

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: 21st century ready students: Dedicated partnerships among students, staff, parents, and community; and Success for all.

Demographics Summary: The current enrollment of Garza Pena Elementary as of 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

Monica Hernandez

CLL

<u>San Juanita Olvera</u> Parent

Principal Signature

2020 School Board of Education

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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

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social-emotional support w	students with innovative cilities, technology, skills, and	As one PSJA family, we build or excellence, renowned college : biliteracy and extracurricular p multicultural heritage to ensur experiences and resources neo levels of success.	and career readiness, irograms, and our e every student has the	Our Vision & Mission
Student p	erformance	District and s	chool climate	Our Goals
Leadership Growth	Effective Teaching & Learning	Family & Community Empowerment	Student Support	Our Strategic directions
·	Technology &	Communication	, ,	Key enablers for '20-'21
Spirit of the	PSJA Team	Spirit of the	PSJA Student	
	One PS.	JA Family		Our Foundation

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

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

GARZA-PEÑA ELEMENTARY

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- 1st Grade Sonia Champion– 2nd Grade Diego Figueroa– 3rd Grade Lisa Ybarra-4th Grade Oscar Quintanilla– 5th Grade

Resource

Nancy Castillo

Parent San Juanita Olvera

State Accountability

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

2020-2021 Garza-Peña Goals



3 rd Gra	de I	Mathema	itics	4 th Grad	de N	lathema	atics		5 th Grad	de N	lathem	atics
% of Items Ne to Meet State Perform Standard	ance	% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%	% of Items Ne Meet State Perforr	mance	% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%		% of Items Ne to Meet State Perform		% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
Standard		2019	2020	Standar	d	2019	2020		Standard	ł	2019	2020
Approaches	57	73	90	Approaches	54	63	90					
					J4	03	90		Approaches	52	86	90
Meets	76	39	60	Meets	73	33	60	·	Meets	72	44	60
Masters	89	17	30	Masters	83	17	30	·	Masters	86	11	30

2020-2021 Garza-Peña Goals



	4th G	rade Writin	g
% of Items Nee	eded to Meet	% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
State Performa	nce Standard	2019	2020
Approaches	56	52	90
Meets	69	23	60
Masters	81	6	30

2020-2021 Garza-Peña Goals



	5 th	Grad	le Sc	ience
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% of Items Nee	ded to Meet	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal TARGET: 60%
State Performa			
		2019	2020
Approaches	64	67	90
Meets	80	29	60
Masters	91	8	30



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

Closing the Gaps Status: Additional Targeted Support

Indicators Met/Not Met

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



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.



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.

PSJA COLLECTE READY.CONNECTED.COMPLETE #

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.



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	Goal Area 1: Student Achievement The percent of students who perform at meets grade level or above on STAAR reading will increase by 3% points by June 2021.	 Reading & Math performance at approaches 	 Increase the percent of students at Meets and Masters level 4th Grade Writing 5th Grade Science Domain 1 score was a 52 which equaled a 79- "C" 	Improve student learning outcomes in : 3 rd - 5 th Grade Reading 4 th Grade Writing 5 th Grade Science SMART Goal: 90% or Higher in reading and math 85 % in Writing and Science Domain 1 Score of 60
2	Goal Area 2: Closing the Gaps All identified student groups in the closing the gaps domain will meet 80% of the indicators in the academic achievement component by June 2021.	 All targets were wet for growth status. ALL targets met for Student Success Status Our ELP target was met for the ELP status. 	For the Academic Achievement status, the non-continuously enrolled students did not meet the targets.	 Have the teachers identify the students that have been non continuously enrolled. Intentionally target those students and provide intervention.
3	Goal Area 3: Improve Safety, Public Support, Culture, and Climate By June 2021, the school's positive culture will increase 10% based on teachers and staff perception of staff- student relationships.	 Collaborative Learning Communities with common planning periods Customer Service College for All Culture 	 Improve Student Attendance to 98% Business Community Involvement 	 Build public relations Improve student retention
4	<u>Goal Area 4: Increase Staff Quality,</u> <u>Recruitment and Retention</u> All teachers will deliver high-quality, engaging lessons maximizing at least 95% of the instructional time.	 CLL and CLF collaboration New Teacher Institute McREL Evaluation Tool Mentoring Program 	 Training on alignment to CLC roadmap. Training on fluency for all teachers. 	 Provide professional learning opportunities for all teachers. Assign mentor to new teachers in grade level. Collaboration amongst the grade level (s).

2020-2021 Garza-Peña Elementary Goals Goal 1: Student Achievement

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Action Steps *Fluency Checks *fl	Organize student groups by areas of weaknes Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be pplemented throughout e lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galaxy	*Aug. 2020 *Oct.2020 *Nov.2020 *Jan.2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports	*Closing the achievement gap among student groups	Summative Assessment *Weekly Assessments *CBA I *BM I & II	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
*CIRCLE *TPRI/TejasLee *Language Acquisition Monitoring Application BM *Iluency Checks difficulty-a,b,c *Texas KEA *Texas KEA *Fluency Check *STAR tested subjects ides,Docrs tocal Services, Programs and *Running Record *Running Record *Fluency Check subjects ides,Docrs tocal Services, Programs and *Fluency Growth in all *Texas KEA *Fluency Growth in all *Texas KEA funds- a,b,c *Action Steps *Texas to their preferred device.	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be oplemented throughout e lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galaxy	*Aug. 2020 *Oct.2020 *Nov.2020 *Jan.2021 *March 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback	*Closing the achievement gap among student groups	Summative Assessment *Weekly Assessments *CBA I *BM I & II *STAAR	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
*Texas KEA *Texas KEA *Fluency Check *STAAR tested *Google Forms, *Integration of Fed., State, & *Running Record *Running Record subjects slides, Docs Local Services, Programs and *Running Record *Running Record *Google forms, slides, Docs Local Services, Programs and *Running Record *Running Record *Running Record *Texas KEA *Integration of Fed., State, & Acron Steps *Texas KEA *Running Record *Texas KEA *Texas KEA *Integration of Fed., State, &	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be nplemented throughout te lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II)	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes	*Closing the achievement gap among student groups *Increase academic performance of all	Summative Assessment *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance
Action Steps Ensure all students have technology access to their preferred device.	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be oplemented throughout e lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum * Istation Reading * Imagine Math * Galaxy * STAAR Release Assessments (BM I & II) * Fluency Checks	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *LPAC notes	*Closing the achievement gap among student groups *Increase academic performance of all	Summative Assessment *Weekly Assessments *CBA 1 *BM 1 & II *STAAR *TELPAS *District	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing
Action Steps Ensure all students have technology access to their preferred device.	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be oplemented throughout e lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM	Summative Assessment *Weekly Assessments *CBA I *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
Acrion Steps The students have technology access to their preferred device.	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be nplemented throughout te lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested	Summative Assessment *Weekly Assessments *CBA I *BM I & III *STAAR *TELPAS *District *Fluency Checks *Google Forms,	*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, &
Action Steps Ensure all students have technology access to their preferred device.	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3 echnology will be nplemented throughout te lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	Summative Assessment *Weekly Assessments *CBA 1 *BM 1 & II *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides,Docs	*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
Action Steps Ensure all students have technology access to their preferred device.) Organize student groups by areas of weaknes) Implement differentiated instruction to targe) Monitor and evaluate differentiated instruction Stategy 3 echnology will be mplemented throughout ne lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	Summative Assessment *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *FiLency Checks *Google Forms, slides,Docs *CIRCLE	*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
Ensure all students have technology access to their preferred device.) Organize student groups by areas of weaknes) Implement differentiated instruction to targe) Monitor and evaluate differentiated instruction	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	Summative Assessment *Weekly Assessments *CBA I *BM 1 & III *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides,Docs *CIRCLE *TERU/TejasLee	*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
Ensure all students have technology access to their preferred device.) Organize student groups by areas of weaknes) Implement differentiated instruction to targe) Monitor and evaluate differentiated instruction Strategy 3 echnology will be nplemented throughout ne lessons to ensure that	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	Summative Assessment *Weekly Assessments *CBA I *BM 1 & III *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides,Docs *CIRCLE *TERU/TejasLee	*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
	Organize student groups by areas of weakness Implement differentiated instruction to targe Monitor and evaluate differentiated instruction strategy 3 echnology will be nplemented throughout te lessons to ensure that ssons are readily available for our studens.	et areas of need by student group. on. Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	Summative Assessment *Weekly Assessments *CBA I *BM 1 & III *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides,Docs *CIRCLE *TERU/TejasLee	*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
	Organize student groups by areas of weaknes Implement differentiated instruction to targe Monitor and evaluate differentiated instruction Stategy 3 chnology will be plemented throughout a lessons to ensure that sons are readily available for our studens.	et areas of need by student group. on. Remons Responsible/Title * Principal * AP's * CLL * Teachers	*District Curriculum *Istation Reading *Imagine Math *Galavy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee	*Aug. 2020 *Oct. 2020 *Jan. 2021 *March 2021 *April 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	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	Summative Assessment *Weekly Assessments *CBA I *BM 1 & III *STAAR *TELPAS *District *Fluency Checks *Google Forms, slides,Docs *CIRCLE *TERU/TejasLee	*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

2020-2021 Garza-Peña Elementary Goals Goal 1: Student Achievement

nnual Goal:	Student Achievement						
iliuai GUdi:	The percent of special education :	students who perform at meets grade level or abo	ve on STAAR Reading will incr	ease by 5% by June 2021			
ojective:	Special Education Students in the	meets level will increase from 63% to 68% in STAA	R in the meets category of ST/	AAR by June 2021.			
•						Formative/ Summative Assessment	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Component
ne special education	*Principal	*District Curriculum	*Aug.2020	*Campus Review Sessions (CRS)	*Closing the	*Weekly	*Comprehensive Needs
eachers will align their	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports	achievement gap	Assessments	Assessment
struction with the	*CLL	*Imagine Math *Galaxy	*Nov. 2020	*Campus Performance Reviews	among student groups *Increase academic	*CBA I *BM I & II	*Reform Strategies- a,b,c
assroom teachers to ensure that instruction is	*Teachers	*STAAR Release Assessments (BM I & II)	*Jan. 2021 *March 2021	(CPR) *Progress Monitoring Reports	performance of all student groups in all	*STAAR	*Teacher Decision Making Regarding Assessments-a.b.c
plemented effectively.		*Fluency Checks	*April2021	*Walk-through feedback	вм	*TELPAS	*Effective & Timely -Assistance to students experiencin
			*June 2021	*Lesson Plans		*District Fluency	
		*Google Classroom		*Language Acquisition	*STAAR tested	Checks	difficulty-a,b,c
		*Google Meets *IEP		*Monitoring Application	subjects	*STAAR ALT	*Integration of Fed., State, &
		*IEP *Unique		*Fluency Check Running Record	*Fluency Growth in all student groups	*TELPAS ALT *Google Forms,	Local Services, Programs and Funds- a,b,c
		onque			student groups	Docs, Slides	14143-8,0,0
Action Steps							
Monitor data bi-weekly utilizing progress mor							
Identify areas of concern by desegration of da Plan accordingly to target areas of concern.	ta sources.						
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
	*Principal	*District Curriculum	*Aug.2020	*Campus Review Sessions (CRS)	*Closing the	*Weekly	*Comprehensive Needs
all group instruction I be implemented in	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports	achievement gap	Assessments	Assessment
e classroom to target	*CLL	*Imagine Math	*Nov. 2020	*Campus Performance Reviews	among student groups	*CBA I	*Reform Strategies- a,b,c
0		*Galaxy	*Jan. 2021	(CPR)	*Increase academic	*BM & II	*Teacher Decision Making
d make sure we meet the need of our studen	is. reachers	*STAAR Release Assessments (BM I & II)	*March 2021	*Progress Monitoring Reports	performance of all student groups in all	*STAAR	Regarding Assessments-a,b,c
			*April 2021	*Walk-through feedback		*TELPAS	*Effective & Timely -Assistance
		*Fluency Checks	*June 2021	*Lesson Plans	BM	*District Fluency	to students experiencing
		*Google Classroom		*Language Acquisition	*STAAR tested	Checks	difficulty-a,b,c
		*Google Meets *IEP		*Monitoring Application	subjects *Fluency Growth in all	*STAAR ALT *TELPAS ALT	*Integration of Fed., State, &
		*IEP *Unique		*Fluency Check Running Record	*Fluency Growth in all student groups	* TELPAS ALT *Google Forms,	Local Services, Programs and Funds- a,b,c
		onque			student groups	Docs, Slides	runus-a,u,c
Action Steps Organize student groups by areas of weaknes:	s for differentiated instruction						
Implement differentiated instruction to targe							
mplement differentiated instruction to targe	on.						
mplement differentiated instruction to targe	ON. Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
mplement differentiated instruction to targe Monitor and evaluate differentiated instruction Strategy 3		Resources * District Curriculum		Evidence of Implementation *Campus Review Sessions (CRS)	Evidence of Impact *Closing the	Summative Assessment *Weekly	Title-I School- wide Component *Comprehensive Needs
mplement differentiated instruction to targe Vonitor and evaluate differentiated instructio <u>Stratesy 3</u> hnology will be ilemented throughout the	Persons Responsible/Title *Principal *AP's	*District Curriculum *Istation Reading	*Aug.2020	*Campus Review Sessions (CRS) *DMAC data reports	*Closing the achievement gap	*Weekly Assessments	*Comprehensive Needs Assessment
mplement differentiated instruction to targe Monitor and evaluate differentiated instructio Strategy 3 hnology will be lemented throughout the ons to ensure that	Persons Responsible/Title *Principal *AP's *CLL	*District Curriculum *Istation Reading *Imagine Math	*Aug.2020 *Oct.2020	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews	*Closing the achievement gap among student groups	*Weekly Assessments *CBA I	*Comprehensive Needs Assessment *Reform Strategies- a,b,c
mplement differentiated instruction to targe Vonitor and evaluate differentiated instructio Strategy 3 hnology will be lemented throughout the ons to ensure that ons are readily available	Persons Responsible/Title *Principal *AP's	*District Curriculum *Istation Reading *Imagine Math *Galaxy	*Aug.2020 *Oct.2020 *Nov.2020	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR)	*Closing the achievement gap among student groups *Increase academic	*Weekly Assessments *CBA I *BM I & II	*Comprehensive Needs Assessment *Reform Strategles- a,b,c *Teacher Decision Making
mplement differentiated instruction to targe Vonitor and evaluate differentiated instructio Strategy 3 hnology will be lemented throughout the ons to ensure that ons are readily available	Persons Responsible/Title *Principal *AP's *CLL	District Curriculum Istation Reading Imagine Math Galaxy *TAAR Release	*Aug.2020 *Oct.2020 *Nov.2020 *Jan.2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports	*Closing the achievement gap among student groups *Increase academic performance of all	*Weekly Assessments *CBA I *BM I & II *STAAR	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
mplement differentiated instruction to targe Vonitor and evaluate differentiated instructio Strategy 3 hnology will be lemented throughout the ons to ensure that ons are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II)	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR)	*Closing the achievement gap among student groups *Increase academic	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance
mplement differentiated instruction to targe Vonitor and evaluate differentiated instructio Strategy 3 hnology will be lemented throughout the ons to ensure that ons are readily available	Persons Responsible/Title *Principal *AP's *CLL	District Curriculum Istation Reading Imagine Math Galaxy *TAAR Release	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback	*Closing the achievement gap among student groups *Increase academic performance of all	*Weekly Assessments *CBA I *BM I & II *STAAR	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
Implement differentiated instruction to targe Monitor and evaluate differentiated instructio strategy 3 hnology will be Jemented throughout the sons to ensure that sons are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing
Implement differentiated instruction to targe Monitor and evaluate differentiated instructio strategy3 thology will be Jemented throughout the sons to ensure that sons are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM 1 & II) *Filency Checks *Google Classroom *Google Meets *IEP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT	*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
Implement differentiated instruction to targe Monitor and evaluate differentiated instruction	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lasson Plans *Language Acquisition *Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms,	*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, &
Implement differentiated instruction to targe Monitor and evaluate differentiated instructio Strategy 3 chnology will be plemented throughout the sons to ensure that sons are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM 1 & II) *Filency Checks *Google Classroom *Google Meets *IEP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lasson Plans *Language Acquisition *Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT	*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
Implement differentiated instruction to targe Monitor and evaluate differentiated instructio Strategy 3 choology will be elemented throughout the sons to ensure that sons are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM 1 & II) *Filency Checks *Google Classroom *Google Meets *IEP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lasson Plans *Language Acquisition *Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms,	*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
Implement differentiated instruction to targe Monitor and evaluate differentiated instructio strategy 3 hnology will be Jemented throughout the sons to ensure that sons are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM 1 & II) *Filency Checks *Google Classroom *Google Meets *IEP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lasson Plans *Language Acquisition *Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms,	*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
plement differentiated instruction to targe tonitor and evaluate differentiated instructio Strategy 3 nology will be emented throughout the ns to ensure that ns are readily available	Persons Responsible/Title *Principal *AP's *CLL	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM 1 & II) *Filency Checks *Google Classroom *Google Meets *IEP	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lasson Plans *Language Acquisition *Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms,	*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
nplement differentiated instruction to targe fonitor and evaluate differentiated instruction Strategy 3 nology will be emented throughout the nos to ensure that ons are readily available ur studens.	Persons Responsible/Title *Principal *AP's *CLL *Teachers their preferred device.	* District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM 1 & II) *Filency Checks *Google Classroom *Google Meets *IEP	*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 *Lasson Plans *Language Acquisition *Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all	*Weekly Assessments *CBA I *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms,	*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

2020-2021 Garza-Peña Elementary Goals Goal 1: Student Achievement

oal Area: 1	Student Achievement						
nnual Goal:	The percent of students who p	perform at meets grade level or above on STAAR Rea	ading will increase by 5% by Ju	une 2021			
piective:		el of STAAR in the meets level will increase from 45%	, , ,				
5			-			Formative/ Summative Assessment	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Component
ategically plan	*Principal	*District Curriculum	*Aug. 2020		*Closing the	*Weekly	*Comprehensive Needs
truction to target	*AP's	*Istation Reading *Imagine Math	*Oct. 2020 *Nov.2020	*DMAC data reports *Campus Performance Reviews	achievement gap	Assessments *CBA I	Assessment *Reform Strategies- a,b,c
ecific needs of EL	*CLL	*Summit K12	*Jan. 2021	(CPR)	among student groups *Increase academic performance of all	*BM I & II	*Teacher Decision Making Regarding Assessments-a,b,c
udents	*Teachers	*Galaxy	*March 2021	*Progress Monitoring Reports		*STAAR	
		*STAAR Release	*April2021	*Walk-through feedback	student groups in all	*TELPAS	*Effective & Timely -Assistance to
		Assessments (BM I & II) *TELPAS	*June 2021	*LPAC notes *Lesson Plans	BM *STAAR tested	*Fluency Checks *Dual District BM	students experiencing difficulty- a.b.c.
		*Fluency Checks		*Language Acquisition Monitoring	subjects	*LAS LINKS	a, D, C *Integration of Fed., State, &
		*TPRI/TejasLee		Application	*Fluency Growth in all	D'O LINIO	Local Services, Programs and
		*ELPS		*Fluency Check Running Record	student groups		Funds- a,b,c
					*Increase one		
					proficiency level in TELPAS		
Action Steps Monitor data bi-weekly utilizing progress mor	nitoring assessments by teacher						
Identify areas of concern by desegration of da							
Plan accordingly to target areas of concern.							
Implement and monitor action plan on target	areas to obtain results.					r 1: (
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
all group instruction	*Principal	*District Curriculum	*Aug. 2020	*Campus Review Sessions (CRS)	*Closing the	*Weekly	*Comprehensive Needs
I be implemented in the	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports	achievement gap	Assessments	Assessment
ssroom to target	*CLL	*Imagine Math	*Nov.2020	*Campus Performance Reviews	among student groups	*CBA I	*Reform Strategies- a,b,c
rrent proficiency levels in order to increase o	ne *Teachers	*Summit K12	*Jan. 2021	(CPR)	*Increase academic performance of all	*BM I & II	*Teacher Decision Making Regarding Assessments-a,b,c
more levels.		*Galaxy *STAAR Release Assessments (BM I & II)	*March 2021	*Progress Monitoring Reports	student groups in all BM	*STAAR	*Effective & Timely -Assistance to students experiencing difficulty-
		STAAN Nelease Assessments (birt wil)	*April2021 *June 2021	*Walk-through feedback *LPAC notes		*TELPAS *Fluency Checks	
		*TELPAS	30110 2021	*Lesson Plans	*STAAR tested	*Dual District BM	a,b,c
		*Fluency Checks		*Language Acquisition Monitoring	subjects	*LAS LINKS	*Integration of Fed., State, &
		*TPRI/TejasLee *ELPS		Application *Fluency Check Running Record	*Fluency Growth in all student groups		Local Services, Programs and Funds- a,b,c
		ELPS		Pruency check kunning Record	*Increase one		Funus- a,u,c
					proficiency level in		
					TELPAS		
Action Steps							
Organize student groups by areas of weaknes							
Implement differentiated instruction to targe Monitor and evaluate differentiated instruction							
						Formative/ Summative Assessment	
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
hnology will be	*Principal	*District Curriculum	*Aug. 2020		*Closing the	*Weekly	*Comprehensive Needs
plemented throughout	*AP's	*Istation Reading *Imagine Math	*Oct. 2020		achievement gap	Assessments *CBA I	Assessment
e lessons to provide	*CLL	*Imagine Math *Summit K12	*Nov.2020 *Jan. 2021	*Campus Performance Reviews (CPR)	among student groups *Increase academic performance of all	*CBA I *BM I & II	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
Idents opportunity to practice the Listening,	*Teachers	*Galaxy	*March 2021	*Progress Monitoring Reports	student groups in all BM	*STAAR	*Effective & Timely -Assistance to students experiencing difficulty-
eaking, Reading, and Writing Domains.		*STAAR Release Assessments (BM I & II)	*April2021	*Walk-through feedback	*STAAR tested	*TELPAS	
		*TELPAS	*June 2021	*LPAC notes		*District *Fluency Checks *Dual	
		*Fluency Checks		*Lesson Plans	rubiorte	District BM	*Integration of Fed., State, &
		*Fluency Checks *TPRI/TejasLee		*Language Acquisition Monitoring Application	subjects *Fluency Growth in all	District BM *LAS LINKS	*Integration of Fed., State, & Local Services, Programs and
		*ELPS		*Fluency Check Running Record	student groups	00000	Funds- a,b,c
					*Increase one		
					and find a second second base		1
					proficiency level in		
					TELPAS		

2020-2021 Garza-Peña Elementary Goals Goal 2: Closing the Gaps

Goal Area 2:							
	Closing the Gaps						
ual Goal 1:	All identified student groups in the Closing						
ective 1:	All identified student groups in the Closing are met by June 2021.	the Gaps domain will be monitored to ens	sure that at least 85% of the indicators	in the Academic Achievement component			
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	*Principal	*District Curriculum	*Aug. 2020	*Campus Review Sessions (CRS)	*Closing the	*Weekly Assessments	*Comprehensive Needs
monitor student	*AP's	*Istation Reading *Imagine Math	*Oct. 2020 *Nov. 2020	*DMAC data reports *Campus Performance Reviews (CPR)	achievement gap among studentgroups	*CBA I	Assessment *Reform Strategies- a,b,c
rogress weekly and drive	*CLL	*Galaxy	*Jan. 2021	*Progress Monitoring Reports	*Increase academic	*BM I & II	*Teacher Decision Making
terventions	*Teachers	*Summit K12	*March 2021	*Walk-through feedback	performance of all	*STAAR	Regarding Assessments-a,b,c
		*STAAR Release	*April 2021	*LPAC notes	student groups in all	*TELPAS	*Effective & Timely -Assistance
		Assessments (BM I & II)	*June 2021	*Lesson Plans	BM	*District Fluency	to students experiencing
		*Fluency Checks *SLOs		*Language Acquisition Monitoring Application	*STAAR tested	Checks	difficulty-a,b,c
		*TPRI/ TEJAS LEE		*Fluency Check Running Record	subjects	*TPRI/TEJAS LEE	*Integration of Fed., State, &
		*CIRCLE *TEXAS KFA		*Walkthroughs	*Fluency Growth in all	*CIRCLE *TEXAS KFA	Local Services, Programs and
		KEA		*Data Walls	student groups	KEA	Funds- a,b,c
tion Steps							
Use current district assessments by grade levels							
Disaggregate student data at the school level(CP	· · ·		leets level and above				
Use assessment data to create intervention plan							
Provide instruction and interventions tailored to	the students' needs as demonstrated by data	a (e.g., enrichment classes, tutorials, exten	ded learning time, enrichment camps,	academies,		Formative/	
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Jse formative	*Principal	*District Curriculum	*Aug. 2020	*Student Progress Profile Sheets	*Student achievement	*Weekly/Formati	*Title I , II,III
sessment results to	*AP's	*Istation Reading	*Oct. 2020	*DMAC Reports	gains	ve Assessments	*State Compensatory Funds
tablish priorities using	*CLL	*Imagine Math	*Nov. 2020	*Campus Data Reports	*Closing achievement	*CBA I	*Migrant Funds
eekly progress monitoring and targeted	*Teachers	*Galaxy	*Jan. 2021	*Campus Performance Reviews	gaps	*BM I & II	*State Bilingual Funds
		*Summit K12	*March 2021	(CPR)	*Increase in the percent of students at the	*STAAR	*Local Funds
esources		*STAAR Release Assessments (BM I & II)	*April 2021	*Weekly assessments	Meets and	*TELPAS	Local Fullus
			*June 2021	*Analysis of Student Data during		*District Fluency	
		*Fluency Checks *SLOs		CLC	Masters levels on	Checks	
				*Walkthroughs	STAAR	*TPRI/TEJAS LEE	
		*TPRI/TEJAS LEE		*Data Walls		*CIDCLE *TEVAC	
		*CIRCLE *TEXAS		*Data Walls		*CIRCLE *TEXAS	
				*Data Walls		*CIRCLE *TEXAS KEA	
tion Steps		*CIRCLE *TEXAS		*Data Walls			
Establish priorites based on obtained data and id		*CIRCLE *TEXAS KEA		*Data Walis			
Establish priorites based on obtained data and id Use program systems to provide effective feedba	ack to monitor progress and improve instruction	*CIRCLE *TEXAS KEA		*Data Walis			
Establish priorites based on obtained data and id Use program systems to provide effective feedb. Provide reliable resources to ensure student suc	ack to monitor progress and improve instruction cess is being met	*CIRCLE *TEXAS KEA on				KEA Formative/	
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student suce Strategy 3	ack to monitor progress and improve instructio cess is being met Persons Responsible/Title	*CIRCLE *TEXAS KEA ON Resources	Tineine	Evidence of Implementation	Evidence of Impact	KEA Formative/ Summative Assessment	Title-I School- wide Component
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student succ Strategy 3	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal	*CIRCLE *TEXAS KEA on *District Curriculum	*Aug. 2020	Evidence of Implementation *Campus Review Sessions (CRS)	*Closing the	KEA Formative/ Summative Assessment *Weekly/Formati	*Comprehensive Needs
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student succ Strategy 3 Provide technology	ack to monitor progress and improve instruction cess is being met Persons Responsible/ITtle *Principal *AP's	*CIRCLE *TEXAS KEA ON Resources *District Curriculum *Istation Reading	*Aug. 2020 *Oct. 2020	Evidence of Implementation *Campus Review Sessions (CRS) *DMAC data reports	*Closing the achievement gap	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments	*Comprehensive Needs Assessment
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student succ Strategy 3 Povide technology sources to facilitate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal	*CIRCLE *TEXAS KEA on Postrict Curriculum *Istation Reading *Imagine Math	*Aug. 2020 *Oct. 2020 *Nov. 2020	Evidence of implementation *Campus Review Sessions (CRS) *OMAC data reports *Campus Performance Reviews	*Closing the achievement gap among studentgroups	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA I	*Comprehensive Needs Assessment *Reform Strategies- a,b,c
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student succ Strategy 3 Provide technology sources to facilitate ading	ack to monitor progress and improve instruction cess is being met Persons Responsible/ITtle *Principal *AP's	*CIRCLE *TEXAS KEA ON Point Resources *District Curriculum *Istation Reading *Imagine Math *Galaxy	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021	Evidence of Implementation * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR)	 Closing the achievement gap among student groups Increase academic 	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA I *CBA I *BM I & II	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student such Strategy 3 rovide technology sources to facilitate ading velopment/math fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS ON *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	Evidence of Implementation *Campus Review Sessions (CRS) *OMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports	*Closing the achievement gap among student groups *Increase academic performance of all student groups inall	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA I *BM I & II *STAAR	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student such Stratesy 3 Provide technology sources to facilitate ading evelopment/math_fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA ON Point Resources *District Curriculum *Istation Reading *Imagine Math *Galaxy	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidence of Implementation *Campus Review Sessions (CRS) *OMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk through feedback	 Closing the achievement gap among student groups Increase academic 	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA I *BM I & II *STAAR *TELPAS	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student such Stratesy 3 Provide technology sources to facilitate ading evelopment/math_fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS ON Resources *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II)	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	Evidance of Implementation * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback * Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA 1 *CBA 1 *STAAR *TELPAS *District Fluency	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencin
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student such Strategy 3 rovide technology sources to facilitate ading velopment/math fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS ON <u>Resources</u> *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOS	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidance of Implementation *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CRR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring	*Closing the achievement gap among student groups *Increase academic performance of all student groups inall BM *STAAR tested subjects	KEA Formative/ Summative Assessment *Weekly/Formati ve 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 experiencir difficulty-a,b,c
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student such Stratesy 3 Provide technology sources to facilitate ading evelopment/math_fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CRCLE *TEXAS KEA *TEXAS VON *District Curriculum *Istation Reading *Imagine Math *Galaxy *StaAR Release Assessments (BM I & II) *FiLency Checks *SLOs *TPRI/TEJAS LEE	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidence of Implementation * Campus Review Sessions (CRS) * OMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback * Lesson Plans * Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA I *BM I & II *STAAR *TELPAS *DIstrict Fluency Checks *TRI/TEJAS LEE	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencir difficulty-a,b,c *Integration of Fed., State, &
Establish priorites based on obtained data and id Use program systems to provide effective feedba Provide reliable resources to ensure student such Stategy 3 Povide technology esources to facilitate eading evelopment/math fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS on <u>Resources</u> *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Filency Checks *SLOs *TPRI/TEIAS LEE *TEXAS	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidance of Implementation * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback * Lesson Plans * Language Acquisition Monitoring Application * Reports-station, Imagine Math,	*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	KEA Formative/ Summative Assessment *Weekly/Formati ve 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 experiencin difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and
) Establish priorites based on obtained data and id) Use program systems to provide effective feedb.) Provide reliable resources to ensure student suc	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS on <u>Resources</u> *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Filency Checks *SLOs *TPRI/TEIAS LEE *TEXAS	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidence of Implementation * Campus Review Sessions (CRS) * OMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback * Lesson Plans * Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA 1 *BM 1 & II *STAAR *TEIPAS *TEIPAS District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments- a,b,c *Effective & Timely-Assistance to students experiencin difficulty-a,b,c *Integration of Fed., State, &
) Establish priorites based on obtained data and id) Use program systems to provide effective feedba) Provide reliable resources to ensure student succ Stategy 3 Povide technology esources to facilitate eading evelopment/math fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS on <u>Resources</u> *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Filency Checks *SLOs *TPRI/TEIAS LEE *TEXAS	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidance of Implementation * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback * Lesson Plans * Language Acquisition Monitoring Application * Reports-station, Imagine Math,	*Closing the achievement gap among student groups *Increase academic performance of all student groups inall BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA 1 *BM 1 & II *STAAR *TEIPAS *TEIPAS District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencir difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and
) Establish priorites based on obtained data and id) Use program systems to provide effective feedba) Provide reliable resources to ensure student succ Stategy 3 Povide technology esources to facilitate eading evelopment/math fluency and differentiate	ack to monitor progress and improve instruction cess is being met Persons Responsible/Title *Principal *AP's *CLL	*CIRCLE *TEXAS KEA *TEXAS on <u>Resources</u> *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Filency Checks *SLOs *TPRI/TEIAS LEE *TEXAS	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	Evidance of Implementation * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback * Lesson Plans * Language Acquisition Monitoring Application * Reports-station, Imagine Math,	*Closing the achievement gap among student groups *Increase academic performance of all student groups inall BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit	KEA Formative/ Summative Assessment *Weekly/Formati ve Assessments *CBA 1 *BM 1 & II *STAAR *TEIPAS *TEIPAS District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencir difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and
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2020-2021 Garza-Peña Elementary Goals Goal 2: Closing the Gaps

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6 2020RADE NUMBERRADE NUMBER <th>ojective 1:</th> <th>All student groups will be monitored weekly</th> <th>to ensure that at least 90% of the indicators</th> <th>in the Closing the Gaps domain are</th> <th>e met by June 2021.</th> <th></th> <th></th> <th></th>	ojective 1:	All student groups will be monitored weekly	to ensure that at least 90% of the indicators	in the Closing the Gaps domain are	e met by June 2021.			
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Automation There during the second		*Teachers			*Walk-through feedback		*STAAR	
And the set of the set o			*STAAR Release Assessments (BM I & II)	*March 2021	*LPAC notes			,
Alter State Market State Ma				*April 2021		*Fluency Growth in all student groups	· · · · · · · · · · · · · · · · · · ·	
Image: Second				*June 2021				, , , , , , , , , , , , , , , , , , ,
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AttractPreciseTotal orValues of upper valuesValues of upper values of upper valuesValues of upper values of upp	rovide instruction and interventions tailored to the	ne students' needs as demonstrated by data (e.g	g., enrichment classes, tutorials, extended lea	rning time, enrichment camps, aca	ademies,		F	
arant reading springers monitoring and targeted 1.1. "Teachers " Teachers " 1.2. "Teachers " 1.2.	Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact		Title-I School- wide Component
Market	se formative	*Principal	*District Curriculum	*Aug.2020	*Student Progress Profile Sheets	*Student	*Weekly/Formati	*Title I , II,III
yrgers monioling and targetod "Call "Magnaf Funds "No. "Carnop bate lengtod" "Consignation consignation consintervision consignatingenetical consignation consignation consign	essment results to establish priorities using	*ΔΡ's	*Istation Reading	-	*DMAC Reports		ve Assessments	*State Compensatory Funds
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Allowed and and a standard	ources							
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tabilish priorites based on obtande data and identified student needs								
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Inclusion duration reginer to the student learning *LL *Imagine Math *Low *Campus Performance Reviews (CPR) groups *CaBs *Reform Strategies-a,b,c *inder conditioner to student learning *LL *Teacher student learning *Imagine Math *Low *Nov. 2020 *Increase academic performance Reviews (CPR) increase academic performance of all student groups inall BM *STAR *Reform Strategies-a,b,c *Teacher student groups inall BM *STAR *Effective & Timely-Assing Regarding Assessments-a,b,c *Strate Reviews (CPR) *March 2021 *Warch 2021 *Warch 2021 *Warch 2021 *Uses plans *strate reviews (CPR) *STAR *Effective & Timely-Assing Regarding Assessments-a,b,c *Timely-Tim	vide technology							
cy and differentiate student learning *Galaxy *Galaxy *Jan. 201 *Pogress Monitoring Reports *Increase cademic performance of all student programs ce of all student programs and all student program	urces to facilitate reading development/math		÷					
*Teachers *Galaxy *Jan. 2021 *Progress Monitoring Reports *Increase academic performance of all *Bencher Vession Markas *Teacher Ve	ncy and differentiate student learning					•		*Reform Strategies- a,b,c
*STAAR Release Assessments (BM I & II) *April 2021 *Lesson Plans tested subjects *TELPAS difficulty-a,b,c *TPR/TE/AS LEE *STAAR Release Assessments (BM I & II) *Lesson Plans *Language Acquisition Monitoring Application *Growth in Istation Reading, Imagine Math, *TELPAS difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs a *TPR/TE/AS LEE *TEXAS KEA *MyOn *Une 2021 *Language Acquisition Monitoring Application *Growth in Istation Reading, Imagine Math, STAAR Release Assessments (BM I Integration of Fed., State, & Local Services, Programs a *TEXAS KEA *MyOn *MyOn State as executed to track student progress and adjust instructional delivery or interventions as needed *State as executed to track student progress and adjust instructional delivery or interventions as needed *State as executed to track student progress and adjust instructional delivery or interventions as needed	Ū.	* leachers						
Acrio Steps sign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups						÷ ,		
*TPR// TEJAS LEE *TPR// TEJAS LEE *Reports-Istation, Imagine Math, Galaxy, Summit K12 Galaxy, Summit K12 *STAAR Release Assessments (BM1 Funds- a,b,c *CIRCLE *TEXAS KEA *MyOn MyOn Galaxy, Summit K12 Galaxy, Summit K12 *STAAR Release Assessments (BM1 Funds- a,b,c sign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups State St			. ,					
Acrion Steps sign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups ontor programs being used to track student progress and adjust instructional delivery or interventions as needed				June 2021				
Acrion Steps sign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups onitor programs being used to track student progress and adjust instructional delivery or interventions as needed				1				
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sign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups onitor programs being used to track student progress and adjust instructional delivery or interventions as needed								
onitor programs being used to track student progress and adjust instructional delivery or interventions as needed								

2020-2021 Garza-Peña Elementary Goals Goal 2: Closing the Gaps

	Closing the Gaps						
nual Goal 3: jective 3:	All identified student groups in the Closing	g the Gaps domain will meet 85% of the in	dicators in the Academic Growth	h Component by June 2021. n and reading targets in the Academic Growth Component by			
ective 5.	,	In the closing the Gaps domain will be monitore	ed to ensure that they meet the math	rand reading targets in the Academic Growth component by		Formative/	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
ollect and assess data to	*Principal	*District Curriculum	*Aug. 2020	*Campus Review Sessions (CRS)	*Closing the	*Weekly	*Comprehensive Needs
onitor student progress	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports	achievement gap	Assessments	Assessment
	*CLL	*Imagine Math	*Nov. 2020	*Campus Performance Reviews	among student groups	*CBA I	*Reform Strategies- a,b,c
	*Teachers	*Galaxy	*Jan. 2021	(CPR)	*Increase academic	*BM I & II	*Teacher Decision Making
at have been Non		*Summit K12	*March 2021	*Progress Monitoring Reports	performance of all	*STAAR	Regarding Assessments-a,b,c
ntinuoulsy enrolled.		*STAAR Release	*April 2021	*Walk-through feedback	student groups in all	*TELPAS	*Effective & Timely-Assistance
		Assessments (BM I & II)	*June 2021	*LPAC notes	BM	*District *Fluency	to students experiencing
		*Fluency Checks *SLOs		*Lesson Plans	*STAAR tested	Checks	difficulty-a,b,c
		*TPRI/ TEJAS LEE *CIRCLE		*Language Acquisition Monitoring	subjects *Fluency Growth in all		*Integration of Fed., State, &
		*TEXAS KEA		Application *Fluency Check Running Record	student groups		Local Services, Programs and Funds- a,b,c
		*TEXAS KEA		*Fluency Check Running Record	student groups		Funds- a,b,c
Action Steps							
Use current district assessments by grade levels (e.	g weekly unit CBA BM I&II Practice Lis	tening & Speaking Sets)					
Disaggregate student data at the school level(CPR)			Veets level and above				
Jse assessment data to create intervention plans							
Provide instruction and interventions tailored to th	e students' needs as demonstrated by da	ta (e.g., enrichment classes, tutorials, exte	nded learning time, enrichment	t camps, academies,			
	Persons Responsible/Title					Formative/	Title-I School- wide Component
Strategy 2	reisons Responsible/ Inte	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	The school- wae component
se formative	*Principal	*District Curriculum	*Aug. 2020	*Student Progress Profile Sheets	*Student achievement	*Formative	*Title I , II,III
essment results to	*AP's	*Istation Reading	*Oct. 2020	*DMAC Reports	gains	assessments	*State Compensatory Funds
	*CLL	*Imagine Math	*Nov. 2020	*Campus Data Reports	*Closing achievement	*CBAs	*Migrant Funds
	*Teachers	*Galaxy	*Jan. 2021	*Campus Performance Reviews	gaps	*Benchmarks	*State Bilingual Funds
ekly progress monitoring and targeted		*Summit K12	*March 2021	(CPR)	*Increase in the percent of students at the	*STAAR	*Local Funds
ources		*STAAR Release Assessments (BM I & II)	*April 2021	*Weekly assessments	Meets and	*TELPAS	
			*June 2021	*Analysis of Student Data during		*TPRI/TEJAS LEE	
		*Fluency Checks *SLOs		CLC	Masters levels on	,	
		*TPRI/ TEJAS LEE		*Walkthroughs	STAAR		
		*CIRCLE		*Data Walls			
		*TEXAS KEA					
Action Steps							
Establish priorites based on obtained data and ider							
Use program systems to provide effective feedback Provide reliable resources to ensure student succe		SHOT					
Tovide reliable resources to ensure student succe	-					Formative/	Title (Coherel wide, Common est
	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
Strategy 3					4.01 1 11	*Formative	*Comprehensive Needs
	*Principal	*District Curriculum	*Aug. 2020	*Campus Review Sessions (CRS)	*Closing the	TOTHACIVE	L.
vide technology purces to facilitate reading	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports	achievement gap	assessments	Assessment
vide technology vurces to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math	*Oct. 2020 *Nov. 2020	*DMAC data reports *Campus Performance Reviews	achievement gap among student groups	assessments *CBAs	*Reform Strategies- a,b,c
vide technology vurces to facilitate reading elopment and	*AP's	*Istation Reading *Imagine Math *Galaxy	*Oct. 2020 *Nov. 2020 *Jan. 2021	*DMAC data reports *Campus Performance Reviews (CPR)	achievement gap among student groups *Increase academic	assessments *CBAs *Benchmarks	*Reform Strategies- a,b,c *Teacher Decision Making
vide technology vurces to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports	achievement gap among student groups *Increase academic performance of all	assessments *CBAs *Benchmarks *STAAR	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
vide technology vurces to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback	achievement gap among student groups *Increase academic performance of all student groups in all	assessments *CBAs *Benchmarks *STAAR *TELPAS	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance
vide technology vurces to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II)	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Waik-through feedback *Lesson Plans	achievement gap among student groups "Increase academic performance of all student groups in all BM *STAAR	assessments *CBAs *Benchmarks *STAAR	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing
vide technology vurces to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) +Fluency Checks *SLOs	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring	achievement gap among student groups "Increase academic performance of all student groups in all BM *STAAR Lested subjects	assessments *CBAs *Benchmarks *STAAR *TELPAS	*Reform Strategies- a, b, c *Teacher Decision Making Regarding Assessments-a,b, c *Effective & Timely -Assistance to students experiencing difficulty-a,b, c
wide technology ources to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *FIVIENCE E	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application	achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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, &
wide technology ources to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOS *TPRI/TEIAS LEE *CIRCLE	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	achievement gap among student groups "Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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
ovide technology ources to facilitate reading velopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM 1 & II) *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *CIRCLE *CIRCLE	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application	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	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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, &
Strategy 3 ovide technology sources to facilitate reading velopment and ferentiate student learning	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOS *TPRI/TEIAS LEE *CIRCLE	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	achievement gap among student groups "Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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
ovide technology sources to facilitate reading velopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM 1 & II) *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *CIRCLE *CIRCLE	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	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	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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
ovide technology ources to facilitate reading velopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM 1 & II) *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *CIRCLE *CIRCLE	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	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	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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
vide technology urces to facilitate reading elopment and	*AP's *CLL	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM 1 & II) *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *CIRCLE *CIRCLE	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	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	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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
ide technology irces to facilitate reading lopment and entiate student learning	*AP's *CLL *Teachers	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA *MyOn	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	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	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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
de technology rces to facilitate reading opment and entiate student learning Action Steps	*AP's *CLL *Teachers fath. Galaxy, Summit K12, and myOn) to fa	*Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOS *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA *MyOn scilitate reading development for student g	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math,	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	assessments *CBAs *Benchmarks *STAAR *TELPAS	*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

2020-2021 Garza-Peña Elementary Goals Goal 3: Improve safety, Public Support, Culture and Climate

ioal Area: 3	Improve Safety, Public Support, Cult	ture and Climate					
nual Goal 1:	The schools's positive culture and cl	limate will increase 10% based on teachers and st	aff perception of staff-student rela	tionships.			
jective 1:	Teachers and staff will participate in	n Social Emotional Learning professional developn	nent and implement strategies to in	ncrease staff-student relationships.			
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative_Assessment	Title-I School- wide Component
00% of teachers and staff		*District SEL Activities		*Lesson Plans *SEL	*Positive students	*Classroom	*Comprehensive Needs
Il participate in Social	*Principal *AP's	and Videos	*Aug. 2020 *Oct. 2020	Activities with students	engagement	observation	Assessment
iotional Learning	*CLL	*District PP -Counselor	*Nov. 2020	*OLE-Support safe and engaged	*Inclusive community	*Walkthroughs	*Reform Strategies- a,b,c
ofessional development	*Teachers	Presentation to Staff	*Jan. 2021	interactions and routines and	*Diversity learning	*Student	*Teacher Decision Making
I implement strategies to	*Counselor	*SEL Modules	*March 2021	classroom design	*Learner variability-	interactions with	Regarding Assessments-a,b,c
rease staff-student		*HR Resources *SEL	*April 2021	* Promote appropriate culturally	welcomed responses	peers and staff	*Effective & Timely -Assistance
ationships.		Wraparound Specialist	*June 2021	relevant strategies			to students experiencing
		*LPC *LSSP		*Conflict-resolution and expression			difficulty-a,b,c
				of emotions strategies			*Integration of Fed., State, &
				*High expectations			Local Services, Programs and
							Funds- a,b,c
Action Steps All staff will receive training via Hoonuit platform	n on SEL.						
All students will participate in guided lessons on to Staff will ensure that all safety procedures and pr	SEL.						
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
chers and staff will	*Principal	*District SEL Activities	*Aug. 2020	*Lesson Plans *SEL	*Positive students	*Classroom	*Comprehensive Needs
lement SEL lessons in	*AP's	and Videos	*Oct. 2020	Activities with students	engagement	observation	Assessment
r classroom to improve teacher/student	*CLL	*District PP -Counselor	*Nov. 2020	*OLE-Support safe and engaged	*Inclusive community	*Walkthroughs	*Reform Strategies- a,b,c
tionships.	*Teachers	Presentation to Staff	*Jan. 2021	interactions and routines and classroom design	*Diversity learning	*Students interactions with peers	
	*Counselor	*SEL Modules	*March 2021	* Promote appropriate culturally	*Learner variability- welcomed responses	and staff	*Effective & Timely -Assistance
		*HR Resources *SEL	*April 2021				
		Wraparound Specialist	*June 2021	relevant strategies	*Social and emotiona		to students experiencing
		*LPC *LSSP		*Conflict-resolution and expression	growth		difficulty-a,b,c
				of emotions strategies *High expectations			*Integration of Fed., State, & Local Services, Programs and
				righ expectations			Funds- a,b,c
Action Steps							
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson	ns on SEL.						
eachers and Counselor will deliver SEL lessons p cudents will actively participate in guided lesson (aff will ensure that all safety procedures and pr	ns on SEL. rotocols are followed.	Page	T	Euidanca of Ironiamontation	and and a second se	Formative/	Title Listenal wide Component
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr Strategy 3	ns on SEL. rotocols are followed. Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson faff will ensure that all safety procedures and pr Strategy 3 lents will practice SEL	ns on SEL. rotocols are followed. Persons Responsible/Title *Principal	*District SEL Activities	*Aug. 2020	*Certification of SEL Modules	*Positive students	*Classroom	*Comprehensive Needs
eachers and Counselor will deliver SEL lessons p udents will actively participate in guided lesson aff will ensure that all safety procedures and pr <u>Stretegy</u> @ ents will practice SEL social skills throughout	ns on SEL. rotocols are followed. Persons Responsible/Title * Principal * AP's	*District SEL Activities and Videos	*Aug. 2020 *Oct. 2020	*Certification of SEL Modules *Lesson Plans *SEL	*Positive students engagement	*Classroom observation	*Comprehensive Needs Assessment
eachers and Counselor will deliver SEL lessons p udents will actively participate in guided lesson aff will ensure that all safety procedures and pr <u>Stretegy</u> @ ents will practice SEL social skills throughout	ns on SEL. rotocols are followed. Persons Responsible/Title *Principal *AP's *CLL	*District SEL Activities and Videos *District PP -Counselor	*Aug. 2020 *Oct. 2020 *Nov. 2020	*Certification of SEL Modules *Lesson Plans *SEL Activities with students	*Positive students engagement *Inclusive community	*Classroom observation *Walkthroughs	*Comprehensive Needs Assessment *Reform Strategies- a,b,c
eachers and Counselor will deliver SEL lessons p udents will actively participate in guided lesson aff will ensure that all safety procedures and pr <u>Stretegy</u> @ ents will practice SEL social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged	* Positive students engagement * Inclusive community * Diversity learning	*Classroom observation *Walkthroughs *Student	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making
eachers and Counselor will deliver SEL lessons p udents will actively participate in guided lesson aff will ensure that all safety procedures and pr <u>Strategy 3</u> lents will practice SEL social skills throughout	ns on SEL. rotocols are followed. Persons Responsible/Title *Principal *AP's *CLL	*District SEL Activities and Videos *District PP-Counselor Presentation to Staff *SEL Modules	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and	*Positive students engagement *Inclusive community *Diversity learning *Learner variability-	*Classroom observation *Walkthroughs *Student interaction with	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr <u>Strategy 3</u> lents will practice SEL social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design	* Positive students engagement * Inclusive community * Diversity learning * Learner variability- welcomed responses	*Classroom observation *Walkthroughs *Student	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr <u>Strategy 3</u> lents will practice SEL social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP-Counselor Presentation to Staff *SEL Modules	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally	*Positive students engagement *Inclusive community *Diversity learning *Learner variability-	*Classroom observation *Walkthroughs *Student interaction with	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr Stratesy 3 fents will practice SEL social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing
eachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr <u>Strategy 3</u> lents will practice SEL social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
reachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr Strategy 3 dents will practice SEL I social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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, &
Teachers and Counselor will deliver SEL lessons p Students will actively participate in guided lesson Staff will ensure that all safety procedures and pr Strategy 3 Idents will practice SEL d social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
Teachers and Counselor will deliver SEL lessons p Students will actively participate in guided lesson Staff will ensure that all safety procedures and pr Strategy 3 udents will practice SEL d social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
Teachers and Counselor will deliver SEL lessons p Students will actively participate in guided lesson Staff will ensure that all safety procedures and p	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
Teachers and Counselor will deliver SEL lessons p Students will actively participate in guided lesson Staff will ensure that all safety procedures and pr Strategy 3 dents will practice SEL 4 social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
reachers and Counselor will deliver SEL lessons p tudents will actively participate in guided lesson taff will ensure that all safety procedures and pr Strategy 3 dents will practice SEL I social skills throughout	ns on SEL rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * CLL * Teachers	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
achers and Counselor will deliver SEL lessons p udents will actively participate in guided lesson aff will ensure that all safety procedures and pr <u>stratey 3</u> ents will practice SEL tocial skills throughout ay. Action Steps	ns on SEL. rotocols are followed. Persons Responsible/Title * Principal * AP's * CLL * Teachers * Counselor	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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
achers and Counselor will deliver SEL lessons p idents will actively participate in guided lesson ff will ensure that all safety procedures and pr <u>Strategy</u> 3 nts will practice SEL ocial skills throughout	ns on SEL. rotocols are followed. Persons Responsible/Title * AP's * CLL * Teachers * Counselor * Counselor	*District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies	* Positive students engagement * Inclusive community * Diversity learning *Learner variability- welcomed responses * Social and emotional	*Classroom observation *Walkthroughs *Student interaction with	*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

2020-2021 Garza-Peña Elementary Goals Goal 3: Improve safety, Public Support, Culture and Climate

oal Area: 3		nprove Safety, Public Support, Culture and Climate he students' perception for their physical and psychological school safety will improve by June 2021.								
nnual Goal 2:		17 17 0	, , ,							
ojective 1:	The school will implement saf	fety and violence prevention protocols th	at will increase school safety by .	June 2021.		Formation /				
Strategy 1	Persons Re	sponsible/Title Resources		Timeline Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			
ain all students and staff embers on COVID 19 safety	*Principal *AP's	*District Safety Procedures Videos	*Aug. 2020 *Oct. 2020	*Screener for COVID19 *Signs Posted Seating	*Mininmal to no cases *High Attendance	*Observation of staff wearing	*Comprehensive Needs Assessment			
ocedures	*CLL *Teachers	*Hoonuit Modules *TEA Guidelines	*Nov. 2020 *Jan. 2021	*Arrangement of Classroom *Setup Modified Procedures	*Open Campus *Low Anxiety Level	appropriate coverings	*Reform Strategies- a,b,c *Teacher Decision Making			
	*Nurse	*CDC Guidelines	*March 2021	*Social Distances	· · · · · · · · · · · · · · · · · · ·	*Unannounced	Regarding Assessments-a,b,c			
	*Counselor		*April 2021 *June 2021			Classroom Visits	*Effective & Timely -Assistance			
			-Julie 2021				to students experiencing difficulty-a,b,c			
							*Integration of Fed., State, &			
							Local Services, Programs and Funds- a,b,c			
							10103-0,0,0			
Action Steps Teachers will receive training via Hoo	nuit on COVID 19 safety procedures and	protocols.								
0	in a guided lesson on COVID 19 safety pr									
	e displayed and enforced throughtout th									
Staff will monitor to ensure that all sa	afety procedures and protocols are being	followed.				Formative/				
Strategy 2	Persons Re	sponsible/Title Resources		Timeline Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component			
in selective staff in (CPI)	*Principal	*Counselor Lessons	*Aug. 2020	*Individual Behavioral Plans	*Minimal classroom	*Zero Injury	*Comprehensive Needs			
escalation and restorative ctices	*AP's *Counselor	and Protocols *Behavior Plans	*Oct. 2020 *Nov. 2020	*Incentive for Appropriate Behavior	disruptions *Growth in student	Reports *Minimal	Assessment *Reform Strategies- a,b,c			
ciices	*CLL	*Tropical Behavior	*Jan. 2021	*Classroom Job Incentive	behavior	Referrals	*Teacher Decision Making			
	*Teachers	Center	*March 2021	(intervention)	*Increase of Academic	*Observation of	Regarding Assessments-a,b,c			
	*Behavior Specialist	*Conferences with Parents	*April 2021 *June 2021	*Evacuation Classroom Procedures	Achievement *Students without	Mininmal disruptions in	*Effective & Timely -Assistance to students experiencing			
		Palents	-Julie 2021	Procedures	Injury	Classroom	difficulty-a,b,c			
					*Positive Social		*Integration of Fed., State, &			
					Behavior *Make responsible decisions		Local Services, Programs and Funds- a,b,c			
					responsible decisions		10103-0,0,0			
Action Steps Selected personnel will attend district	t CPI training									
	ck training to make sure that all procedu	res are carried out.								
Implement CPI and document when r	necessary.									
Strategy 3	Persons Re	sponsible/Title Resources		Timeline Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component			
ning for All Staff on	*Principal	*District PP -Counselor	*Aug. 2020	*Certificate of Modules *No	*Zero Reports	*Classroom	*Comprehensive Needs			
ual abuse and neglect,	*AP's	Presentation to Staff	*Oct. 2020	bullying Signs *Positive Interaction	*Positive School	observation	Assessment			
ying, suicide,trama, and	*Counselor *LSSP	*SEL Modules *HR	*Nov. 2020	between teacher and students	Climate *Informed	*Walkthroughs	*Reform Strategies- a,b,c			
(Social Emotional rning).	*LSSP *LPC	Resources *Hoonuit SEL *Counselor PD on	*Jan. 2021 *March 2021	*Positive interaction between student to students	Staff *High students engagement		*Teacher Decision Making Regarding Assessments-a,b,c			
	*Wrap Around	Sexual Harrasment,	*April 2021				*Effective & Timely -Assistance			
	Specialists	bullying.	*June 2021				to students experiencing difficulty-a,b,c			
							difficulty-a,b,c *Integration of Fed., State, &			
							Local Services, Programs and			
							Funds- a,b,c			
Action Stop										
Action Steps I staff will attend PD via Hoonuit on	sexual abuse and neglect, bullying, suici	ide, trama, SEL.								

2020-2021 Garza-Peña Elementary Goals Goal 3: Improve safety, Public Support, Culture and Climate

bal Area: 3	Improve Safety, Public Support, Culture and Cli						
ual Goal3:	Family involvement and interaction with their of		2021.				
jective 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
achers and staff will use	*Principal	*School FB	*Aug.2020	*Weekly attendance report	*Parent	*Increased	*Comprehensive Needs
proved platforms to communicate with parents and	*AP's	*Google Classroom	*Oct. 2020	*Weekly Contact Parent Log	communication 100%	parent satisfaction	Assessment
dress their questions and needs.	*CLL	*ClassDojo	*Nov. 2020	*Google Classroom Posts	*Increase Student participation on Google	*Improved staff morale	*Reform Strategies- a,b,c
	*Teachers	*Email	*Jan. 2021	*CassDojo Announcements	Classroom	*Increased students	*Teacher Decision Making Regarding Assessments-a,b,c
	*Counselor	*Phone call	*March 2021	*Email Logs	*Decrease in miscomunication on assignments	participation	*Effective & Timely -Assistance to students experiencing difficu
	Couriseion			· Email Logs	*Less incomplete	i ·	a h c
		*School Messenger	*April 2021		assignments		*Integration of Fed., State, & Local Services, Programs and Fur
			*June 2021		*Positive partnership between parents and		a,b,c
					staff member		4,5,5
					stan member		
Action Steps							
Notices and messages will be sent out on a timelymanne Parent educator will reach out to parents to invite them							
A mass message will be sent out via Messanger to reach							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
	40.1.1.1	** 1 150 ** 1			40 UL 0	de la companya de la	
nts will be invited to	*Principal	*School FB *Google	*Aug.2020	*Sign in Sheet for attendees	*Positive Parent	*High	*Comprehensive Needs
nd social events sponsored by the school	*AP's	Classroom *ClassDojo	*Oct.2020	*High participation in social events	involvement in social events *Student	participation by parents and studer	Its Assessment
	*CLL	*Email	*Nov. 2020		participation in special events	*High participation by students	*Reform Strategies- a,b,c
	*Teachers	*Phone calls *Parent notes	*Jan. 2021				*Teacher Decision Making Regarding Assessments-a,b,c
	*Counselor		*March 2021				*Effective & Timely -Assistance to students experiencing diffice
			*April 2021				a,b,c
			*June 2021				*Integration of Fed., State, & Local Services, Programs and Fu
							a,b,c
Action Steps							
lotices and messages will be sent out on a timelymanne arent educator will reach out to parents to invite them							
mass message will be sent out via Messanger to reach							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
nts will be invited to	*Principal	*School FB	*Aug.2020	*Sign in Sheet for attendees	*HighParent	*High	*Comprehensive Needs
nd meetings and trainings provided by the school and	*AP's	*Email	*Oct.2020	* High participation in upcoming school and district trainings	involvement *Learning Opportunites	participation by parents and studer	
rict.	*CLL	*Phone call via messenger	*Nov. 2020	5 , Francisco	*Informed parents	*High participation by students	*Reform Strategies- a,b,c
		*ClassDojo *Flyers			Informed parents	and participation by students	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
	*Teachers	ciassojo riveis	*Jan.2021			1	*Effective & Timely -Assistance to students experiencing diffic
	*Counselor		*March 2021				
			*April 2021			1	a,b,c
			*June 2021			1	*Integration of Fed., State, & Local Services, Programs and Fu
						1	a,b,c
						1	
						1	
						1	
			1			1	
Acrion Steps							
tices and messages will be sent out on a timely manne							
	to school meetings and trainings.						

2020-2021 Garza-Peña Elementary Goals Goal 4: Increase Staff Quality, Recruitment, and Retention

al Area: 4	Increase Staff Quality, Recruitment and Rete	ention					
nual Goal:		ing lessons maximizing at least 95% of the instruct	onal time.				
ective:		uality, engaging lessons, and technology to increas					
come.						Formative/	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
achers will use research	*Principal	*District Curriculum	*Aug.2020	*Campus Review Sessions (CRS)	*Closing the achievement	*Weekly	*Comprehensive Needs
d strategies in their daily lesson to increase student	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports	gap among student groups	Assessments	Assessment
gement	*CLL	*Imagine Math	*Nov.2020	*Campus Performance Reviews (CPR)	*Increase academic performance of all student groups	*CBA I	*Reform Strategies- a,b,c
	*Teachers	*ThinkCentral	*Jan. 2021	*Progress Monitoring Reports	in all BM	*BM I & II	*Teacher Decision Making Regarding Assessments-a,b,c
	*Counselor	*EduSmart *CIF	*March 2021	*Walk-through feedback	*STAAR tested subjects	*STAAR	*Effective & Timely -Assistance to students experiencing diffi
		*Google Classroom	*April 2021	*LPAC notes	*Fluency Growth in all student groups	*TELPAS	a,b,c
		*Google Meets	*June 2021	*Lesson Plans	*More classroom participation	*District *Fluency Checks *Google	*Integration of Fed., State, & Local Services, Programs
		*Poll		*Language Acquisition Monitoring Application		Form	Funds- a,b,c
		*Quizs		*Fluency Check Running Record			
		*Games		*McRel			
		*Galaxy		*Reports from programs			
		*Summit K12					
Action Steps							
achers will attend research based professional deve							
eachers will turn around PD attended to other teacher eachers will implement what was learned in their pro							
eachers will participate in classroom visitations within		•					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
walk-through data to	*Principal	* McRel Rubric	*Aug.2020	*Campus Review Sessions (CRS)	*Closing the achievement	*Weekly	*Comprehensive Needs
tor and support teacher effectiveness	*AP's	*Walkthrough District Form	*Oct. 2020	*DMAC data reports	gap among student groups	Assessments	Assessment
	*CLL	*Coaching Cyle	*Nov.2020	*Campus Performance Reviews (CPR)	*Increase academic performance of all student groups	*CBA I	*Reform Strategies- a,b,c
	*Teachers	*NTC Tools	*Jan. 2021	*Progress Monitoring Reports	in all BM	*BMT&II	*Teacher Decision Making Regarding Assessments-a,b,c
	reactions	*PD Goals	*March 2021	*Walk-through feedback	*STAAR tested subjects	*STAAR	*Effective & Timely -Assistance to students experiencing diff
		*TCLCs	*April 2021	*LPAC notes	*Fluency Growth in all student groups participation	*TELPAS	a.b.c
		*Roadmap	*June 2021	*Lesson Plans	*Completion of PD Goals	*District *Fluency Checks	*Integration of Fed., State, & Local Services, Programs
		*SLO's	30102021	*Language Acquisition Monitoring Application		*Summartive Evaluation	Funds- a,b,c
				*Fluency Check Running Record			
Action Steps lata obtained from walk-throughs will be utilized to ta	arget areas of growth for teachers.						
ot and Cold Feedback will be provided for all teacher nplementation will be monitored weekly.							
	Persons Responsible/Title		Timeline			Formative/ Summative Assessment	Title-I School- wide Component
Ctrate m. 2		Resources		Evidence of Implementation	Evidence of Impact		
Strategy 3				*Campus Review Sessions (CRS)	*Closing the achievement	*Weekly	*Comprehensive Needs
achers will incorporate	*Principal	*District Curriculum	*Aug.2020		0		Assessment
achers will incorporate sology into their lessons to optimize student	*Principal *AP's	*District Curriculum *Istation Reading	*Aug.2020 *Oct.2020	*DMAC data reports	gap among student groups	Assessments	Assessment
achers will incorporate nology into their lessons to optimize student	*AP's *CLL		*Oct. 2020 *Nov. 2020	*DMAC data reports *Campus Performance Reviews (CPR)	gap among student groups *Increase academic performance of all student groups	*CBA I	*Reform Strategies- a,b,c
achers will incorporate ology into their lessons to optimize student	*AP's	*Istation Reading	*Oct. 2020	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports	gap among student groups *Increase academic performance of all student groups in all BM	*CBA I *BM I & II	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c
achers will incorporate ology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback	gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	*CBA I *BM I & II *STAAR	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff
achers will incorporate ology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes	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	*CBA I *BM I & II *STAAR *TELPAS	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c
achers will incorporate sology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans	gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects	*CBA I *BM I & II *STAAR *TELPAS *District *Fluency Check	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
achers will incorporate nology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BM I & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c
achers will incorporate nology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
achers will incorporate nology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizzlet *Quizz	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BM I & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
achers will incorporate nology into their lessons to optimize student	*AP's *CLL	* Istation Reading * Imagine Math * Google Classroom * Interactive Board * Google Meets * Quizzlet * Quizzlet * Quizs * Games * Prodigy * Edusmart * Mackinvia	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
eachers will incorporate nology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizz *Games *Prodigy *Edusmart *Mackinvia *TECH Camps	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
Strategy 3 eachers will incorporate inology into their lessons to optimize student evement	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizs *Games *Prodigy *Edusmart *Mackinvia *TECH Camps *CITTrainings	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
eachers will incorporate anology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizz *Games *Prodigy *Edusmart *Mackinvia *TECH Camps	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
eachers will incorporate nology into their lessons to optimize student	*AP's *CLL	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizs *Games *Prodigy *Edusmart *Mackinvia *TECH Camps *CITTrainings	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
achers will incorporate ology into their lessons to optimize student vement Action Steps	*AP's *CLL *Teachers	*Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizzlet *Quizs *Games *Prodigy *Edusmart *Mackinvia *TECH Camps *CITTrainings	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing diff a,b,c *Integration of Fed., State, & Local Services, Programs
hers will incorporate logy into their lessons to optimize student rment	*AP's *CLL *Teachers nt to improve their use of technology.	 Istation Reading Imagine Math Google Classroom Interactive Board Google Meets Quizzlet Quizz Games Prodigy Edusmart *Mackinvia TECH Camps CIT Trainings Hoonuit Trainings 	*Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	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	*CBA I *BMI & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math	*Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing dif a,b,c *Integration of Fed., State, & Local Services, Programs

2020-2021 Garza-Peña Elementary Goals Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4							
	Increase Staff Quality, Recruitment and						
ual Goal:	Staff will use the evaluation systems to						
iective:	Staff will develop the skills in teacher e	valuators needed to complete fair,	, valid teacher evaluations	through calibration and assessment.		- /	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implen	nentation Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Iministration and teachers Il receive training on the	*Principal *AP's	*McRel Training *TxCee Online Orientaion	*Aug. 2020 *Oct. 2020	*McRel- Teacher Self Assessment *PD Goals *BOY	*Growth in PD Goals *Teacher Growth	*Teacher announced and	*Comprehensive Needs Assessment
aluation process	*CLL *Teachers	*Callibration Certification *3 Hour MCRel Orientation for new teachers *CLL MCRel Roll Out *Walk-through Forms	*Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	Goals Conference *MOY Progress Conference *EOY Summative Evaluation *Observation Cycle *Walk-throughs	*Progress/Completion of PD Goals *SLO's *Teacher Effectiveness Ratings	unnouced observation *Mid Year Conference *Summative Conference	*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
	elopment on the correct evaluation process.						Funds- a,b,c
	elop effective SLO's for their students. rned during the evaluation process and SLO's in t	their own classroom					
Implementation will be monitored and	· · ·	Their Own classicorn.					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implen	nentation Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
pport the professional	*Principal	*McRel Training	*Aug. 2020	*Pre Conference Form	*Teacher	*Student	*Comprehensive Needs
wth of campus teachers	*AP's	*Observation Cycle	*Oct. 2020	*Observation Form *Post	implementation of	engagement	Assessment
monitoring, evaluating, d providing feedback.	*CLL *Teachers	*NTC Tools *Collaborative Learning	*Nov. 2020 *Jan. 2021	Conference Form *Teacher Inter- visitation Form	newly aquired feedback *Teacher	*Follow through of feedback	*Reform Strategies- a,b,c *Teacher Decision Making
a providing recuback.		Walks "Walk throughs *Peer observations *TCLCs	*March 2021 *April 2021 *June 2021	*Walkthrough Online Form *Peer Schedule Template	participation Participation *Incorporating vertically aligned strategies	*Classroom visit	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
	be reviewed and analyzed to guide growth for a	ll teachers.					
Data obtained from walk-throughs will Hot and Cold feedback will be provided	d to teachers to improve practice.						
) Data obtained from walk-throughs will) Hot and Cold feedback will be provided			Timeline	Evidence of Implen	nentation Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
) Data obtained from walk-throughs will) Hot and Cold feedback will be providec) Action plan will be developed and mon	d to teachers to improve practice. nitored carefully to make sure that proper impler	ntation is being utilized.	Timeline *Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	Evidence of Implen *PD Sign In *Data Collected through walkthroughs	nentation Evidence of Impact *Teacher implementation of newly aquired PD *Teacher participation *Student engagement		Title-I School- wide Component *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
Data obtained from walk-throughs will Hot and Cold feedback will be provided Action plan will be developed and mon Strategy 3 e data collected to provide fessional development to wide growth opportunities all staff for means of ention. Action Steps	d to teachers to improve practice. nitored carefully to make sure that proper impler Persons Responsible/Title *Principal *AP's *CLL *Teachers	ntation is being utilized. Resources *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	*PD Sign In *Data	*Teacher implementation of newly aquired PD *Teacher participation	Summative Assessment *Classroom Observation *Classroom walkthrough *Teacher	*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
Data obtained from walk-throughs will Hot and Cold feedback will be provided Action plan will be developed and mon Strategy 3 e data collected to provide fessional development to vide growth opportunities all staff for means of ention. Action Steps Jsing data collected teachers will be er	d to teachers to improve practice. nitored carefully to make sure that proper impler Persons Responsible/Title *Principal *AP's *CLL	ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations *PD for areas of concern to target growth areas.	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*PD Sign In *Data	*Teacher implementation of newly aquired PD *Teacher participation	Summative Assessment *Classroom Observation *Classroom walkthrough *Teacher	*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

2020-2021 Garza-Peña Elementary Goals Goal 4: Increase Staff Quality, Recruitment, and Retention

	Improve Safety, Public Support, Culture						
nual Goal3: jective:	All teachers will be certified to teach as	signed grade level by June 2021. Tach the assigned grade level by June 2021.					
jective:		ach the assigned grade level by June 2021.				Formative/	
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	Title-I School- wide Component
dual language including	*Principal	*State Bilingual	*Aug. 2020	*Bilingual Pairs	*Bilingual Pairs group	*Walkthroughs	*Comprehensive Needs
cial education teachers	*AP's	Certification	*Oct. 2020	*Bilingual Classrom Labels	work	*Observations	Assessment
e certified bilingual.	*CLL	*Dual Language District	*Nov. 2020	*Language of the Day Instruction	*Bilingual Classrom	*DL Department	*Reform Strategies- a,b,c
	*Teachers	Training	*Jan. 2021	*Bilingual resources	Labels	Observations	*Teacher Decision Making
		*Bilingual District	*March 2021	*Bilingual library books	*Students use		Regarding Assessments-a,b,c
		Department Resoures	*April 2021	*Display of student work in both	language of the Day		*Effective & Timely -Assistance
		*ELPS training	*June 2021	languages	*Students use		to students experiencing
		*Bilingual update			bilingual resources *Students have access		difficulty-a,b,c
		training *Centers training			to bilingual Library		*Integration of Fed., State, & Local Services, Programs and
		Centers training			to biningual cibrary		Funds- a,b,c
Action Steps							
	ducation teachers will be properly certified in bilin pertification is current by attending trainings and p						
	Persons Responsible/Title					Formative/	Title-I School- wide Component
Strategy 2		Resources	Timeline	Evidence of Implementation	Evidence of Impact	Summative Assessment	
ual language teachers	*Principal	*Dual Language District	*Aug. 2020	*Bilingual Pairs	*Bilingual Pairs group	*Walkthroughs	*Comprehensive Needs
receive required annual	*AP's	Update Training	*Oct. 2020	*Bilingual Classrom Labels	work	*Observations	Assessment
ing.	*CLL		*Nov. 2020	*Language of the Day Instruction	*Bilingual Classrom	*DL Department	*Reform Strategies- a,b,c
	*Teachers		*Jan. 2021	*Bilingual resources	Labels	Observations	*Teacher Decision Making
			*March 2021	*Bilingual library books	*Students use		Regarding Assessments-a,b,c
			*April 2021 *June 2021	*Display of student work in both languages	language of the Day *Students use		*Effective & Timely -Assistance to students experiencing
			June 2021	languages	bilingual resources		difficulty-a,b,c
					*Students have access		*Integration of Fed., State, &
					to bilingual Library		Local Services, Programs and
					0 ,		Funds- a,b,c
Action Steps Jal language teachers will attend the all mar	ndated professional development offered by our c	listrict.					
ual language teachers will attend the all man ual language teachers will be encouraged to		listrict.					
ual language teachers will attend the all man ual language teachers will be encouraged to	attend Region I professional development. attend State professional development.	listrict.				Formative/	
ual language teachers will attend the all man ual language teachers will be encouraged to	attend Region I professional development.	listrict. Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
al language teachers will attend the all mar ial language teachers will be encouraged to ial language teachers will be encouraged to Strategy 3	attend Region I professional development. attend State professional development. Persons Responsible/Title *Principal		Timeline *Aug. 2020	Evidence of Implementation *Interview process	Evidence of Impact *HR *Closing the		Title-I School- wide Component *Comprehensive Needs
Ial language teachers will attend the all mar Ial language teachers will be encouraged to Ial language teachers will be encouraged to Strategy 3 us will recruit certified	attend Region I professional development. attend State professional development. Persons Responsible/Title *Principal *AP's	Resources *New Teacher Job Fair *State Certification	*Aug. 2020 *Oct. 2020		*HR *Closing the achievement gap	Summative Assessment *Teahers knowledgeable in	*Comprehensive Needs Assessment
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ual language teachers will attend the all mar ual language teachers will be encouraged to ual language teachers will be encouraged to Strategy 3 ous will recruit certified	attend Region I professional development. attend State professional development. Persons Responsible/Title *Principal *AP's *CLL	Resources *New Teacher Job Fair *State Certification	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021	*Interview process	*HR *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR	Summative Assessment *Teahers knowledgeable in content grade level area *McRel Evaluation Process	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing
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Dual language teachers will attend the all mar Dual language teachers will be encouraged to Dual language teachers will be encouraged to Strategy 3 appus will recruit certified	attend Region I professional development. attend State professional development. Persons Responsible/Title *Principal *AP's *CLL	Resources *New Teacher Job Fair *State Certification	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Interview process	*HR *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation	Summative Assessment *Teahers knowledgeable in content grade level area *McRel Evaluation Process *Reference	*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
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al language teachers will attend the all mar al language teachers will be encouraged to al language teachers will be encouraged to Strategy 3 as will recruit certified	attend Region I professional development. attend State professional development. Persons Responsible/Title *Principal *AP's *CLL *Teachers	Resources *New Teacher Job Fair *State Certification	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021	*Interview process	*HR *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation	Summative Assessment *Teahers knowledgeable in content grade level area *McRel Evaluation Process *Reference	*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

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



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

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?	<u>√</u>	-	<u>I. 1-15</u>
Strategies for attracting highly qualified staff?	$\underline{}$	_	<u>VII. 1</u>
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?	<u>√</u>	-	<u>VII. 1</u>
Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass TAKS/SDAA?		-	<u>VII. 1-8</u>
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?	$\underline{}$	-	<u>V. 1</u>
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?	$\underline{\checkmark}$	-	<u>I. 15</u>
Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program?	$\underline{}$	-	<u>I. 1-15</u>
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 prog	<u>√</u> ram?	-	<u>I. 1-15</u>
A list of Local, State, and other federal programs that will be coordinated and integrated with the school wide program?	$\underline{}$	<u> </u>	ppendix B

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Garza-Peña Elementary INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



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

<u>v</u>	_	<u>I. 1-15</u>	
<u>n/a</u>	_		
<u>n/a</u>	_		
<u>√</u> <u>√</u>	_ _		
<u>√</u> <u>A</u> I	opend	<u>ices 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 College, Career and Military Readiness Graduation Rate	40	69	
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

Garza-Peña Elementary 2019-2020



TEXAS ACADEMIC PERFORMANCE REPORT 2019

Garza-Peña Elementary PROGRAMS LIST 2020-2021



	Grade Level Served Special Pop. Served																								
Programs that Support Student Achievement	Pre- Kinder	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Ed.	Recent Immigra nt	Bilingua I	Migrant	At-Risk	Eco. Disadva ntage	GT	PK Grant	SCE	Title I	Title II		Title III	GT	Special Ed.	Technol ogy	State Bilingua I	Local
IEP Inclusion		х	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		х	x	x	x	x	x		x	x	x	x	x			x	х								
Paraprofessionals to reinforce inst.	x	x	х	x				x	x	x	x	x	х		x	x	x								
Computer Assisted Instruction	x	х	х	x	х	х	х	x	x	x	x	x	х	x		х							x		x
Parental Involvement	x	х	x	x	x	x	x	x	x	x	x	x	x	x		x	x								
Technology in class	x	х	x	x	x	x	x	x	x	x	x	x	x	x			x						x		x
Music Teacher	x	х	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	х	x	x	x	x	х	x	x	x	x	x	x									x			
Choir	x	х	х	x	х	х	х	x	x	x	x	x	x	x											x
Chess Club				x	x	х	х	x	x	x	x	x	x	x							x				
Guitar Club					х	х	х	x	x	x	x	x	x	x											x
Destination Imagination		х	х	х	х	х	х							x							x				
Girls Scouts Club	x	х	х	х	х	х	х	x	x	x	x	x	x	x											
National Honor Society						х	х	x	x	x	x	x	x	х											
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				

Garza-Peña Elementary 2020-2021 CPOC COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

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

Garza-Peña Elementary 2020-2021 SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

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- 1st Grade Sonia Champion- 2nd Grade Diego Figueroa- 3rd Grade Lisa Ybarra-4th Grade Oscar Quintanilla- 5th Grade

Resource

Nancy Castillo

Parent San Juanita Olvera



PHARR-SAN JUAN-ALAMO

Independent School District GARZA-PEÑA ELEMENTARY

Judith Canales, Principal

	Garza Pena Elementary	
	Approval of CIP	
	October 9, 2020	
Grade/Title	Name	Signature
Principal	Judith Canales	allenge
Asst. Principal	Elda Barrios	Marton.
Counselor	Di Gabriel Camero	Dameno
PK Teacher	Melissa Garcia	nerigan
K Teacher	Angel Seawell	QC Shawen
1 st Teacher	Norma Quintanilla	Homa Quite
2 nd Teacher	Sonia Champion	Sert
3 rd Teacher	Diego Figueroa	Allen
4 th Teacher	Lisa Ybarra	Isbana
5 th Teacher	Oscar Quintanilla	O. f.
Instructional Coach	Monica Hernandez	Paron Lyenau
PE Coach	Maribel Guajardo	Mathala I guaray
Paraprofessional	Jose Luna	CHATTERS S
Secretary	Adriana Salazar	Allenasur
PEIMS Clerk	Casandra Reyes	Azla DR
Custodian	Jose Rodriguez	J- Dee
Parent	Marlen Garza	S II A

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

Garza-Peña Elementary 2020-2021 PROFESSIONAL DEVELOPMENT PLAN

Garza-Pena Elementary

	Profes	sional Developm	ent 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