% of our student population receive special education services, while 4% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.1% of our student population. The bilingual population is approximately 46.4% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-96.5%. Most of our students live in the neighborhoods which encircle our campus. We currently have 24 students who transferred into Garza Pena from various zones.

**Comprehensive Needs Assessment Summary:** Garza Pena Elementary received an overall grade of 90 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, Garza Pena earned a 79, which shows how much students know and can do at the end of the school year. The School Progress domain, 89 for Garza Pena, shows how students perform over time and how that growth compares to similar schools. Garza Pena scored 92 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

**Curriculum and Instruction and Assessment:** Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in Masters and sustainability learning, a project/passion-based learning approach. Garza Pena now offers eleven Dual Language classrooms: 1 in PK, 2 in Kinder, 2 in 1st and 2 in 2nd grade- 5th. These classrooms contain ELL students. The mission for our campus is to develop a culture of readers (both staff and students). Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on classroom libraries to promote the love of reading, as well as providing materials and professional development to support writing and reading workshops. Handwriting will also be a focus of literacy instruction so that students will be able to write legibly and fluidly.

**Summary of Goals:** Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5-10% in all subject areas and subgroups. Students in grades K-2 will show a 5-10% increase in the number of students performing in Tier 1 as determined by Istation reading and Imagine math. Each grade level will show a 5-10% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5-10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide PBIS and social emotional initiative. Increase the academic achievement of all students, in all subgroups by 5-10%. Close the achievement gap by 5-10% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Garza Pena will continue to partner with community stakeholders to ensure student/campus success.

*Judith Canales*  
Principal Signature

*Monica Hernandez*  
CLL

*San Juanita Olvera*  
Parent

## 2020 School Board of Education

Jorge "George" Palacios, *President*

Jorge L. Zambrano, *Vice-President*

Jesus "Jesse" Vela, Jr., *Secretary-Treasurer*

Ricardo "Rick" Pedraza, *Assistant Secretary-Treasurer*

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**Orlando Noyola, Ed.D.**, *Assistant Superintendent for Student Services*

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**Iris Alvarez**, *Executive Officer for Middle Schools*

**Corina Ramirez**, *Executive Officer for Elementary Schools*

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**Linda Uribe**, *Executive Director for College Readiness*

**Rebecca Gonzales**, *Executive Director for Budget and Finance*

## Superintendent's Cabinet

**Jorge L. Arredondo, Ed.D.**, Superintendent of Schools

**Juan Alvarez**, Chief of Staff

**Janet C. Robles**, Chief Financial Officer

**Rolando "Rudy" Treviño, Ed.D.**, Chief Academic Officer

**Melissa Agüero-Ramirez**, Chief of Human Resources

**Hestroverto "Nick" Martinez**, Chief Operations Officer

## PSJA ISD's Vision & Mission

### **Vision**

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

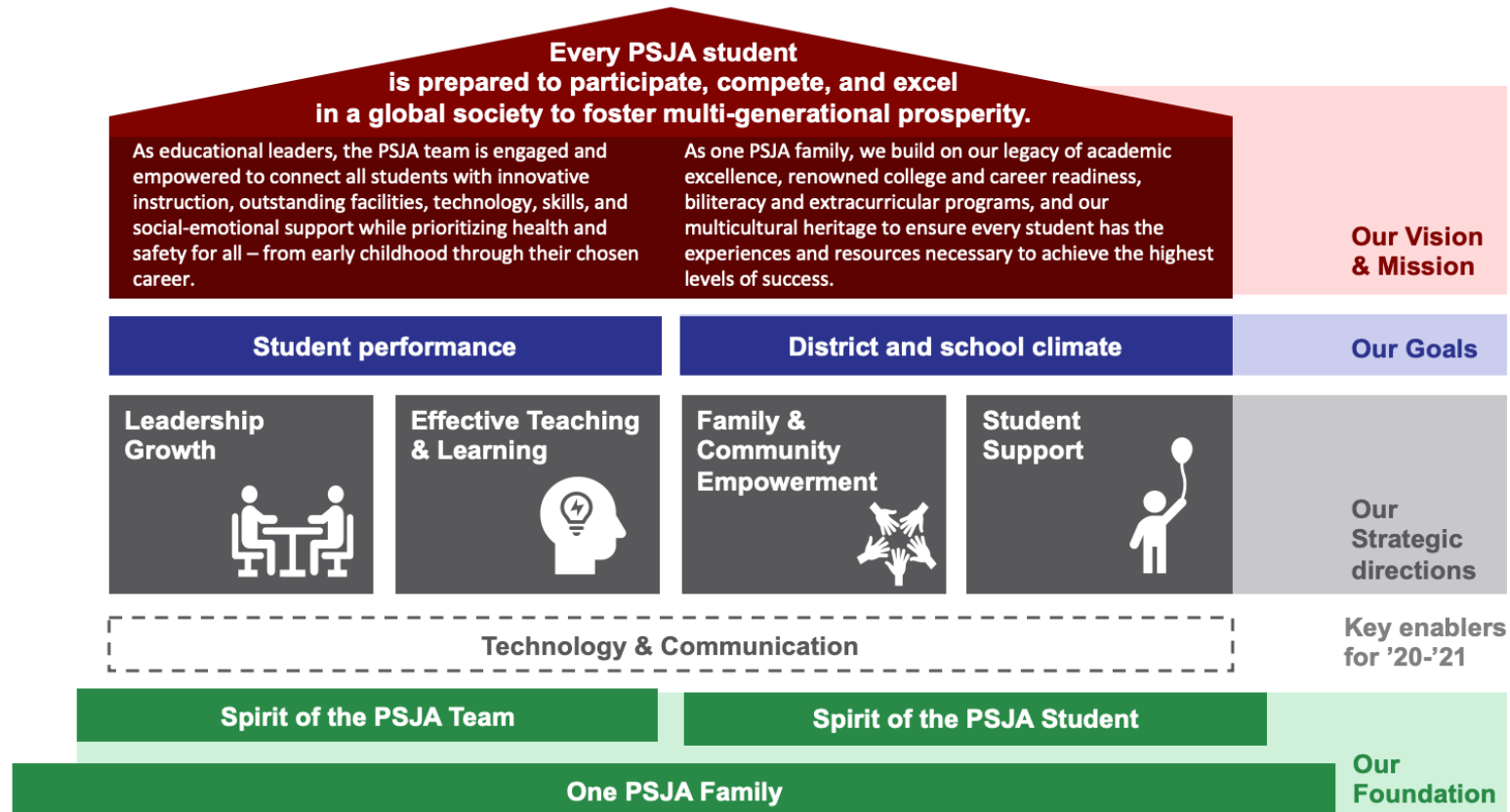
### **Mission**

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

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

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

## 2020-2021 Strategic Planning Framework



## **Roadmap to Success for Every Student: *Strategic Priorities for 2020-2021 and Beyond***

### **Leadership Growth**

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

### **Effective Teaching & Learning**

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

### **Family & Community Empowerment**

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

### **Student Support**

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

## **Mission Statement**

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

## **Vision Statement**

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

# GARZA-PEÑA ELEMENTARY

## School Administration

Judith Canales, Principal

Elda Barrios, Asst. Principal

<p><b><u>Pre-Kínder</u></b> Garica, Melissa (P3) Alvarez, Jennifer Godoy, Danise Garza, Aida</p>	<p><b><u>2<sup>nd</sup> Grade</u></b> Champion, Sonia Garza, Daisy Medina, Alicia</p>	<p><b><u>5<sup>th</sup> Grade</u></b> Garcia, Juan Jimenez, Wensislado Quintanilla, Oscar Sandoval, Maria</p>	<p><b><u>Paraprofessionals</u></b> Aguirre, Yvonne Cantu, Lizbeth Carreon, Maria Fonseca, Yesenia Jimenez, Brianna Pequeño, Graciela Ramirez, Nelda Reyes, Cassandra Torres, Michael Velez, Erika</p>	<p><b><u>Office Staff</u></b> Camero, Di Gabriel- Counselor Salazar, Adriana- Secretary Reyes, Casandra- Peims Clerk Cantu, Sandra- Receptionist Luna, Jose- Computer Lab Reyes, Susan- Parent Educator</p>
<p><b><u>Kínder</u></b> Cardenas, Priscila Fernandez, Felina Gomez, Michael Seawell, Angel</p>	<p><b><u>3<sup>rd</sup> Grade</u></b> Bustos, Yanneli Cantu, Dallany Contreras, Maria Figueroa, Diego Vasquez, Maria I.</p>	<p><b><u>Resource</u></b> Hernandez, Monica- CLL Puente, Roxanne– Sp.Ed. Res. Treviño-Gonzalez, Ilsa- Spec. Ed. Unit 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</p>	<p><b><u>Cafeteria</u></b> Gutierrez, Crystal -Manager Arredondo, Maria Balderas, Ana Garcia, Genoveva Sandoval, Marta De Dios, Jennifer Luna, Ashley</p>	<p><b><u>Crossing Guard</u></b> Cantu, San Juanita</p>
<p><b><u>1<sup>st</sup> Grade</u></b> Gomez, Noel Lozano, Maria Quintanilla, Norma Santoscoy, Gabriella</p>	<p><b><u>4<sup>th</sup> Grade</u></b> Castillo, Iris Frias, Veronica Lopez, Elia Ybarra, Lisa</p>		<p><b><u>Custodians</u></b> Rodriguez, Jose– Head Perez, Jesus Resendez, Jonathan Salido, Bertha</p>	<p><b><u>Speech Therapist</u></b> Rivera, Angeline</p> <p><b><u>Diagnostican</u></b> Gonzalez, Jessy</p>



**Campus Performance Objective Council  
2020-2021**

**School Administration**

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

**Para-Professional**

Jose Luna

**Support Staff**

Adriana Salazar  
Casandra Reyes

**Community Member**

Javier Reyes

**Professionals**

Melissa Garcia- PK  
Angel Seawell - Kinder  
Norma Quintanilla- 1<sup>st</sup> Grade  
Sonia Champion– 2<sup>nd</sup> Grade  
Diego Figueroa– 3<sup>rd</sup> Grade  
Lisa Ybarra-4th Grade  
Oscar Quintanilla– 5<sup>th</sup> Grade

**Resource**

Nancy Castillo

**Parent**

San Juanita Olvera

# State Accountability

<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Overall</b>
<b>Student Achievement</b>	<b>Part A  Academic Growth</b>	<b>Part B  Relative Perf.</b>	<b>Closing Perform. Gaps</b>	
<b>79</b>	<b>88</b>	<b>89</b>	<b>92</b>	<b>90</b>

# 2020-2021 Garza-Peña Goals



## 3<sup>rd</sup> Grade Mathematics

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2019</b>	<b>2020</b>
Approaches	57	73	90
Meets	76	39	60
Masters	89	17	30

## 4<sup>th</sup> Grade Mathematics

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2019</b>	<b>2020</b>
Approaches	54	63	90
Meets	73	33	60
Masters	83	17	30

## 5<sup>th</sup> Grade Mathematics

% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2019</b>	<b>2020</b>
Approaches	52	86	90
Meets	72	44	60
Masters	86	11	30

# 2020-2021 Garza-Peña Goals



4th Grade Writing			
% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaches	56	52	90
Meets	69	23	60
Masters	81	6	30

# 2020-2021 Garza-Peña Goals



5 <sup>th</sup> Grade Science			
% of <b>Items</b> Needed to Meet State Performance Standard		% of <b>Students</b> Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2019</b>	<b>2020</b>
Approaches	64	67	90
Meets	80	29	60
Masters	91	8	30

# 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

## 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.

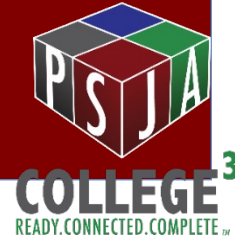
General Education Teachers will attend a training that will entitle the new accommodations and modifications for the 2019-2020 school year needed to meet the special education IEP's.

#### 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.

#### 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%.

#### Needs:

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

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p><b><u>Goal Area 1: Student Achievement</u></b>                      The percent of students who perform at meets grade level or above on STAAR reading will increase by 3% points by June 2021.</p>	<ul style="list-style-type: none"> <li>Reading &amp; Math performance at approaches</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percent of students at Meets and Masters level</li> <li>4<sup>th</sup> Grade Writing</li> <li>5<sup>th</sup> Grade Science</li> <li><b>Domain 1 score was a 52 which equaled a 79- "C"</b></li> </ul>	<p>Improve student learning outcomes in :</p> <p><b>3<sup>rd</sup> - 5<sup>th</sup> Grade Reading</b>  <b>4<sup>th</sup> Grade Writing</b>  <b>5<sup>th</sup> Grade Science</b>  <b>SMART Goal: 90% or Higher in reading and math</b>  <b>85 % in Writing and Science</b>                      Domain 1 Score of 60</p>
2	<p><b><u>Goal Area 2: Closing the Gaps</u></b>                      All identified student groups in the closing the gaps domain will meet 80% of the indicators in the academic achievement component by June 2021.</p>	<ul style="list-style-type: none"> <li>All targets were met for growth status.</li> <li>ALL targets met for Student Success Status</li> <li>Our ELP target was met for the ELP status.</li> </ul>	<ul style="list-style-type: none"> <li>For the Academic Achievement status, the non-continuously enrolled students did not meet the targets.</li> </ul>	<ul style="list-style-type: none"> <li>Have the teachers identify the students that have been non continuously enrolled. Intentionally target those students and provide intervention.</li> </ul>
3	<p><b><u>Goal Area 3: Improve Safety, Public Support, Culture, and Climate</u></b>                      By June 2021, the school's positive culture will increase 10% based on teachers and staff perception of staff-student relationships.</p>	<ul style="list-style-type: none"> <li>Collaborative Learning Communities with common planning periods</li> <li>Customer Service</li> <li>College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>Improve Student Attendance to 98%</li> <li>Business Community Involvement</li> </ul>	<ul style="list-style-type: none"> <li>Build public relations</li> <li>Improve student retention</li> </ul>
4	<p><b><u>Goal Area 4: Increase Staff Quality, Recruitment and Retention</u></b>                      All teachers will deliver high-quality, engaging lessons maximizing at least 95% of the instructional time.</p>	<ul style="list-style-type: none"> <li>CLL and CLF collaboration</li> <li>New Teacher Institute</li> <li>McREL Evaluation Tool</li> <li>Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>Training on alignment to CLC roadmap.</li> <li>Training on fluency for all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning opportunities for all teachers.</li> <li>Assign mentor to new teachers in grade level.</li> <li>Collaboration amongst the grade level (s).</li> </ul>

# 2020-2021 Garza-Peña Elementary Goals

## Goal 1: Student Achievement

Goal Area: 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2021

Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase from 45% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Strategically plan instruction to target specific needs of students	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA	*Aug. 2020 *Oct. 2020  *Nov. 2020 *Jan. 2021 *March 2021  *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *CIRCLE *TPRI/TejasLee *Fluency Checks *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c  *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.

2) Identify areas of concern by desegregation of data sources.

3) Plan accordingly to target areas of concern.

4) Implement and monitor action plan on target areas to obtain results.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to target and make sure we meet the need of our students.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II)  *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA	*Aug. 2020 *Oct. 2020  *Nov. 2020 *Jan. 2021 *March 2021 *April 2021  *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *CIRCLE *TPRI/TejasLee *Fluency Checks *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

1) Organize student groups by areas of weakness for differentiated instruction.

2) Implement differentiated instruction to target areas of need by student group.

3) Monitor and evaluate differentiated instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Technology will be implemented throughout the lessons to ensure that lessons are readily available for our students.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II)  *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA	*Aug. 2020 *Oct. 2020  *Nov. 2020 *Jan. 2021 *March 2021 *April 2021  *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides, Docs *CIRCLE *TPRI/TejasLee *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

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

2) Monitor participation and usage of all technology resources being utilized. (ISTATION, Imagine Math, Galaxy, MYON, Google Classroom, Google Meets)

3) Obtain data results of computer programs being utilized and make recommendations as needed.

# 2020-2021 Garza-Peña Elementary Goals

## Goal 1: Student Achievement

Goal Area: 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2021

Objective: Special Education Students in the meets level will increase from 63% to 68% in STAAR in the meets category of STAAR by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The special education teachers will align their instruction with the classroom teachers to ensure that instruction is implemented effectively.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks  *Google Classroom *Google Meets *IEP *Unique	*Aug. 2020 *Oct. 2020 *Nov. 2020  *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target and make sure we meet the need of our students.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II)  *Fluency Checks *Google Classroom *Google Meets *IEP *Unique	*Aug. 2020 *Oct. 2020 *Nov. 2020  *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to ensure that lessons are readily available for our students.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

# 2020-2021 Garza-Peña Elementary Goals

## Goal 1: Student Achievement

**Goal Area: 1** Student Achievement

**Annual Goal:** The percent of students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2021

**Objective:** ELL students in the meets level of STAAR in the meets level will increase from 45% to 50% by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Strategically plan instruction to target specific needs of EL students	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS	*Aug. 2020 *Oct. 2020  *Nov.2020 *Jan. 2021 *March 2021  *April2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Fluency Checks *Dual DistrictBM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c  *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target current proficiency levels in order to increase one or more levels.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II)  *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS	*Aug. 2020 *Oct. 2020  *Nov.2020 *Jan. 2021 *March 2021 *April2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Fluency Checks *Dual DistrictBM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to provide students opportunity to practice the Listening, Speaking, Reading, and Writing Domains.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS  *Fluency Checks *TPRI/TejasLee *ELPS	*Aug. 2020 *Oct. 2020  *Nov.2020 *Jan. 2021 *March 2021 *April2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Dual  District BM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c  *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

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

# 2020-2021 Garza-Peña Elementary Goals

## Goal 2: Closing the Gaps

<b>Goal Area 2:</b>	<b>Closing the Gaps</b>
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2021.
<b>Objective 1:</b>	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component are met by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Walkthroughs *Data Walls	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
  - 2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above
  - 3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level
  - 4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II)  *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Weekly/Formati ve Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

- Action Steps**
- 1) Establish priorities based on obtained data and identified student needs
  - 2) Use program systems to provide effective feedback to monitor progress and improve instruction
  - 3) Provide reliable resources to ensure student success is being met

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Provide technology resources to facilitate reading development/math fluency and differentiate student learning	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II)  *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Weekly/Formati ve Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Assign resources (e.g., Istation Reading, Imagine Math, Galaxy, Summit K12, and myOn) to facilitate reading development for student groups
  - 2) Monitor programs being used to track student progress and adjust instructional delivery or interventions as needed
  - 3) Ensure that teacher and campus schedules allow for instructional time for program implementation in the classroom



# 2020-2021 Garza-Peña Elementary Goals

## Goal 2: Closing the Gaps

Goal Area 2: Closing the Gaps								
Annual Goal 2: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2021.								
Objective 1: All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2021.								
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component	
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks*SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021 *March2021 *April2021 *June2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Walkthroughs *Data Walls	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely - Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
<b>Action Steps</b>								
1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)								
2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above								
3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level								
4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component	
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks*SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021 *March2021 *April2021 *June2021	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Title I, II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds	
<b>Action Steps</b>								
1) Establish priorities based on obtained data and identified student needs								
2) Use program systems to provide effective feedback to monitor progress and improve instruction								
3) Provide reliable resources to ensure student success is being met								
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component	
*Provide technology resources to facilitate reading development/math fluency and differentiate student learning	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks*SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021 *March2021 *April2021 *June2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Formative assessments *CBAS *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE *STAAR Release Assessments (BM I & II)	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
<b>Action Steps</b>								
1) Assign resources (e.g., Istation Reading, Imagine Math, Galaxy, Summit K12, and myOn) to facilitate reading development for student groups								
2) Monitor programs being used to track student progress and adjust instructional delivery or interventions as needed								
3) Ensure that teacher and campus schedules allow for instructional time for program implementation in the classroom								

# 2020-2021 Garza-Peña Elementary Goals

## Goal 2: Closing the Gaps

Goal Area: 2	Closing the Gaps						
Annual Goal 3:	All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Growth Component by June 2021.						
Objective 3:	All identified noncontinuously enrolled students in the Closing the Gaps domain will be monitored to ensure that they meet the math and reading targets in the Academic Growth Component by						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Collect and assess data to monitor student progress weekly and drive interventions for students that have been Non continuously enrolled.	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above							
3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level							
4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE	*Title I, II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds
<b>Action Steps</b>							
1) Establish priorities based on obtained data and identified student needs							
2) Use program systems to provide effective feedback to monitor progress and improve instruction							
3) Provide reliable resources to ensure student success is being met							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
1) Assign resources (e.g., Istation Reading, Imagine Math, Galaxy, Summit K12, and myOn) to facilitate reading development for student groups							
2) Monitor programs being used to track student progress and adjust instructional delivery or interventions as needed							
3) Ensure that teacher and campus schedules allow for instructional time for program implementation in the classroom							

# 2020-2021 Garza-Peña Elementary Goals

## Goal 3: Improve safety, Public Support, Culture and Climate

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- School- wide Component
100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.	*Principal *AP's *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Lesson Plans Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*SEL  *Positive students engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) All staff will receive training via Hoonuit platform on SEL.
2) All students will participate in guided lessons on SEL.
3) Staff will ensure that all safety procedures and protocols are followed.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- School- wide Component
Teachers and staff will implement SEL lessons in their classroom to improve teacher/student relationships.	*Principal *AP's *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Lesson Plans Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*SEL  *Positive students engagement *Inclusive community *Diversity learning *Learner variability- welcomed responses  *Social and emotiona growth	*Classroom observation *Walkthroughs *Students interactions with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Teachers and Counselor will deliver SEL lessons provided by the district.
2) Students will actively participate in guided lessons on SEL.
3) Staff will ensure that all safety procedures and protocols are followed.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title- School- wide Component
Students will practice SEL and social skills throughout the day.	*Principal *AP's *CLL *Teachers *Counselor	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Certification of SEL Modules *Lesson Plans Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations of students	*SEL  *Positive students engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Social and emotional growth	*Classroom observation *Walkthroughs *Student interaction with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Teachers and Counselor will deliver SEL lessons provided by the district.
2) Students will actively participate in guided lessons on SEL.
3) Staff will ensure that all safety procedures and protocols are followed.

# 2020-2021 Garza-Peña Elementary Goals

## Goal 3: Improve safety, Public Support, Culture and Climate

**Goal Area: 3** Improve Safety, Public Support, Culture and Climate

**Annual Goal 2:** The students' perception for their physical and psychological school safety will improve by June 2021.

**Objective 1:** The school will implement safety and violence prevention protocols that will increase school safety by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train all students and staff members on COVID 19 safety procedures	*Principal *AP's *CLL *Teachers *Nurse *Counselor	*District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Screener for COVID19 *Signs Posted Seating *Arrangement of Classroom *Setup Modified Procedures *Social Distances	*Minimal to no cases *High Attendance *Open Campus *Low Anxiety Level	*Observation of staff wearing appropriate coverings *Unannounced Classroom Visits	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train selective staff in (CPI) de-escalation and restorative practices	*Principal *AP's *Counselor *CLL *Teachers *Behavior Specialist	*Counselor Lessons and Protocols *Behavior Plans *Tropical Behavior Center *Conferences with Parents	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Individual Behavioral Plans *Incentive for Appropriate Behavior *Classroom Job Incentive (Intervention) *Evacuation Classroom Procedures	*Minimal classroom disruptions *Growth in student behavior *Increase of Academic Achievement *Students without Injury *Positive Social Behavior *Make responsible decisions	*Zero Injury Reports *Minimal Referrals *Observation of Minimal disruptions in Classroom	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training for All Staff on sexual abuse and neglect, bullying, suicide, trama, and SEL (Social Emotional Learning).	*Principal *AP's *Counselor *LSSP *LPC *Wrap Around Specialists	*District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *Hoonuit SEL *Counselor PD on Sexual Harrasment, bullying.	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Certificate of Modules *No bullying Signs *Positive Interaction between teacher and students *Positive interaction between student to students	*Zero Reports *Positive School Climate *Informed Staff *High students engagement	*Classroom observation *Walkthroughs	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

# 2020-2021 Garza-Peña Elementary Goals

## Goal 3: Improve safety, Public Support, Culture and Climate

Goal Area: 3 Improve Safety, Public Support, Culture and Climate  
 Annual Goal3: Family involvement and interaction with their child's school/class will increase by 5% by June 2021.  
 Objective 1: Parents participation in informational training sessions will increase by 5% by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers and staff will use approved platforms to communicate with parents and address their questions and needs.	*Principal *AP's *CLL *Teachers *Counselor	*School FB *Google Classroom *ClassDojo *Email *Phone call *School Messenger	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021 *March 2021 *April 2021 *June2021	*Weekly attendance report *Weekly Contact Parent Log *Google Classroom Posts *ClassDojo Announcements *Email Logs	*Parent communication 100% *Increase Student participation on Google Classroom *Decrease in miscommunication on assignments *Less incomplete assignments *Positive partnership between parents and staff member	*Increased parent satisfaction *Improved staff morale *Increased students participation	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parents will be invited to attend social events sponsored by the school	*Principal *AP's *CLL *Teachers *Counselor	*School FB *Google Classroom *ClassDojo *Email *Phone calls *Parent notes	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021 *March 2021 *April 2021 *June2021	*Sign in Sheet for attendees *High participation in social events	*Positive Parent involvement in social events *Student participation in special events	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Parents will be invited to attend meetings and trainings provided by the school and district.	*Principal *AP's *CLL *Teachers *Counselor	*School FB *Email *Phone call via messenger *ClassDojo *Flyers	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021 *March 2021 *April 2021 *June2021	*Sign in Sheet for attendees * High participation in upcoming school and district trainings	*High Parent involvement *Learning Opportunités *Informed parents	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds-a,b,c

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

# 2020-2021 Garza-Peña Elementary Goals

## Goal 4: Increase Staff Quality, Recruitment, and Retention

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers will use research based strategies in their daily lesson to increase student engagement	*Principal *AP's *CLL *Teachers *Counselor	*District Curriculum *Istation Reading *ImagineMath *ThinkCentral *EduSmart *CIF *Google Classroom *Google Meets *Poll *Quizzes *Games *Galaxy *Summit K12	*Aug.2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *McRel *Reports from programs	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation	*Weekly Assessments *CBA I *BM I & II *STAAR *TLPAS *District*Fluency Checks *Google Form	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Use walk-through data to monitor and support teacher effectiveness	*Principal *AP's *CLL *Teachers	* McRel Rubric *Walkthrough District Form *Coaching Cyle *NTC Tools *PD Goals *TCLCs *Roadmap *SLO's	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups participation *Completion of PD Goals	*Weekly Assessments *CBA I *BM I & II *STAAR *TLPAS *District*Fluency Checks *Summative Evaluation	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers will incorporate technology into their lessons to optimize student achievement	*Principal *AP's *CLL *Teachers	*District Curriculum *Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizlet *Quizzes *Games *Prodigy *Edusmart *Mackinvia *TECH Camps *CIT Trainings *Hoonuit Trainings	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase use of technology	*Weekly Assessments *CBA I *BM I & II *STAAR *TLPAS *District*Fluency Check *Usage Report on Istation and Imagine Math *Google forms,slides, doc.	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

# 2020-2021 Garza-Peña Elementary Goals

## Goal 4: Increase Staff Quality, Recruitment, and Retention

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

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administration and teachers will receive training on the evaluation process	*Principal *AP's *CLL *Teachers	*McRel Training *TxCee Online Orientaion *Callibration Certification *3 Hour McRel Orientation for new teachers *CLL McRel Roll Out *Walk-through Forms	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*McRel- Teacher Self Assessment *PD Goals Goals Conference Progress Conference Summative Evaluation *Observation Cycle *Walk-throughs	*BOY *MOY *EOY	*Growth in PD Goals *Teacher Growth *Progress/Completion of PD Goals *SLO's *Teacher Effectiveness Ratings	*Teacher announced and unounced observation *Mid Year Conference *Summative Conference  *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Teachers will receive professional development on the correct evaluation process.							
2) Teachers will be guided on how to develop effective SLO's for their students.							
3) Teachers will implement what was learned during the evaluation process and SLO's in their own classroom.							
4) Implementation will be monitored and reviewed by Administration and CLL.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.	*Principal *AP's *CLL *Teachers	*McRel Training *Observation Cycle *NTC Tools *Collaborative Learning Walks *Walkthroughs *Peer observations *TCLCs	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Pre Conference Form *Observation Form *Post Conference Form *Teacher Inter- visitation Form *Walkthrough Online Form *Peer Schedule Template	*Teacher implementation of newly aquired feedback *Teacher participation *Incorporating vertically aligned strategies	*Student engagement *Follow through of feedback *Classroom visit	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Data obtained from walk-throughs will be reviewed and analyzed to guide growth for all teachers.							
2) Hot and Cold feedback will be provided to teachers to improve practice.							
3) Action plan will be developed and monitored carefully to make sure that proper implentation is being utilized.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data collected to provide professional development to provide growth opportunities for all staff for means of retention.	*Principal *AP's *CLL *Teachers	*Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations *PD for areas of concern	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*PD Sign In Collected through walkthroughs  *Data	*Teacher implementation of newly aquired PD *Teacher participation *Student engagement	*Classroom Observation *Classroom walkthrough *Teacher feedback	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Using data collected teachers will be encouraged to attend professional development to target growth areas.							
2) Staff will implement what was learned during professional development in the classroom.							
3) Monitor the implentation in the area of growth.							

# 2020-2021 Garza-Peña Elementary Goals

## Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4	Improve Safety, Public Support, Culture and Climate
Annual Goal3:	All teachers will be certified to teach assigned grade level by June 2021.
Objective:	All teachers will be highly qualified to teach the assigned grade level by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All dual language including special education teachers will be certified bilingual.	*Principal *AP's *CLL *Teachers	*State Bilingual Certification *Dual Language District Training *Bilingual District Department Resoures *ELPS training *Bilingual update training *Centers training	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Bilingual Pairs *Bilingual Classrom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

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

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All dual language teachers will receive required annual training.	*Principal *AP's *CLL *Teachers	*Dual Language District Update Training	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Bilingual Pairs *Bilingual Classrom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

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

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

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

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will recruit certified teachers	*Principal *AP's *CLL *Teachers	*New Teacher Job Fair *State Certification *HR Hiring Process	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Interview process Criteria Review	*HR  *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading/Math	*Teachers knowledgeable in content grade level area *McRel Evaluation Process *Reference Checks *Resume	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

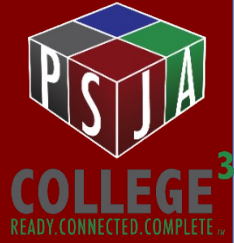
Action Steps

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

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



## Garza-Peña Elementary Appendix



- Integrated Campus Checklist
- Accountability Report
- Texas Academic Performance Report
- Federal System Safeguards Report
- SBDM Committee Meeting for Approval of Campus Plan
- Minutes
- Signatures
- Professional Development Plan

# Garza-Peña Elementary

## INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST

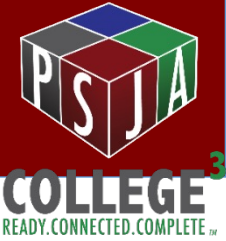


**COLLEGE**  
READY. CONNECTED. COMPLETE.™

<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?	<u>√</u>	-	<u>I. 1-15</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<u>√</u>	-	
3. Are the campus plan and the district plan mutually supportive?	<u>√</u>	-	
4. Does the campus plan contain long-range goals that support the district goals?	<u>√</u>	-	
5. Does the campus plan contain annual objectives? (Copy of projection Scores Chart should be included as an appendix.)	<u>√</u>	-	
6. Are the objectives written in measurable terms?	<u>√</u>	-	
7. Do the objectives address the Academic Excellence Indicators?	<u>√</u>	-	
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	<u>√</u>	-	
9. Are the needs of special populations addressed, by subgroup, in the plan?	<u>√</u>	-	
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	<u>√</u>	-	
11. Have resources been allocated to support the initiatives, strategies, and activities?	<u>√</u>	-	
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	<u>√</u>	-	
13. Is staff dev. to carry out the initiatives, strategies and activities included in the plan?	<u>√</u>	-	
14. Does the campus plan include formative evaluations?	<u>√</u>	-	
15. Does the campus plan include summative evaluations?	<u>√</u>	-	

# Garza-Peña Elementary

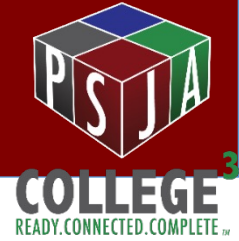
## INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



- 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?<br>(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



**Texas Education Agency  
2018 Accountability Ratings Overall Summary  
AMANDA GARZA-PENA EL (108909118) - PHARR-SAN JUAN-ALAMO ISD**

	Component Score	Scaled Score	Rating
Overall		72	Met Standard
Student Achievement		69	Met Standard
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		76	Met Standard
Academic Growth	60	58	Improvement Required
Relative Performance (Eco Dis: 96.1%)	40	76	Met Standard
Closing the Gaps	29	62	Met Standard

### Distinction Designations

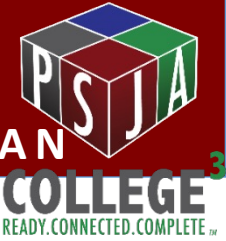
ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

# TEXAS ACADEMIC PERFORMANCE REPORT 2019

# Garza-Peña Elementary PROGRAMS LIST 2020-2021



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											39
Robotics					X	X	X	X	X		X	X	X	X								X			



October 9, 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**

**Adjourn meeting by Administrator**



**Campus Plan Approval Minutes**

October 9, 2020

**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

2020-2021

## SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

### **School Administration**

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

### **Para-Professional**

Jose Luna

### **Support Staff**

Adriana Salazar  
Casandra Reyes

### **Community Member**

Javier Reyes

### **Professionals**

Melissa Garcia- PK  
Angel Seawell - Kinder  
Norma Quintanilla- 1<sup>st</sup> Grade  
Sonia Champion- 2<sup>nd</sup> Grade  
Diego Figueroa- 3<sup>rd</sup> Grade  
Lisa Ybarra-4th Grade  
Oscar Quintanilla- 5<sup>th</sup> Grade

### **Resource**

Nancy Castillo

### **Parent**

San Juanita Olvera

Judith Canales, Principal

 Garza Pena Elementary  
 Approval of CIP  
 October 9, 2020

Grade/Title	Name	Signature
Principal	Judith Canales	
Asst. Principal	Elda Barrios	
Counselor	Di Gabriel Camero	
PK Teacher	Melissa Garcia	
K Teacher	Angel Seawell	
1 <sup>st</sup> Teacher	Norma Quintanilla	
2 <sup>nd</sup> Teacher	Sonia Champion	
3 <sup>rd</sup> Teacher	Diego Figueroa	
4 <sup>th</sup> Teacher	Lisa Ybarra	
5 <sup>th</sup> Teacher	Oscar Quintanilla	
Instructional Coach	Monica Hernandez	
PE Coach	Maribel Guajardo	
Paraprofessional	Jose Luna	
Secretary	Adriana Salazar	
PEIMS Clerk	Casandra Reyes	
Custodian	Jose Rodriguez	
Parent	Marlen Garza	

**Garza-Peña Elementary**  
**2020-2021**  
**PROFESSIONAL DEVELOPMENT PLAN**

## Garza-Pena Elementary

Professional Development Plan				
PD Dates	PD Format	PD Topic	Resources	CIP Goal Alignment
October 6, 2020	Virtual TEAMS	Science Roll Out	•Laptops •District Curriculum	CIP Goal 1
October 15, 2020	Virtual TEAMS	CIP Presentation to Staff	CIP, DIP	CIP Goals 1-4
October 9, 2020	Virtual TEAMS	Writing Roll Out	•Laptops •District Curriculum	CIP Goal 1
October 22, 2020	Virtual TEAMS	TELPAS Exemplar Speaking	•Laptops •District Curriculum	CIP Goal 2
November 5-7, 2020	Virtual	CAST Science Conference	Provided by CAST	CIP Goal 1
TBD	Virtual	Forde-Ferrier Writing	Laptop Forde-Ferrier Resources	CIP Goal 1
TBD	Virtual	Forde-Ferrier Reading	Laptop Forde-Ferrier Resources	CIP Goal 1
TBD	Virtual	The Writing Process	Lead Teachers	CIP Goal 1
TBD	Virtual	Questioning: A Guide on how to ask the correct questions	Lead Teachers	CIP Goal 1 & 4
TBD	Virtual	Play Based Learning	CPG Grant	CIP Goal 1
TBD	Virtual	SEL Wrap Around	•Laptops •District Curriculum	CIP Goal 3