PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



GARZA-PEÑA IMPROVEMENT PLAN 2024-2025

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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT GARZA-PEÑA ELEMENTARY

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.

2025 School Board of Education

Carlos G. Villegas Jr., *President* Diana Serna, *Vice-President* Yolanda Castillo, *Assistant Secretary-Treasurer* Dr. Cynthia A. Gutierrez, *Member* Jorge L. Zambrano, *Member* Jesus A. "Jesse" Zambrano, *Member*

District Leadership Team

Dr. Alejandro Elias, Interim Superintendent of Schools Ranulfo Marquez, Assistant Superintendent for Academics Rebecca Gonzales, Assistant Superintendent for Finance Dr. Rebeca Garza, Assistant Superintendent for Human Resources , Assistant Superintendent for School Operations Dr. Orlando Noyola, Assistant Superintendent for Student Services Dr. Lauro Davalos, Assistant Superintendent for Technology Dr. Nora Cantu, Executive Officer for Academics Dr. Linda Uribe-Treviño, Executive Officer for College & Career Readiness Dr. Susana Arredondo, Executive Officer for Elementary Schools Virna M. Bazan, Executive Officer for Elementary Schools Dr. Claudia Gonzalez, Executive Officer for Elementary Schools Dr. Iris Guajardo, Executive Officer for Secondary Schools

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT GARZA-PEÑA ELEMENTARY

Campus Site-Based Decision Committee Members 2024-2025

School Administration Professionals Jennifer Alvarez- PK Judith Canales, Principal Elda Barrios, Asst. Principal Angel Seawell - Kinder , Counselor Priscila Cardenas- 1st Grade Sonia Champion– 2nd Grade Monica Hernandez, CLL Alma Rivera– 3rd Grade Yurani Ramirez-4th Grade Oscar Quintanilla- 5th Grade **Para-Professional** Mia Jimenez Resource Carmen Noyola **Support Staff** Brianna Jimenez Parent

Community Member

Cynthia Sandoval

San Juanita Olvera

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT Garza Pena Elementary Executive Summary



Campus Improvement Plan: School Year 2023-2024

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 September 2023 is 571 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 94% with 9 (1.6%) migrant students. Approximately 10.2% of our student population receive special education services, while 2.1% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2.8% of our student population. The bilingual population is approximately 40.5% where most of the students' home language is Spanish. The attendance rate for the campus for 2023 was 90.8%. Most of our students live in the neighborhoods which encircle our campus. We currently have 74 students who transferred into Garza Pena from various zones.

Comprehensive Needs Assessment Summary: Garza Pena Elementary received an overall grade of 82 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, Garza Pena earned a 73, which shows how much students know and can do at the end of the school year. The School Progress domain, 80 in Domain 2 Part A and 82 in Domain 2 Part B for Garza Pena, shows how students perform over time and how that growth compares to similar schools. Garza Pena scored 82 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 fourteen Dual Language classrooms: 1 in P3, 1 in PK, 2 in Kinder, 2 in 1st and 2 in 2nd grade, 1 in 3rd grade, 3 in 4th grade, 2 in 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

<u>San Juanita Olvera</u> Parent

Principal Signature

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PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2024-2025 Strategic Planning Framework

| is prepared to participa | JA student ate, compete, and excel multi-generational prosperity. | | | | |
|--|--|--------------------------------|--|--|--|
| 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. | Our Vision & Mission | | | |
| Student performance | District and school climate | Our Goals | | | |
| Leadership Growth Effective Teaching & Learning | Family & Student Community Empowerment | Our Strategic directions | | | |
| Technology & (| Communication | Key enablers for '20-'21 | | | |
| Spirit of the PSJA Team | Spirit of the PSJA Team Spirit of the PSJA Student | | | | |
| One PS. | One PSJA Family | | | | |

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Roadmap to Success for Every Student: Strategic Priorities for 2024-2025 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.

PHARR-SANJUAN-ALAMO IN DEPENDENT SCHOOL DISTRICT 2024-2025 DISTRICT and BOARD GOALS



- Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2025.
 - <u>Goal Progress Measure 1.1:</u> The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2025. <u>Goal Progress Measure 1.2:</u> The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2025. <u>Goal Progress Measure 1.3:</u> The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2025. Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2025.
- Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2025.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2025.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2025.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2025.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2025.

- Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2025.
 - <u>Goal Progress Measure 3.1</u>: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2025. <u>Goal Progress Measure 3.2</u>: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2025. <u>Goal Progress Measure 3.3</u>: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2025.
 - Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2025.
- Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2025.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2025.

<u>Goal Progress Measure 4.2:</u> The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2025. <u>Goal Progress Measure 4.3:</u> The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2025.





School Profile

Campus Improvement Plan: School Year 2023-2024

Campus Name: Amanda Garza Pena Elementary

History

Garza-Peña Elementary opened its doors in San Juan, Texas in 1977 with an open space design. Mr. Gus Guerra was Superintendent of Schools in PSJA at the time and Mr. Heron Ramirez was the first principal. Throughout the years Garza-Peña Elementary was renovated with new additions to accommodate the growing population. In 2015, the old campus was demolished and rebuilt. The new state of the art facility is currently located at 500 E. FM 495 in San Juan, Texas. Garza Pena Elementary serves students from all over the tri-city area.

Enrollment

All Students: 571 Eco Dis: 94% LEP: 40.5% Sped: 10.2% Migrant: 1.6% GT: 2.8%

Highlights

Garza Pena Elementary is a one-way dual language school, providing Spanish enrichment to English Proficient (EP) to all kindergarten through fifth grade students. Garza Pena Elementary is currently participating in a School Community Partnership Early Childhood grant that provides play-based learning to our PK3 & PK4 students. The school is also participating with UTRGV in the STEPS grant, where students learn how to eat healthy and live a healthy life.

Garza Pena Elementary School is a T.E.A. Recognized School, receiving a final grade of 82% (B rating) on the 2021-2022 state assessments. The school also received 1 out of 6 distinctions for Top 25% in Academic Growth.

Indith Canales

Principal Signature

State Accountability

2023-2024

| Domain 1 | Domain 2 | Domain 2 | Domain 3 | Overall |
|-------------|-----------------|----------------|-------------|---------|
| Student | Part A | Part B | Closing | |
| Achievement | Academic Growth | Relative Perf. | Performance | |
| 75 | 85 | 84 | 90 | 87 |

2024-2025 Garza-Peña Goals



| 3 rd Grade Reading | | | | | | |
|-------------------------------|--|--|---------------|--|--|--|
| | % of Students Passing State Assessment | % of Students Passing State Assessment | Goal | | | |
| | TARGET: 60 | TARGET: 60 | TARGET: 60 | | | |
| | 2023 | 2024 | 2025 | | | |
| Approaches | 70 | 66 | 76 | | | |
| Meets | 49 | 37 | 47 | | | |
| Masters | 14 | 14 | 25 | | | |

4th Grade Reading

| | % of Students Passing State Assessment | % of Students Passing State Assessment | Goal |
|------------|---|---|---------------|
| | TARGET: 60 | TARGET: 60 | TARGET: 60 |
| | 2023 | 2024 | 2025 |
| Approaches | 70 | 77 | 87 |
| Meets | 43 | 44 | 54 |
| Masters | 17 | 22 | 32 |

5th Grade Reading

| | % of Students Passing State Assessment | % of Students Passing State Assessment | Goal |
|------------|--|---|---------------|
| | TARGET: 60 | TARGET: 60 | TARGET: 60 |
| | 2023 | 2024 | 2025 |
| Approaches | 82 | 81 | 91 |
| Meets | 56 | 57 | 67 |
| Masters | 30 | 38 | 48 |

2024-2025 Garza-Peña Goals



3rd Grade Mathematics

| | % of Students Passing State Assessment TARGET: 60 | % of Students Passing State Assessment TARGET: 60 | Goal TARGET: 60 |
|------------|---|---|--------------------|
| | 2023 | 2024 | 2025 |
| Approaches | 65 | 75 | 85 |
| Meets | 32 | 36 | 46 |
| Masters | 9 | 11 | 21 |

4th Grade Mathematics

| | % of Students Passing State Assessment | % of Students Passing State | Goal |
|------------|---|---|---------------|
| | TARGET: 60 | Assessment TARGET: 60 | TARGET: 60 |
| | 2023 | 2024 | 2025 |
| Approaches | 58 | 67 | 77 |
| Meets | 39 | 44 | 54 |
| Masters | 16 | 19 | 29 |
| | | | |

5th Grade Mathematics

| | % of Students Passing State Assessment TARGET: 60 | % of Students Passing State Assessment <i>TARGET: 60</i> | Goal TARGET: 60 |
|------------|---|---|-----------------------|
| | 2023 | 2024 | 2025 |
| Approaches | 88 | 85 | 95 |
| Meets | 52 | 51 | 61 |
| Masters | 16 | 20 | 30 |

2024-2025 Garza-Peña Goals



READY.CONNECTED.COMPLETE

| 5 th Gra | ade Scienc | e |
|---------------------|---------------------------------------|------|
| % of Students | % of Students Passing State | Goal |

| | Students Passing State Assessment | Passing State Assessment | |
|------------|---|-----------------------------|------------|
| | TARGET: 60 | TARGET: 60 | TARGET: 60 |
| | 2023 | 2024 | 2025 |
| Approaches | 65 | 62 | 72 |
| Meets | 33 | 38 | 48 |
| Masters | 14 | 16 | 26 |



Data Resources Reviewed

- 1. 2024 STAAR Performance Reports
- 2. 2021-22 Attendance
- 3. Discipline Referrals
- 4. PEIMS Demographics
- 5. Walk-through Data
- 6. Parental Involvement Data
- 7. T-Tess Teacher Evaluations
- 8. Professional Development Plan
- 9. Teacher Certifications
- 10. TELPAS Scores
- 11. Technology Inventories

Closing the Gaps Status: Additional Targeted Support

| Academic Achievemen | t | | | | | | | | | | | |
|---|--|-----------------------------|----------------------|-------------------------|---|------------------------|----------------------|----------------------|-------------|--|--|--|
| STAAR Performance St | tatus (Percentage at I | Meets Grade Level o | r Above) | | | | | | | | | |
| | | _ | | | Reading | | | | | | | |
| | Test Count | Met Min Size | Actual | Interim Target | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points | | | |
| All Students | 248 | Y | 48 | 46 | 55 | 73 | 220 | 40 | 3 | | | |
| High Focus | 237 | Y | 46 | 37 | 48 | 69 | 214 | 39 | 3 | | | |
| Lowest Performing | | _ | _ | | | | _ | - | _ | | | |
| Hispanic | 248 | Y | 48 | 39 | 49 | 70 | 217 | 39 | 3 | | | |
| | | _ | | | Math | | _ | | | | | |
| All Students | 248 | Y | 45 | 49 | 58 | 75 | 220 | 31 | 2 | | | |
| High Focus | 237 | Y | 43 | 42 | 52 | 71 | 214 | 30 | 3 | | | |
| Lowest Performing | _ | _ | _ | _ | | | - | - | _ | | | |
| Hispanic | 248 | Y | 45 | 44 | 53 | 72 | 217 | 30 | 3 | | | |
| | | A | cademic Ach | ievement Total = Points | Earned / Points Possible | = 17/24 = 70.8 | | | | | | |
| Academic Growth | | | | | | | | | | | | |
| STAAR Growth Status | STAAR Growth Status (Elementary and Middle Schools) | | | | | | | | | | | |
| | Elementary and mild | ule actions) | | | | | | | | | | |
| | clementary and mild | ule schools) | | | Reading | | | | | | | |
| | Test Count | Met Min Size | Actual | Interim Target | Reading Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points | | | |
| All Students | | | Actual 67 | Interim Target 72 | | Long Term Target 95 | PY Test Count 48 | PY Actual 94 | Points 0 | | | |
| All Students High Focus | Test Count | Met Min Size | | | Next Interim Target | | | | | | | |
| | Test Count 148 | Met Min Size Y | 67 | 72 | Next Interim Target 80 | 95 | 48 | 94 | 0 | | | |
| High Focus | Test Count 148 | Met Min Size Y | 67 | 72 | Next Interim Target 80 | 95 | 48 | 94 | 0 | | | |
| High Focus Lowest Performing | Test Count 148 143 | Met Min Size Y Y | 67 67 | 72 69 | Next Interim Target 80 78 | 95 95 | 48 45 | 94 93 | 0 | | | |
| High Focus Lowest Performing | Test Count 148 143 | Met Min Size Y Y | 67 67 | 72 69 | Next Interim Target 80 78 79 | 95 95 | 48 45 | 94 93 | 0 | | | |
| High Focus Lowest Performing Hispanic | Test Count 148 143 143 | Met Min Size Y Y Y | 67 67 67 | 72 69 71 | Next Interim Target 80 78 79 Math | 95 95 95 | 48 45 47 | 94 93 94 | 0 | | | |
| High Focus Lowest Performing Hispanic All Students | Test Count 148 143 143 148 148 148 | Met Min Size Y Y Y | 67 67 67 85 | 72 69 71 72 | Next Interim Target 80 78 79 Math 80 | 95 95 95 95 | 48 45 47 49 | 94 93 94 84 | 0 0 0 3 | | | |
| High Focus Lowest Performing Hispanic All Students High Focus | Test Count 148 143 143 148 148 148 | Met Min Size Y Y Y | 67 67 67 85 | 72 69 71 72 | Next Interim Target 80 78 79 Math 80 | 95 95 95 95 | 48 45 47 49 | 94 93 94 84 | 0 0 0 3 | | | |

Closing the Gaps Status: Additional Targeted Support

| Student Success | | | | | | | | | | |
|-------------------------|-----------------------|---------------------|-------------|------------------|-----------|---------------------------|-----------------------|---------------|--------------|--------|
| Student Achievement D | omain Score: STAAF | R Component Only | | | | | | | | |
| | Test Count | Met Min Size | Actual | Interim Ta | rget | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points |
| All Students | 589 | Y | 45 | 47 | | 57 | 77 | 523 | 38 | 2 |
| High Focus | 563 | Y | 44 | 40 | | 50 | 70 | 508 | 37 | 3 |
| Lowest Performing | | | | | | | | | | |
| Hispanic | 589 | Y | 45 | 41 | | 51 | 71 | 516 | 37 | 3 |
| | | | Student Su | uccess Total = F | Points Ea | rned / Points Possible = | 8/12 = 66.7 | | | |
| English Learner Profici | ency | | | | | | | | | |
| English Language Prof | iciency Status (Progr | ess>=1 Level or Adv | anced High) | | | | | | | |
| | Test Count | Met Min Size | Actual | Interim Ta | irget | Next Interim Target | Long Term Target | PY Test Count | PY Actual | Points |
| EL Proficiency | 202 | Y | 50 | 49 | | 51 | 55 | 187 | 49 | 3 |
| | | | EL Profic | ciency Total = P | oints Ear | med / Points Possible = 3 | 3/4 = 75.0 | | | |
| Closing the Gaps Sumr | nary | | | | | | | | | |
| Component | | | | | | Component Points Weight | | t | Total Points | |
| Academic Achievement | t | | | | 70.8 | | 30% | 30% | | |
| Academic Growth | | | | | | 37.5 | 50% | 50% | | |
| Student Success | | | | | | 66.7 | 10% | | 6.7 | |
| English Language Prof | iciency | | | | | 75 | 10% | | 7.5 | |
| | | | | | | Closing the Gaps R | aw Score (STAAR Comp | onent Only) | 54 | |
| | | | | | | Closing the Gaps Scal | led Score (STAAR Comp | onent Only) | 82 | |



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:

- In Reading, 41% of the Sp. Ed pop. performed at approaches or higher.
- In Math, 53% of the Sp. Ed pop. performed at approaches or higher.

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 2024-2025 school year needed to meet the special education IEP's.

Strengths:

• 100% of STAAR ALT participants at Garza-Peña passed assessment.



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

PSJA BOLLECTE READY.CONNECTED.COMPLETE #

Demographics

Demographics Summary

English Language Learners (ELL):

Strengths: TELPAS target mas met with a 65

English Language Learners (ELL):

Needs:

- In reading, 71% of EB students performed at approaches or above.
- In math, 71% of EB students performed at approaches or above.
- In science, 62% of EB students performed at approaches or above.



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:

Needs:

- In reading, 74% of ECD students performed at approaches or above.
- In math, 74% of ECD students performed at approaches or above.
- In science, 62% of ECD students performed at approaches or above.

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

| GOAL | Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|------|--|---|--|---|
| 1 | Goal Area 1: Effective Teaching and Learning The percent of students who perform at meets grade level or above on STAAR reading will increase by 5-10% points by June 2025. | 17 out of 24 points were earned in academic achievement | Increase the percent of students at Meets and Masters level in all subjects Meet the TELPAS Target | Improve student learning outcomes in : 3 rd - 5 th Grade Reading 3 rd -5 th Grade Math 5 th Science SMART Goal: 75% or Higher in reading and math 75 % in Science Domain 1 Score of 71 |
| 2 | <u>Goal Area 2: Student Support</u> All identified student groups in the closing the gaps domain will meet 80% of the indicators in the academic achievement component by June 2025. | Math targets were met for growth status. | For growth in reading, 0 points were met. ELP target was not met. | Set goals for all Students. Identify the students that have been non continuously enrolled. Provide Math and Science intervention. Intentionally target those students and provide intervention. |
| 3 | Goal Area 3: Improve Safety, Public Support, Culture, and Climate By June 2025, 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 95% 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 & Reading coach collaboration New Teacher Institute T-Tess Evaluation Tool Mentoring Program | Training on alignment to CLC roadmap. Training on fluency for all teachers. T-Tess Training PD based on Needs Book Studies | Provide professional learning opportunities for all teachers. Assign mentor to new teachers in grade level. Collaboration amongst the grade level (s). Incorporate Book Studies for professional growth 22 |

2024-2025 Garza-Peña Elementary Goals Goal 1: Student Achievement

| | | | Goal 1. Stu | ident Achievement | | | |
|---|--|---|---------------------------|---|---|-----------------------------------|---|
| al Area: 1 | Effective Teaching and Learning | | | | | | |
| nual Goal: | The percent of students who perform | m at meets grade level or above on STAAR Re | | | | | |
| jective: | The percent of students performing aligned guaranteed and viable curric | | ding 3-8/EOC will increas | e from 45% to 50% by having access to a standards- | | | |
| | | | | | | Formative/ Summative | |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Assessment | Title-I School- wide Component |
| ategically plan | *Principal | *District Curriculum *Istation Reading | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the | *Weekly | *Comprehensive Needs |
| struction to target | *AP | *Imagine Math | *Oct. 2024 *Nov. 2024 | *DMAC data reports | achievement gap among student | Assessments *CBA1 | Assessment *Reform Strategies- a,b,c |
| ecific needs of students | *CLL | *Galaxy | *Jan.2025 | *Campus Performance Reviews (CPR) | groups | *BM I & II | *Teacher Decision Making Regarding Assessment |
| plementing lessons targeting SDG's | *Teachers | *STAAR Release | *March 2025 | *Progress Monitoring Reports | *Increase academic | *STAAR | a.b.c |
| | | Assessments (BM I & II) | *April 2025 | *Walk-through feed back | performance of all | *TELPAS | *Effective & Timely - Assistance |
| | | *Fluency Checks | *June 2025 | *LPAC notes | stude nt groups in all | *District *CIRCLE | to students experiencing |
| | | *CIRCLE *TPRI/TejasLee *Texas KEA | | *Les son Plans | BM | *TPRI/TejasLee | difficulty-a,b,c |
| | | *Title 1 | | *Language Acquisition Monitoring Application | *STAAR tested | *Fluency Checks | *Integration of Fed., State, & |
| | | *ESSER | | *Fluency Check | subjects | *Texas KEA | Local Services, Programs and |
| | | *Local | | *Running Record | *Fluency Growth in all stude nt groups | | Funds- a,b,c |
| | | *State Comp | | | statentgroups | | |
| Action Steps | | | | | | | |
| Monitor data bi-weekly utilizing progress mo Identify areas of concern by desegration of c | | | | | | | |
| Plan accordingly to target areas of concern. | | | | | | | |
| Implement and monitor action plan on targe | et areas to obtain results. Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ | Title-I School- wide Component |
| Strategy 2 | Persons Responsible/Title | Resources | limeline | Evidence of implementation | Evidence of Impact | Sum Assessment | litie-i school- wide Component |
| all group instruction | *Principal | *District Curriculum | *Aug. 2024 | *Campus Review Sessions (CRS) | *Campus Review | *Weekly | *Comprehensive Needs |
| ll be implemented in | *AP | *Istation Reading *Imagine Math | *Oct. 2024 | *DMAC data reports | Sessions (CRS) | Assessments | Assessment |
| e classroom to target | *CLL | *Galaxy | *Nov.2024 | *Campus Performance Reviews (CPR) | *DMAC data reports | *CBAI | *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessmer |
| nd make sure we meet the need of our | r *Teachers | *STAAR Release Assessments (BMI&II) | *Jan.2025 | *Progress Monitoring Reports | *Campus PerformanceReviews (CPR) | *BM & | a,b,c |
| udents. | *Paras | *Fluency Checks | *iviarch 2025 | *Walk-through feed back | *Progress Monitoring Reports | *STAAR | *Effective & Timely -Assistance |
| Itoring daily 45 Min. | | *CIR CLE *TPRI/TejasLee | *April 2025 | *LPAC notes | *Walk-through feedback | *TELPAS | · Effective & finnery -Assistance |
| 6, | | *Texas KEA * Titl e 1 | *June 2025 | *Les son Plans | *LPAC notes | *District *CIRCLE | to students experiencing |
| | | *ESSER | | *Language Acquisition Monitoring Application | *Les son Plans | *TPRI/TejasLee | difficulty-a,b,c |
| | | *Local | | *Fluency Check | *Language Acquisition Monitoring | *Fluency Checks | *Integration of Fed., State, & |
| | | *State Comp | | *Running Record | Application *Fluency Check | *Texas KEA | Local Services, Programs and Funds- a,b,c |
| | | * | | | Thereby encour | | Funus- a,b,c |
| Action Steps | | | | | | | |
| Organize student groups by areas of weakney Implement differentiated instruction to targ | | | | | | | |
| Monitor and evaluate differentiated instruction | | | | | | | |
| | | | Timeline | | | Formative/ Summative | |
| Strategy 3 | Persons Responsible/Title | Resources | | Evidence of Implementation | Evidence of Impact | Assessment | Title-I School- wide Component |
| chnology will be | *Principal | *District Curriculum *Istation Reading | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the | *Weekly | *Com prehensive Needs |
| plemented throughout | *AP | *Ista tion Reading *Imagine Math | *Oct.2024 *Nov.2024 | *DMAC data reports *Campus Performance Reviews (CPR) | achieve ment gap am ong student | Assessments *CBA I | Assessment *Reform Strategies- a,b,c |
| e lessons to ensure that | *CLL | *G alaxy | *J an. 2025 | *Progress Monitoring Reports | groups | *BM1&II | *Teacher Decision Making Regarding Assessments-a,b,c |
| sons are readily available for our studens. | *Teachers *Paras | *STAAR Release Assessments (BM I & II) | *March 2025 | *Walk-through fee dback | *Increase academic performance of all | *ST AAR | *Effective & Timely -Assistance |
| | "Paras | *Fluency Checks | *April 2025 | *LPAC notes | | *TELPAS | |
| | | *CIRCLE *T PRI/Te jasLee *T exas KE A | *J un e 20 25 | *Lesson Plans | student groups in all | *District | to stude nt s experiencing |
| | | *Title 1 | | *Language Acquisition Monitoring Application | BM *STAAR tested | *Fluency Checks *Google Forms, | difficult y-a, b, c *Integration of Fed., State, & |
| | | *ESSER | | *Fluency Check *Running Record | subjects | slides, Docs | Local Services, Programs and |
| | | *Local | | Norming Necol d | *Fluency Growth in all | *CIRCLE | Funds- a, b,c |
| | | *State Comp | | | student groups | *T PRI/T eja sLee | |
| | | | | | | *Texas KE A | |
| | | | | | | | |
| Acrio n Steps | | | | | | | |
| | to their preferred device. | | | | | | |

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

3) Obtain data results of computer programs being utilized and make recommondations as noo-dod

2024-2025 Garza-Peña Elementary Goals Goal 1: Student Achievement

| bal Area: 1 | Effective Teaching and Learning | | | | | | |
|--|---------------------------------------|--|--------------------------------|--|--|------------------------------------|--|
| nual Goal: | The percent of special education stud | ents who perform at meets grade level or abo | ve on STAAR Reading will incre | ease by 5% by June 2025 | | | |
| bjective: | Special Education Students in the mee | ts level wi∥increase from 32% to 37% in STAA | R in the meets category of ST | AAR by June 2025. | | | |
| Strategy 1 | Persons Responsible/Title | Resources | Timelin e | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| | *Principal | *District Curriculum | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the | *Weekly | *Comprehensive Needs |
| he special edu cation | *AP | *Ista tion Reading | *Oct. 2024 | *D MAC data reports | achie vem ent gap | Assessments | Assessment |
| eachers will align their | *CLL | *Imagine Math | *Nov. 2024 | *Campus Performance Reviews | | *CBA I | *Reform Strategies- a, b,c |
| struction with the | *Teachers | *Galaxy | | | among student groups | | |
| assroom teachers to ensure that instruction is | reachers | *STAAR Release Assessments (BM I & II) | *Jan. 2025 | (CPR) | *In crea se academic | * BM 1 & II | *Teacher Decision Making |
| nplemented effectively. | | *Fluency Checks *G cogle Classroom | *March 2025 *April2025 | *Progress Monitoring Reports *Walk-through feedback | performance of all student groups in all | *S TAAR *T ELPAS | Regarding Assessments-a, b,c *Effective & Timely -Assistance to students experiencing |
| nplement less ons targeting SDG's | | *Google Meets | *J une 2025 | *Lesson Plans | DIVI | *District Flue ncy | Enceave & ninely Assume to students experiencing |
| | | *IEP | Suicidia | *Language Acquisition | *S TAAR tested | Checks | difficulty-a,b,c |
| | | *Unique | | *Monitoring Application | subjects | *STAAR ALT | *Integration of Fed., State, & |
| | | *Title 1 | | *Fluency Check Running Record | *Fluency Growth in all | *TELPAS ALT | Local Services, Programs and |
| | | *ESSER | | , , | student groups | *Google Forms, | Funds- a, b,c |
| | | *Local | | | | Docs, Slides | |
| | | *State Comp Heggerty | | | | | |
| | | SSRS/Estrellita/Lunita | | | | | |
| | | | | | | | |
| Action Steps) Monitor data bi-weekly utilizing progress monito | ring assessments by teacher | | | | | | |
|) Identify areas of concern by desegration of data | | | | | | | |
|) Plan accordingly to target areas of concern. | | | | | | | |
| Implement and monitor action plan on target are | as to obtain results. | | | | | Eormative/ | |
| Strategy 2 | Persons Responsible/Title | Resou rces | Timeline | Evidence of Implementation | Evidence of Impact | Summative Assessment | Title-I Schoo I- wide Component |
| nall group instruction | *Prin cipal | *District Curriculum | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the | *Weekly | *Comprehensive Needs |
| ill be implemented in | *AP | *Istation Reading | *Oct. 2024 | *D MAC data reports | ach ie vem en t gap | Assessments | Assessment |
| e classroom to target | *CLL | *Imagine Math *Galaxy | *N ov. 2024 | *Campus Performance Reviews | among student groups | *CBA I | *Reform Strategies-a,b,c |
| nd make sure we meet the need of our students | *Teachers | *STAAR Release Assessments (BM I & II) | *J an. 2025 | (CPR) | *In crea se acad em ic | * BM 1 & II | *Teacher Decision Making |
| utoring | *Paras | *Fluency Checks | *March 2025 | *Progress Monitoring Reports | performance of all student groups in all | *STAAR | Regarding Assessments-a, b,c |
| atomig | | *Google Classroom | *April 2025 *J une 2025 | *Walk-through feedback *Lesson Plans | | *T ELPAS *District Flue ncv | *Effective & Timely -Assistance to students experiencing |
| | | *G oogle Meets | Julie2025 | *Language Acquisition | *S TAAR tested | Checks | difficulty-a,b,c |
| | | *IEP | | *Monitoring Application | subjects | *STAAR ALT | *Integration of Fed., State, & |
| | | *Unique *Title 1 | | *Fluency Check Running Record | *Fluency Growth in all | *TELPAS ALT | Local Services, Programs and |
| | | *ESSER | | | student groups | *Google Forms, | Funds- a, b,c |
| | | *Local | | | | Docs, Slides | |
| | | *State Comp | | | | | |
| Action Steps | | | | | | | |
| Organize student groups by areas of weakness fo | r differentiated instruction. | | | | | | |
| Implement differentiated instruction to target ar | | | | | | | |
| Monitor and evaluate differentiated instruction. | | | | | | Formative/ | |
| Strategy 3 | Persons Responsible/Title | R eso urces | Timeline | Evidence of Implementation | Evidence of Impact | Summative | Title-I School- wide Component |
| ch nology will be | *Principal | *District Curriculum | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the | *Wee kly | *Compreh ensive Nee ds |
| ple mented throughout the | *AP | *Istation Reading | | *DMAC data reports | ach ie vem ent gap | Assess ments | Assessment |
| ssons to ensure that | *CLL | *Imagine Math | *Oct.2024 | *Campus Performance Reviews | among student groups | *CBA I | *Reform Strategies- a,b,c |
| sons are readily available | *Teachers | *Galaxy | *Nov. 2024 | (CPR) | *Increase acade mic | *BM & | *Teacher Decision Making |
| rour studens. | 1 | *STAAR Release | * Jan. 2025 | *Progress Monitoring Reports | performance of all | *STAAR | Regarding Assess ments-a,b,c |
| | 1 | Assessments (BM I & II) | * March 2025 | *Walk-through fee dback | stude nt groups in all | *TELPAS | *Effective & Timely -Assistance |
| | 1 | *Fluency Checks | *April 2025 | *Lesson Plans | BM | *District Fluency | to students experiencing |
| | 1 | *Google Classroom | | *Language Acquisition | *STAAR tested | Checks | difficulty-a,b,c |
| | 1 | *Google Meets *IEP | *June 2025 | *Monitoring Application | subjects | *STAAR ALT *TELPAS ALT | *Integration of Fed., State, & |
| | 1 | *IEP *Un ig ue | | *Fluency Check Running Record | *Fluency Growth in all stude nt group s | *TELPAS ALT *Google Forms, | Local Services, Programs and Funds- a,b,c |
| | 1 | *Title 1 | | | student groups | Docs, Slides | Funus- d,D,C |
| | | 111161 | 1 | 1 | | DOUS, SHUES | 1 |
| | | * FS SER | | | | | |
| | | * ES SER *Local | | | | | |
| | | *ESSER *Local *State Comp | | | | | |

According to the second second

2024-2025 Garza-Peña Elementary Goals Goal 1: Student Achievement

| Goal Area: 1 | Effective Teaching and Learning | | | | | | |
|---|---------------------------------|---|-------------------------------|--|--|------------------------------------|--|
| Annual Goal: | ŭ | orm at meets grade level or above on STAAR Rea | ading will increase by 10% by | / June 2025 | | | |
| bjective: | | STAAR in the meets level will increase from 31% | , , , | | | | |
| Strategy 1 | Persons Responsi ble/Titl e | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Compo nent |
| | | | | | | | |
| trategically plan Instruction to target | *Principal *AP | *District Curriculum *Istation Reading | *Aug. 2024 *Oct. 2024 | *Campus Review Sessions (CRS) *DMACdata reports | *Closing the achieve ment gap | *Wee kly Assessments | *Comprehensive Needs Assessment |
| e cific needs of EL | *CLL | *Imagine Math | *N ov. 20 24 | *Campus Performance Reviews | am ong student gro up s | *CBA I | *Reform Strategies- a, b, c |
| tudents | *Teachers | *Summit K12 | *Jan. 2025 | (CP R) | *Increase academic performance of all | *BM1&II | *Te acher Decision Making Regarding Assessments-a, b, c |
| nplementing lessons targeting SDG's | *Paras | *G alaxy | *March 2025 | *Progress Monitoring Reports | | *STAAR | |
| iptementing lessons targeting SDG S | Paras | *STAAR Release | *April 2025 | *Walk-through fee dback | student groups in all | *TE LP AS | *Effective & Timely-Assistance to |
| | | Assessments (BM I & II) *TE LP AS | *J une 2025 | *LPAC notes | BM | *FluencyChecks | st ude nts experiencing difficulty- |
| | | *Fluency Checks | | *Lesson Plans | *STAAR tested | *Dual District BM | a,b,c |
| | | *TP RI/TejasLee | | *Language Acquisition Monitoring | subjects | *LAS LIN KS | *Integration of Fed., State, & |
| | | *ELPS | | Application | *Fluency Growth in all | | Local Services, Programs and |
| | | *Title 1 | | *Fluency Check Running Record | st ude nt groups | | Fun ds- a, b, c |
| | | *ESSER | | | *Increase on e proficiency level in | | |
| | | *Local | | | TELPAS | | |
| | | *State Comp | | | | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| Monitor data bi-weekly utilizing progress monit Identify areas of concern by desegration of data | | | | | | | |
|) Plan accordingly to target areas of concern. | bourdes. | | | | | | |
| Implement and monitor action plan on target a | reas to obtain results. | | | | | | |
| Strategy 2 | Persons Responsi ble/Titl e | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title -I School- wide Component |
| nall group instruction | *Principal | *District Curriculum | *Aug. 2024 | *Camp us Review Sessions (CRS) | *Closing the | *Wee kly | *Comprehensive Needs |
| be implemented in the | *AP | *Istation Reading | *Oct. 2024 | *DMACdata reports | achieve ment gap | Assessments | Assessment |
| ass room to target | *CLL | *Imagine Math | *N ov. 20 24 | *Campus Performance Reviews | am ong student gro up s | *CBA I | *Reform Strategies-a,b,c |
| urrent proficiency levels in order to increase one | | *Summit K12 | *Jan. 2025 | (CPR) | *Increase academic performance of all | *BM1&11 | *Te acher Decision Making Regarding Assessments-a,b,c |
| r more levels. | *Paras | *G alaxy | *March 2025 | *P rogr ess Mon ito ring Re ports | student groups in all BM | *STAAR | *Effective & Timely-Assistance to students experiencing difficul ty- |
| utoring | T di di | *STAAR Release Assessments (BM I & II) *TE LP AS | *April 2025 | *Walk-through fee dback | | *TE LP AS | |
| aconing | | *Fluency Checks | *J une 2025 | *LPAC notes | *STAAR tested | *FluencyChecks *Dual DistrictBM | |
| | | *TP RI/Tej asLee | | *Lesson Plans *Language Acquisition Monitoring | subjects | *LAS LIN KS | a, b, c *Integration of Fed., State, & |
| | | *ELPS | | Application | *Fluency Growth in all | LASEINIS | Local Services, Programs and |
| | | *Title 1 | | *Fluen cy Check Running Record | st ude nt groups | | Funds-a,b,c |
| | | *ESSER | | | *Increase on e | | |
| | | *Local | | | proficiency level in | | |
| | | *State Comp | | | TELPAS | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| Organize student groups by areas of weakness Implement differentiated instruction to target a | | | | | | | |
| Monitor and evaluate differentiated instruction | | | | | | | |
| Strategy 3 | Persons Responsi ble/Titl e | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title -I School- wide Component |
| ch nology wi∥ be | *Principal | *District Curriculum | *Aug. 2024 | *Camp us Review Sessions (CRS) | *Closing the | *Wee kly | *Compreh en sive Ne eds |
| ple mented throughout | *AP | *Istation Reading | *Oct. 2024 | *DMACdata reports | ach ieve ment gap | Assessments | Assessment |
| e lesso ns to provide | *CLL | *Imagine Math | *N ov. 20 24 | *Campus Performance Reviews | am ong stude nt gro up s | *CBA I | *Reform Strategies-a, b, c |
| udents opportunity to practice the Listening, | *Teachers | *Summit K12 | *Jan. 2025 | (CP R) | *Increase academic performance of all | *BM1&11 | *Te acher Decision Making Regarding Assessments-a, b, c |
| peaking, Reading, and Writing Domains. | | *G alaxy *STAAR Release Assessments (BM I & II) | *March 2025 | *Progress Monitoring Reports | student groups in all BM | *STAAR | *Effective & Timely-Assistance to students experiencing difficulty- |
| | | *TELPAS | *April 20 25 | *Walk-through fee db ack | *STAAR tested | *TELPAS | |
| 5, 5, 5 | | *Fluency Checks | *J un e 2025 | *LPAC notes | | *District*Fluency Checks *Dual | |
| o, o, o | | *TP RI/TejasLee | | *Lesson Plans *Language Acquisition Monitoring | subjects | District BM | *Integration of Fed., State, & |
| | | | | *Language Acquisition Monitoring Application | subjects *Fluency Growth in all | *LAS LIN KS | *Integration of Fed., State, & Local Services, Programs and |
| | | *ELPS | | | | | |
| | | *ELPS *Title 1 | | *Fluen cy Check Running Record | st ude nt groups | | Funds-a,b,c |
| | | *Title1 *ESSER | | *Fluency Check Running Record | *Increase on e | | Funds-a,b,c |
| | | *Title 1 *ESSER *Local | | *Fluen cy Check Runn ing Re cord | *Increase one proficiency level in | | Funds- a, b, c |
| | | *Title1 *ESSER | | *Fluency Check Running Record | *Increase on e | | Funds-a,b,c |

2024-2025 Garza-Peña Elementary Goals Goal 2: Student Support

| al au al aua | | | | | | | | |
|---|---|--|--|---|------------------------------------|------------------------|------------------------------------|---|
| Angel - Ale Ale Segen Seg - F 1 Change To Canada and Ca | bal Area 2: | | | | | | | |
| na partial management of the second s | nual Goal 1: | | | | | | | |
| undunder der der der der der der der der der | bjec tive 1: | | the Gaps domain will be monitored to ens | ure that at least 85% of the targets in | the Academic Achievement component | | | |
| and a dama and a set of the set o | Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | E vide nce of im pact | Formative/ Summative Assessment | Title-I School- wide Component |
| promote and provide and provid | Collect and assess data | *Principal | *District Curriculum | *Aug. 2024 | * Campus Review Sessions (CRS) | *Closing the | *Weekly | * Comprehensive Needs |
| manna manna market and a second market and a s | o monitor student | | | *Oct. 2024 | | achiev ement ga p | Assessments | Assessment |
| ining and a set of the | rogress weekly and drive | *CLL | | *Nov. 2024 | | among student groups | *CBA I | * Reform Strategies-a,b,c |
| Image: Provide and the second secon | nterventions | *Teachers | | *Jan. 2025 | | * In crease aca de mic | * BM 1 & 11 | * Tea cher Decision Making |
| multiple Image: State St | | | | | | | | |
| Image: second | | | | | | student groups in all | | |
| mu < | | | *Fluency Checks *SLOs | *June 2025 | | BM * CTAAD to dead | | |
| And a set of the set o | | | | | | | | |
| In the series of | | | | | | | | |
| Image: Control of the state | | | | | *Data Walls | student groups | KEA | Funds-a,b,c |
| Image: Constraint of the second of | | | | | | | | |
| Image: Control into the second seco | | | | | | | | |
| na manter bil generate bil gene | | | | | | | | |
| na manter bil generate bil gene | | | I | <u> </u> | | | l | |
| bigging the subject of a difference of the set one subject of the se | | o a wookly unit CDA DATION Drowth Links | ning & Speaking Sate) | | | | | |
| the instance data is careful in and during the second day if error test is a second in the tax and during the second second and tay and during the method second is a during the method is during the method is a during the method is a during the method | | | | eets level and above | | | | |
| Vision of intervension labeling by the by by any other meet case and ment and by the by by any other meet case and ment and by the by by any other meet case and ment and by the by by any other meet case and ment and by the by by any other meet case and ment and by the by by any other meet case and the part of the by the meet case and the part of the by the meet case and the part of the by the meet case and the part of the by the meet case and the part of the by the meet case and the part of the by the meet case and the part of the by the meet case and the part of the by the meet case and the meet cas | | | | | | | | |
| OutputText | Provide instruction and interventions tailored to t | he students' needs as demonstrated by data | (e.g., enrichment classes, tutorials, extend | ded learning time, enrichm ent camps, | academies , | | | |
| name tunin to series and series a | Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Im plementation | E vide n ce of Im pact | Formative/ Summative Assessment | Title-I School- wide Component |
| samet usis to 1 and 2 an | Use formative | *Principal | *District Curriculum | *Aug. 2024 | * Student Progress Profile Sheets | * Student achievement | *Weekly/Formati | *Title . . |
| The province stands on a balance data and determines in the grant of stands in the grant | sess ment results to | *AP | | *Oct. 2024 | * DMAC Reports | gains | ve Assessments | |
| skypogress montoring and taggeted surgess montoring and taggeted aurses********************************* | tablish priorities using | *CLL | | *Nov. 2024 | * Campus Dat a Reports | * Closing achievement | *CBA I | *Migrant Funds |
| nores in the second of substrate in the prost of substrate in the substrate in the prost of substrate in the sub | | * Tea cher s | | *Jan. 2025 | * Campus Performance Reviews | | * BM 1 & 11 | *State Bilingual Funds |
| An Carl And | | | | | (CPR) | | | - |
| no series of ser | esources | | | | | Mee ts and | | |
| not solution of the second solution of the se | | | *TPRI/ TEJAS LEE | *June 2025 | | Marta a lavala an | | |
| head of the second of the seco | | | | | | | | |
| series of the se | | | | | | 517000 | | |
| net and the state of the state | | | | | | | KEA | |
| start and set and the set and | | | | | | | | |
| stabilize provide effective de data est | | | | | | | | |
| stabilize provide effective de data est | en Stenr | | | | | | | |
| Straty 1 Years happabbility 1 Kanaces Tack 1 Kanaces Straty 2 Years happabbility 2 | | entified student needs | | | | | | |
| bit | | | on | | | | | |
| *Principal *Distric Curriculum *Aug. 2024 *Campus Review Sessions (CRS) *Constructures to scalitate *Ap *imagine Math *Occ. 2024 *MARC data reports achievement gap versessments Assessments ding *CLL *ClL *Claw *Claw *Nov. 2024 *ClAW *ClAW <td>Provide reliable resources to ensure student succe</td> <td>ess is being met</td> <td></td> <td></td> <td></td> <td></td> <td>Formative/</td> <td></td> | Provide reliable resources to ensure student succe | ess is being met | | | | | Formative/ | |
| Arter of the second sec | Strategy 3 | Persons Responsible/Title | | | | | | |
| And to be able t | ovide techno lo gy | | | • | | - | | |
| ding *CLC *Galay *Galay total | sources to facilitate | | | | | | | |
| elopment/math fluency and differentiate *Teachers *Sumit k12 *lan 2025 (CRR 00000000000000000000000000000000000 | ading | | | | | | | - |
| dent learning *Strak Release Assisting (bin k in) *April 2025 *Wak-through feedback BM *STAAR *EtPAS *Effective & Timely-Assistance to students experience *TPRI/TEJAS LEE *June 2025 *Lesgn April 2025 *Lesgn April 2025 *Lesgn April 2025 *District Fluency *District Fluency *District Fluency *District Fluency *District Fluency *District Fluency *Integration of Fed., State, & difficulty-ab,c *CIRQLE *CIRQLE *CIRQLE *Reports-station, Imagine Math, Reading, Imagine *CIRQLE *Integration of Fed., State, & *MyOn *Title 1 *ESSER *Local *April 2025 *Reports-station, Imagine Math, Reading, Imagine KEA Funds-ab,c *Integration of Fed., State, & *MyOn *Title 1 *SIGAR *Lessen Appil Cation Math, Galaxy, Summit K12 Math, Galaxy, Summit K12 KEA Funds-ab,c < | velopment/math fluency and differentiate | *Teachers | *Summit K12 | | | | | ÷ |
| File of the second of the s | udent learning | | | | | | | |
| September 2018 Sep | - | | | | | DIVI DIAMI | | Encouve & innery-Assistance to students experiencin |
| Image: Properties of the state of the s | | | | 55.7C 2025 | | tested subjects | | difficulty-a,b,c |
| *MyOn *Title 1 *State Comp asses | | | | | Application | | * TPRI/TEJ AS LE E | *Integration of Fed., State, & |
| *Title 1 *ESSER *Local *State Comp | | | | | | | | |
| *ESSER *Local *State Comp | | | | | Galaxy, Summit K12 | | KEA | Funds-a,b,c |
| *Local *State Comp | | | | | | K 12 | | |
| n Steps | | 1 | | | | | 1 | |
| | | | | | | | | |
| | | | | | | | | |

2024-2025 Garza-Peña Elementary Goals Goal 2: Student Support

| ioal Area 2: | Student Support | | | | | | |
|---|---|---|-----------------------------------|---|---|---------------------------------|---|
| nnual Goal 2: | All student groups will meet 90% of the indi- | cators in the four components evaluated in t | he Closing the Gans domain by Jun | ne 2025 | | | |
| pjective 1: | All student groups will be monitored weekly | | | | | | |
| , | | | 0 1 | I I | | Formative/ | Title I Cohool wilds. Common and |
| Strategy1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Eviden ce of Impact | Summative Assessment | Title-I School- wide Component |
| 0, | | | | | | | |
| Collect and assess data to | *Principal | *District Curriculum | *Aug.2024 | *Campus Review Sessions (CRS) | *Closing the achievementgap among student | *Weekly/Formati | *Com prehen sive Needs |
| onitor studentprogress weekly and drive | *AP's | *Istation Reading *Imagine Math | *Oct.2024 | * DMAC data reports * Campus Performance Reviews (CPR) | groups | ve Assessments *CBA I | Assessment |
| iterventions | *CLL | *Galaxy | *Nov.2024 | *Progress Monitoring Reports | *Increase academic performance of all | *BM I & II | *Reform Strategies- a,b,c |
| | *Teachers | *Summit K12 | *Jan. 2025 | *Walk-through feedback | student groups inall BM | *STAAR | *Teacher Decision Making Regarding Assessments-a,b,c |
| Provide tutor for EL students to help close the | | * STAAR Release Assessments (BM I & II) | *March 2025 | *LPAC not es | *STAAR test ed subjects | *TELPAS | *Effective & Timely - Assistance to students experiencing |
| arning gap | | * Flue ncy Checks * SLOs | *April 2025 | *Lesson Plans | *Fluency Growth in all student groups | *District Fluency Checks | difficulty-a,b,c |
| | | *TPRI/ TEJAS LEE | *Jun e2025 | *Language Acquisition Monitoring Application | | * TPRI/TEJ AS LE E | *Integration of Fed., State, & Local Services, Programs |
| | | *CIRCLE | | * Fluency Check Running Record | | *CIRCLE | Funds- a,b,c |
| | | * TEXAS KEA | | *Walkthroughs | | * TEXAS KEA | |
| | | *Title 1 | | *Data Walls | | | |
| | | *ESSER | | | | | |
| | | *Local *State Comp | | | | | |
| | | Suite comp | | | | | |
| Action Steps | | | | | | | |
| Use current district assessments by grade levels (e | | | | | | | |
| Disaggregate student data at the school level(CPR) | | | vel and above | | | | |
| Use assessment data to create intervention plans a | | | | | | | |
| Provide instruction and interventions tailored to the | estudents' needs as demonstrated by data (e.g | g., en richment classes, tutorials , extended lea | rning time, enrichment camps, ac | ademies, | | | |
| | Persons Responsible/Title | | | | | Formative/ | Title-I School- wide Component |
| Strategy2 | | Resources | Timeline | Evidence of Implementation | Eviden ce of Impact | Summative Assessment | |
| se formative | *Principal | *District Curriculum | *Aug. 2024 | * Student Progress Profile Sheets | * Student | *Weekly/Formati | *Title I , II,III |
| essment results to establish priorities using | *AP's | *Istation Reading | *Oct.2024 | *DMAC Reports | achiev ement gains | ve Assessments | *S tate Compensatory Funds |
| ekly progress monitoring and targeted | *CLL | *Imagine Math | *Nov.2024 | * Campus Data Reports | *Closing achievement gaps | *CBA I | * Migrant Funds |
| sources | | *Galaxy | | * Campus Performance Reviews (CPR) | *Increase in the percent of students at the | * BM 1 & 11 | *State Bilingual Funds |
| sources | *Teachers | * Summit K12 | *Jan. 2025 | * Wee kly assessments | Meets and Masters levels on STAAR | *STAAR | *Local Funds |
| | | *STAAR Release Assessments (BM I & II) | *March 2025 | *Analysis of Student Data during CLC | | * TELPAS | |
| | | * Flue ncy Checks * SLOs | *April 2025 | *Walkthroughs | | *District Fluency Checks | |
| | | *TPRI/TEJAS LEE | *Jun e2025 | *Data Walls | | * TPRI/TEJ AS LE E | |
| | | *CIRCLE *TEXAS KEA | | | | *CIRCLE *TEXAS KEA | |
| | | *Title 1 | | | | TEXAS KEA | |
| | | *ESSER | | | | | |
| | | *Local | | | | | |
| | | *State Comp | | | | | |
| Action Steps | | | | | | | |
| stablish priorites based on obtained data and ider | | | | | | | |
| Jse program systems to provide effective feedbac | | | | | | | |
| Provide reliable resources to ensure student succes | s is being met | | | | | Formative/ | |
| Strata and | Persons Responsible/Title | D | | Friday as of two laws antations | Esiden as of the set | | Title-I School- wide Component |
| Strategy3 | | Resources | Timeline | Evidence of Implementation | Eviden ce of Impact | Summative Assessment | |
| ovide technology | *Principal | *District Curriculum | *Aug.2024 | * Campus Review Sessions (CRS) | *Closing the | *Formative | * Comprehensive Needs |
| ources to facilitate reading development/math | *AP's | *Istation Reading | *Oct. 2024 | *DMAC data reports | achievementgap among student | as se ss men ts | Assessment |
| ency and differentiate student learning | *CLL | *Imagine Math | *Nov.2024 | * Campus Performance Reviews (CPR) | groups | *CBAs | * Reform Strategies-a,b,c |
| | * Tea cher s | *Galaxy | * Jan. 2025 | *Progress Monitoring Reports | *Increase academic performance of all | *Ben chma rks | * Teacher Decision Making Regarding Assessments-a,b,c |
| , 5 | | *Summit K12 | * March 2025 *April 2025 | * Walk-through feedback | student groups inall BM *STAAR tested subjects | *STAAR | *Effective & Timely-Assistance to students experiencing difficulty-a.b.c |
| , | | | | *Lesson Plans | *Growth in Istation Reading, Imagine Math, | *TELPAS *TPRI/TEIAS LEE | *Integration of Fed., State, & Local Services, Programs a |
| , | | *STAAR Release Assessments (BM I & II) | | *Language Acquisition Monitoring Application | | | incession of real, state, or cool scivices, riogranis a |
| , | | * Flue ncy Checks * SLOs | *June 2025 | *Language Acquisition Monitoring Application *Reports-Istation Imagine Math. Galaxy Summit K12 | <u> </u> | | Funds-a.b.c |
| , | | * Flue ncy Checks * SLOs *TPRI/TEJAS LEE | | *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12 | Galaxy, Summit K12 | *STAAR Release Assessments (BMI | Funds- a,b,c |
| , | | * Flue ncy Checks * SLOs | | | <u> </u> | | Funds- a,b,c |
| , | | *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE | | | <u> </u> | *STAAR Release Assessments (BMI | Funds- a, b, c |
| , | | *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA | | | <u> </u> | *STAAR Release Assessments (BMI | Funds-a,b,c |
| , , | | *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRQLE *TEXAS KEA *MyOn | | | <u> </u> | *STAAR Release Assessments (BMI | Funds-a,b,c |
| , | | *Fluency Checks *SLOs *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA *MVyOn *Title 1 | | | <u> </u> | *STAAR Release Assessments (BMI | Funds- a,b,c |

1) Assign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student grou 2) Monitor programs being used to track student progress and adjust instructional delivery or interventions as peeded

2024-2025 Garza-Peña Elementary Goals Goal 2: Student Support

| Goal Area: 2 | Student Support | | | | | | |
|--|--|---|--|---|--|--|---|
| nnual Goal 3: | All identified student groups in the Closir | ing the Gaps domain will meet 85% of the in | | | | | |
| bjective 3: | All identified noncontinuously enrolled student | is in the Closing the Gaps domain will be monitore | d to ensure that they meet the math | h and reading targets in the Academic Growth Component by | | Formation / | |
| Strategy 1 | Persons Responsible/Title | Res ource s | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Collect and a ssess data to | *Principal | *District Curriculum | *Aug. 2024 | *Campus Review Sessions (CRS) | * dosing the | *Weekly | *Comprehensive Needs |
| nonitor student progress | *AP's | *Istation Reading | *Oct. 2024 | * DMAC data reports | achiev em ent ga p | Assessments | Assessment |
| reekly and drive | *CLL | * Imagine Math | *Nov. 2024 | * Campus Performance Reviews | among student groups | * CBA I | *Reform Strategies-a,b,c |
| terventions for students | * Tea chers | *Galaxy | * Jan. 2025 | (CPR) | * In crea se aca de mic | * BM I & II | *Tea cher Decision Making |
| nat have been Non | | * Sum mit K 12 | * March 2025 | *Progress Monitoring Reports | performance of all | * STAAR | Regarding Assessments-a, b, c |
| ont i nu o ul sy en rol le d. | | * STAAR Release | *April 2025 | *Walk-through feedback | student groups in all | * TELPAS | *Effective & Timely-Assistance |
| | | Assessments (BM I & II) | * June 2025 | *LPAC notes | BM | *District * Fluency | to students experiencing |
| | | * Flue ncy Checks * SLOs | | * Lesson Plans * Language Acquisition Monitoring | * STAAR test ed subjects | Checks | difficult y-a, b, c *Integration of Fed., State, & |
| | | *T PRI/ TE JAS LE E | | Application | *Fluency Growth in all | | Local Services, Programs and |
| | | *CIRCLE | | * Fluency Check Running Record | student groups | | Funds- a,b,c |
| | | *TEXAS KEA | | Hackey check ranning record | studentegroups | | |
| | | *Title 1 | | | | | |
| | | *ESSER *Local | | | | | |
| | | *State Comp | | | | | |
| | | *ST Math | | | | | |
| Action Steps | | | | | | | |
|) Use current district assess ments by grade leve | ls (e.g., weekly, unit, CBA, BM I&II, Practice L | istening & Speaking Sets) | | | | | |
|) Disaggregate student data at the school level(| | | Meets level and above | | | | |
|) Use assessment data to create intervention pl | | | | | | | |
|) Provide instruction and interventions tailored | to the students' needs as demonstrated by d | ata (e.g., enrichment classes, tutorials, exte | inded learning time, enrichment | it camps, academies , | | | |
| Strategy 2 | Persons Responsible/Title | Res ource s | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| | *Drive size al | RD interint Counting lange | *4 | 8 Church and Dear man an DearChar Church | * Ch | *C | Servel. 1 1111 |
| Jse formative | *Principal | *District Curriculum *Istation Reading | *Aug. 2024 | *Student Progress Profile Sheets | * Student achievement | *Formative | *Title I , II,III |
| ssess ment results to | *AP's | *Imagine Math/ST Math | *Oct. 2024 | * DMAC Reports | gains | assessments | *State Compensatory Funds |
| stablish priorities using | *CLL | *Galaxy | *Nov. 2024 | * Campus Data Reports | * dosing achievement | *CBAs | *Migrant Funds |
| eekly progress monitoring and targeted | *Teachers | * Summit K 12 | * Jan. 2025 | * Campus Performance Reviews | ga ps | * Benchmarks | *State Bilingual Funds |
| esources | | * STAAR Release Assessments (BM I & II) | * March 2025 | (CPR) | *Increase in the percent of students at the Meets and | * STAAR * TELPAS | *Local Funds |
| | | * Flue ncy Checks * SLOs | *April 2025 * June 2025 | * Weekly assessments *Analysis of Student Data during | Mee is and | * TPRI/TELAS LEE | |
| | | *TPRI/TEJAS LEE | June 2025 | CIC | Masters levels on | THUT TO AS LEE | |
| | | *CIRCLE | | * Walkthroughs | STAAR | | |
| | | * TEXAS KEA * Title 1 | | *Data Walls | | | |
| | | *ESSER | | | | | |
| | | *Local | | | | | |
| | | | | | | | |
| | | *State Comp | | | | | |
| Action Steps | | | | | | | |
| Establish priorites based on obtained data and | | *State Comp | | | | | |
| Establish priorites based on obtained data and Use program systems to provide effective feed | dback to monitor progress and improve instru | *State Comp | | | | | |
| Establish priorites based on obtained data and Use program systems to provide effective feed | dback to monitor progress and improve instru uccess is being met | *State Comp | | | | Formative/ | |
| Establish priorites based on obtained data and Use program systems to provide effective fee | dback to monitor progress and improve instru | *State Comp | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| Establish priorites based on obtained data and Use program systems to provide effective feed Provide reliable resources to ensure student s Strategy 3 | dback to monitor progress and improve instru uccess is being met | *State Comp uction | Timeline | Evidence of Implementation *Campus Review Sessions (CRS) | Evidence of Impact *Closing the | | Title-I School- wide Component |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 ovide technology | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's | *State Comp uction Resource s *District Curriculum *Istation Reading | | | | Summative Assessment | |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Vovide technology sources to facilitatereading velopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math | *Aug. 2024 *Oct. 2024 *Nov. 2024 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews | * Closing the achievement gap among student groups | Summative Assessment *Formative assessments *CBAs | *Comprehensive Needs Assessment *Reform Strategies- a,b,c |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitatereading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 | * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR) | *Closing the achievement gap among student groups *Increase aca demic | Summative Assessment *Formative assessments *CBAs *Benchmarks | *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Vovide technology sources to facilitatereading velopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 | * Aug. 2024 *Oct. 2024 *Nov. 2024 * Jan. 2025 * March 2025 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports | *Closing the achievement gap among studentgroups *Increase academic performance of all | Summative Assessment *F or mative assessments *GAAs *Benchmarks *STAAR | *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitatereading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summi K12 *STAAR Release | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | * Campus Review Sessions (CRS) * DMAC data reports * Campus Performance Reviews (CPR) * Progress Monitoring Reports * Walk-through feedback | *Closing the achievement gap among student groups * hcrease academic performance of all student groups in all | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Vovide technology sources to facilitatereading velopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Inagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) | * Aug. 2024 *Oct. 2024 *Nov. 2024 * Jan. 2025 * March 2025 | *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 | Summative Assessment *F or mative assessments *GAAs *Benchmarks *STAAR | *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitatereading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *Summit K12 *StatAR Release Assessments (BM I & II) *Fluency Checks *SLOS | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring | *Closing the achievement gap among studentgroups *Increase academic performance of all student groups in all BM *STAAR test ed subject s | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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 |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitatereading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOS *TPRI/TEJAS LEE | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | * 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 inall BM *STAAR tested subjects *Growth in Istation | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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, & |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitatereading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *D istrict Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Filvency Checks *SLOS *TPRI/TEJAS LEE *CIRCLE | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, | *Closing the achievement gap among studentgroups *horease academic performance of all student groups inall BM * STAAR tested subjects *Growth in Istation Reading, Imagine | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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 |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitate reading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resources *District Curriculum *Istation Reading *Istation Reading *Istation Reading *Istation Reading *Galaxy *Summit K12 *STAAR Release Assessments (BM I& 8.11) *Fluercy Checks *SLOS *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | * 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 inall BM *STAAR tested subjects *Growth in Istation | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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, & |
| Establish priorites based on obtained data and Use program systems to provide effective feee Provide reliable resources to ensure student s Strategy 3 Povide technology sources to facilitatereading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summik K12 *STAAR Release Assessments (BM 1 & II) *Flueroy, Checks *SLOS *TPRI/TE JAS LEE *CIRCLE *TEXAS KEA *ST Math | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, | *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR test ed subject s *Growth in Ist ation Reading, Imagine Math, Galaxy, Summit | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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 |
|) Establish priorites based on o btained data and) Use program systems to provide effective feed) Provide reliable resources to ens ure student s | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Ist ation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM 1 & II) *Fluercy Checks *SLOS *TRPAI/TEJAS LEE *CIRCLE *TEXAS KEA *ST Math *Title 1 | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, | *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR test ed subject s *Growth in Ist ation Reading, Imagine Math, Galaxy, Summit | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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 |
|) Establish priorites based on obtained data and) Use program systems to provide effective feee) Provide reliable resources to ensure student s Strategy 3 Povide technology esources to facilitate reading evelopment and | dback to monitor progress and improve instru u ccess is being met Persons Responsible/Title *Principal *AP's *CLL | *State Comp uction Resource s *District Curriculum *Istation Reading *Imagine Math *Galaxy *Summik K12 *STAAR Release Assessments (BM 1 & II) *Fluerox, Checks *SLOS *TPRI/TE JAS LEE *CIRCLE *TEXAS KEA *ST Math | * Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *April 2025 | *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, | *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR test ed subject s *Growth in Ist ation Reading, Imagine Math, Galaxy, Summit | Summative Assessment *Formative assessments * CBAs * Benchmarks * STAAR * TELPAS | *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 |

1) Assign resources (e.g., Istation Reading, Imagine Math. Galaxy, Summit K12, and myOn) to facilitate reading development for student groups

2024-2025 Garza-Peña Elementary Goals Goal 3: Improve safety, Public Support, Culture and Climate

| Improve Safety, Public Support, Cultu | ure and Climate | | | | | |
|--|--|--|--|--|--|--|
| The schools's positive culture and clir | mate will increase 10% based on teachers and staff perce | otion of staff-student relat | ionships. | | | |
| Teachers and staff will participate in S | Social Emotional Learning professional development and i | mplement strategies to in | crease staff-student relationships. | | | |
| Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| *Principal *AP *CiL *Teachers *Counselor | *District SEL Activities and Vide os *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 *June 2025 | *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 *High expectations | *Positive students engagement *Inclusive community *Dversity learning *Learner varia bility- welcomed responses | *Classroom observation *Walk throughs *Student interactions with peers and staff | *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c |
| on SEL. EL tocols arefollowed. | | | | | | |
| Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| *Principal *AP *CLL *Teachers *Counselor | *District PP-Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP | *Aug. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *March 2025 *June 2025 | *Lesson Hans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and class oom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations | *Positive students engagement *Inclusive community *Diversity learning *Learner varia bility- welcomed responses *Social and emotiona growth | "Llasroom observation "Walkthroughs "Students interactions with peers and staff | *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Teffective & Timely-Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds-a,b,c |
| ovided by the district . on SEL. stocols are followed. | | | | | | |
| Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| *Principal *AP *CLL *Teachers *Counselor | *District SEL Activities and Videos *District PP -Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 *June 2025 | *Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally re levant strat tage *Conflict-resolution and expression of emotions strategies *High expectations of students | *Positive students engagement *Inclusive community *Diversity learning *Learner varia bility- welcomed responses *Social and emotional growth | *Classroom observation *Walk throughs *Student interaction with peers and staff | *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Naking Regarding Axessments-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 |
| | The schools's positive culture and cli Teachers and staff will participate in Persons Responsible/Title *AP *CLL *Teachers *Counselor n SEL. L tocols are followed. Persons Responsible/Title *AP *CLL *Teachers *Counselor principal *AP *CLL *Teachers *Counselor *C | Teachers and staff will participate in Social Emotional Learning professional development and it Persons Responsible/file | The schools's positive culture and climate will increase 10% based on teachers and staff perception of staff-student relat Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to in Percons Responsible/File Resources Internet Strategies Inter | Teachens and staff will participate in Social Emotional Learning professional development and ingriement tradinging to increase staff-student relationships. Teachens and staff will participate in Social Emotional Learning professional development and ingriement tradingies to increase staff-student relationships. Presented colspan="2">Teachens and staff will participate in Social Emotional Learning professional development. Presented colspan="2">Advected Staff-student relationships. Presented colspan="2">Advected Staff-student relationships. Presented colspan="2">Total colspan="2">Advected Staff-student relationships. Presented colspan="2">Total colspan="2">Advected Staff-student relationships. Presented colspan="2">Total colspan="2">Advected Staff-student relationships. Presented colspan="2">Total colspan="2">Advected mathematics to Staff Total colspan="2">Total colspan="2">Advected mathematics to Staff Total colspan="2">Total colspan="2">Colspan="2">Total colspan="2">Total colspan="2" Total colspan="2" <td>The shorts solid explore out on and make will increase 106 based or tachets and all prevation of baseling solid access call solid activity. Teachers and said in baseling and solid activity of the so</td> <td>The character of the character of the set of the</td> | The shorts solid explore out on and make will increase 106 based or tachets and all prevation of baseling solid access call solid activity. Teachers and said in baseling and solid activity of the so | The character of the character of the set of the |

2024-2025 Garza-Peña Elementary Goals Goal 3: Improve safety, Public Support, Culture and Climate

| bal Area: 3 | Improve Safety, Public Support, | , Culture and Climate | | | | | |
|--|---|--|---------------------------------|--|------------------------------------|------------------------------------|---|
| inual Goal 2: | The students' perception for the | eirphysical and psychological schoolsafety wi∥i | mprove by June 2025. | | | | |
| jective 1: | The school will implement safe | ty and violence prevention protocols that will inc | rease school safety by June 202 | 5. | | | |
| Strategy 1 | Persons Resp | onsible/Title Resources | Tim | eline Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| ain all students and staff | *Principal | *District Safe ty | *Aug. 2024 | *Screener for COVID19 | *Mininmal to no cases | *Observation of | *Comprehensive Needs |
| am an studients a no starr embers on COVID 19 safety | *Ab.s | Proce du re s Video s | *Oct. 2024 | *Signs Posted Seating | *High Attendance | staff wearing | Assessment |
| pædures | *сш | in occurres viacos | *N ov. 2024 | *Ar range ment of Classroom | *Open Campus *Low | appropriate | *Reform Stra tegies- a, b, c |
| | *Teache rs | *TEA Guidelines | *Jan. 2025 | *Se tup Modified Procedures | Anxiety Level | coverings | *Teacher Decision Making |
| | *N ur se | *CDC Guidelines | *March 2025 | *Social Distances | | *U nan n ou nce d | Regar di ng Assessment s-a, b, c |
| | *Counselor | | *April 2025 | | | Classr oom Visits | *Effective & Timely -Assistance |
| | | | *J une 2025 | | | | to students experiencing |
| | | | | | | | difficult y-a, b, c *In tegration of Fed., State, & |
| | | | | | | | Local Services, Programs and |
| | | | | | | | Funds- a,b,c |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| | uit on COVID 19 safety procedures and p | | | | | | |
| | n a guided lesson on COVID 19 safety pro | | | | | | |
| | e displayed and enforced throughtout the fety procedures and protocols are being for | | | | | | |
| stan win monitor to ensure that an sa | ety procedures and prococois are being it | Showed. | | | | Formative/ | |
| Strategy 2 | Persons Resp | onsible/Title Resources | Tim | eline Evidence of Implementation | Evidence of Impact | Summative Assessment | Title -I Schoo I- wide Component |
| ain selective staff in (CPI) | *Principal | *Counsel or Lessons and Protocols | *Aug. 2024 | *Individual Behavioral Plans | *Minimal classroom | *Zero Injury | *Com prehensive Needs |
| escala tion and restorative | *AP's | *Behavior Plans | *Oct. 2024 | *Incentive for Appropriate | disruptions | Reports | Assessment |
| acti œ s | *Counselor | *Tropical Behavior Center | *N ov. 2024 | Behavior | *G rowth in student | *Minimal | *Reform Strategies-a,b,c |
| | *CIL | *Conferences with Parents | *Jan. 2025 | *Classroom Job Incentive | b eha vio r | Referrals | *Teacher Decision Making |
| | *Teachers *Behavior Specialist | | *March 2025 *April 2025 | (intervention) | *In or ease of Academic | *Observation of Mininmal | Regarding Assessments-a, b, c |
| | *Behavior Spedalist | | *April 2025 *J une 2025 | *Evacuation Classroom Procedures | Achievement *Students without | disruptions in | *Effective & Timely -Assistance to students experiencing |
| | | | - J une 2025 | Procedures | Injury | Classroom | difficulty-a,b,c |
| | | | | | *Positive Social | Classicom | *Integration of Fed., State, & |
| | | | | | Behavior *Make | | Local Services, Programs and |
| | | | | | responsible decisions | | Funds- a, b, c |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| Selected person nel will atten d district | CPI training. k training to make sure that all procedure | | | | | | |
| Implement CPI and document when n | | is are carried out. | | | | | |
| | | | | | | Formative/ | |
| Strategy 3 | Persons Resp | onsible/Title Resources | Tim | eline Evidence of Implementation | Evidence of Impact | Summative Assessment | Title - I School- wide Component |
| ningfor All Staff on | *Principal | *District PP –Counselor Presentation to Staff | *Aug. 2024 | *Certificate of Modules *N o | *Zero Reports | *Classroom | *Com prehensive Needs |
| ual abuse and neglect, | *AP's | *SEL Modules | *Oct. 2024 | bullying Signs *Positive Interaction | *Positive School | observation | Assessment |
| lying, suicide, trama, and | *Counselor | *H R Resources | *Nov. 2024 | between teacher and students | Climate *Informed | *Walkthroughs | *Reform Strategies- a, b, c |
| . (Social Emotional rning). | *LSSP *LPC | *STOP-It | *J an. 2025 *March 2025 | *Positive interaction between student to students | Staff *High students engagement | | *Teacher Decision Making Regarding Assessments-a, b, c |
| нны <i>ы.</i> | *Wrap Around | *Counselor PD on Sexual Harassment, bullying. | *April 2025 | statient to statients | engagement | | *Effective & Timely -Assistance |
| | Specialists | | *J une 2025 | | | | to students experiencing |
| | | | | | | | diffi cult y-a, b, c |
| | | | | | | | *Integration of Fed., State, & |
| | | | | | | | Local Services, Programs and |
| | | | | | | | Funds-a,b,c |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | 1 | | |
| Action Steps | | | | | | | |
| Action Steps I staff will attend PD via Hoonuit on aff will document and report any co | sexual abuse and neglect, bullying, suicid | e, trama, SEL. | | | | | |

2024-2025 Garza-Peña Elementary Goals Goal 3: Improve safety, Public Support, Culture and Climate

| al Area: 3 nual Goal3: | Improve Safety, Public Support, Culture and C Family involvement and interaction with their | child's school/class will increase by 5% by June 20 | 02.5. | | | | |
|---|--|--|---|--|--|---|--|
| tive 1: | Parents participation in informational training | | | | | | |
| St rat eg y 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| ers and staff will use wed platforms to communicate with parents and ss their questions and needs. | *Principal *AP *CIL *Teachers *Counselor | *School FB *G cogle Classroom *ClassDojo *E mail *Phone call *School Messenger | *Aug.2024 *Oct.2024 *Vov.2024 *Jan.2025 *March 2025 *April 2025 *June2025 | *Weekly attendance report *Weekly Cont act Paren Llog *Google Class oom Posts *CassDojo Announcements *Email Log s | *Parent communication 100% *Increase Student participation on Google Classroom *Decrease in miscomunication on assignments *Less incomplete assignments *Positive partnership between parents and staff member | *Increased parent satisfaction *Improved staff morale *Increased students participation | *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely-Assistance to students experiencing diffic a,b,c *Integration of Fed., State, & Local Services, Programs and Fu a,b,c |
| Action Steps ices and messages will be sent out on a timelymanner ent educator will reach out to parents to invite them t nass message will be sent out via Messanger to reach a | o school meetings and trainings. | | | | | | |
| St rat eg y 2 | Persons Responsible/Title | Resource s | Timeline | Evidence of Implementation | Evidence of Impact | Formative/ Summative Assessment | Title-I School- wide Component |
| nts will be invited to nd social events sponsored by the school | *Principal *AP *CIL *Teachers *Counselor | *School FB *Google Clasoroom *ClasoDojo *Email *Phone calls *Parent notes | *Aug. 2024 *Oct. 2024 *Nov. 2024 *I an. 2025 *March 2025 *April 2025 *J une2025 | *Sign in Sheet for attendees *High participation in social events | *Positive Parent involvement in social events *Student participation in special events | *High participation by parents and student *High participation by students | *Comprehensive Needs IS Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistancet o students experiencing diffic a,b,c *Integration of Fed., State, & Local Services, Programs and Fu a,b,c |
| Action Steps tices and messages will be sent out on a timelymanner | | | | | | I | |
| rent educator will reach out to parents to invite them t nass message will be sent out via Messanger to reach a | | | | | | | |
| 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 d meetings and trainings provided by the school and ct. | *Principal *AP's *CLL *Teachers *Counselor *Parent Educator | *School FB *Email *Phone callvia messenger *ClassDojo *Flyers *Curriculum Nights *Literacy Nights *Parental Engagement Mtgs | *Aug.2024 *Oct.2024 *Nov.2024 *Jan.2025 *March.2025 *April 2025 *June2025 | *Sign in Sheet for att endees * High participation in upcoming school and district trainings | *HighParent involvement *Learning Opportunites *Informed parents | *High participation by parents and student *High participation by students | *Comprehensive Needs IS Assessment *Reform Strategies- a, b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficu a,b,c *Integration of Fed., State, & Local Services, Programs and Fur a,b,c |

2024-2025 Garza-Peña Elementary Goals Goal 4: Increase Staff Quality, Recruitment, and Retention

| al Area: 4 | Increase Staff Quality, Recruitment and Ret | | | | | | |
|---|--|---|--------------|--|---|-------------------------------|---|
| ual Goal: | All teachers will deliever high quality, engag | ing lessons maximizing at least 95% of the instruct | ionaltime. | | | | |
| c tive: | | uality, engaging lessons, and technology to increa | | | | | |
| | Persons Responsible/Title | | | | | Formative/ | Title-I School-wide Component |
| Strategy 1 | Persons Responsible/ Inte | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Summative Assessment | Inte-i school- wide Component |
| | | | | | dest a de la companya | days 11 | |
| acher s will use research | *Principal | *District Curriculum | *Aug.2024 | *Campus Review Sessions (CRS) | *Closing the achievement | *Weekly | *Com prehensive Needs |
| d strategies in their daily lesson to increase student | *др | *Istation Reading | *Oct.2024 | *DMAC data reports | gap among student groups | Assessments | Assessment |
| ge men t | *сш | *ImagineMath | *N ov. 2024 | *Campus Performance Reviews (CPR) | *Increase academic performance of all student groups | *CBA I | *Reform Strategies-a,b,c |
| | *Teachers | *ThinkCentral | *J an. 2025 | *Progress Monitoring Reports | in all BM | *BM & | *Teacher Decision Making Regarding Assessments-a,b,c |
| | *Counselor | *EduSmart *CIF | *March 2025 | *Walk-through fee dback | *ST AAR te ste ds ubjects | *STAAR | *Effective & Timely -Assistance to students experiencing diff |
| | | *Google Classroom | *April 2025 | *LPAC not es | *Fluency Growth in all student groups | *TELPAS | a,b,c |
| | | *G oo gle Meet s | *J un e 2025 | *Lesson Plans | *Increased classroom participation | *District *Fluency Checks | *Integration of Fed., State, & Local Services, Programs |
| | | *Poll | Surcebes | *Language Acquisition Monitoring Application | | , | Funds- a,b,c |
| | | *Quizs | | *Fluency Check Running Record | | | |
| | | | | *T-Tess | | | |
| | | *Games | | *Reports from programs | | | |
| | | *Galaxy | | Reports norm programs | | | |
| | | *Summit K12 | | | | | |
| | | *Book Studies | | | | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| achers will attend research based professional dev | | | | | | | |
| eachers will turn around PD attended to other teach eachers will implement what was learned in their pr | | | | | | | |
| achers will participate in classroom visitations with | | iproventsu action. | | | | | |
| | ÷ | | | | | Formative/ | Title-I School-wide Component |
| St rat eg y 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Summative Assessment | litie-ischool-wide Component |
| | den e e l | | ** | | sheet a state of a | days 11 | |
| valk-through data to | *Principal | * T-Tess Rubric | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the achievement | *Weekly | *Com prehensive Needs |
| tor and support teacher effective ness | *др | *Walkthrough District Form | *Oct.2024 | *DMAC data reports | gap among student groups | Assessments | Assessment |
| | *сш | *Coaching Cyle | *N ov. 2024 | *Campus Performance Reviews (CPR) | *Increase academic performance of all student groups | *CBA I | *Reform Strategies-a,b,c |
| | *Teachers | *NTC Tools | *J an. 2025 | *Progress Monitoring Reports | in all BM | *BM I & II | *Teacher Decision Making Regarding Assessments-a,b,c |
| | | *PD Goals | *March 2025 | *Walk-through fee dback | *ST AAR te ste d subjects | *STAAR | *Effective & Timely -Assistance to students experiencing diff |
| | | *TCLCs | *April 2025 | *LPAC not es | *Fluency Growth in all student groups participation | *TELPAS | a,b,c |
| | | *Roa dma p | *J un e 2025 | *Lesson Plans | *Completion of PD Goals | *District *Fluency Checks | *Integration of Fed., State, & Local Services, Programs |
| | | *SGM's | | *Language Acquisition Monitoring Application | | *Summartive Evaluation | Funds- a, b,c |
| | | | | *Fluency Check Running Record | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| a ta obtained from walk-throughs will be utilized to | target areas of growth for teachers | | | | | | |
| ot and Cold Feedback will be provided for all teache | | | | | | | |
| nplementation will be monitored weekly. | | | | | | | |
| | Persons Responsible/Title | | | | | Format iv e/ | Title-ISchool-wide Component |
| Strategy 3 | | Resources | Timeline | Evidence of Implementation | Evidence of Impact | Summative Assessment | |
| acher s will incorporate | *Principal | *District Curriculum | *Aug. 2024 | *Campus Review Sessions (CRS) | *Closing the achievement | *Weekly | *Comprehensive Needs |
| blogy into their lessons to optimize student | *AP | *Istation Reading | *Oct. 2024 | *DMAC data reports | gap among student groups | Assessments | Assessment |
| rement | *AP *CLL | *Imagine Math | *Nov. 2024 | *Campus Performance Reviews (CPR) | *Increase academic performance of all student groups | *CBA I | *Reform Strategies- a, b,c |
| | | ° | | | in all BM | | • • • |
| | *Teachers | *Google Classroom | *J an. 2025 | *Progress Monitoring Reports | | *BM1&II | *Teacher Decision Making Regarding Assessments-a, b, c |
| | | *Interactive Board | *March 2025 | *Walk-through fee dback | *ST AAR tested subjects | *STAAR | *Effective & Timely -Assistance to students experiencing diff |
| | | *Google Meets | *April 2025 | *LPAC not es | *Fluency Growth in all student groups * Increase use | *TELPAS | a,b,c |
| | | *Quizzlet | *J un e 2025 | *Lesson Plans | oftechnology | *District *Fluency Check | *Integration of Fed., State, & Local Services, Programs |
| | | *Quizs | | *Language Acquisition Monitoring Application | | *Usage Report on Istation and | Funds- a, b,c |
| | | *G ames | | *Fluency Check Running Record | | Imagine Math | |
| | | *Prodigy | | - | | *Google forms,slides, doc. | |
| | | *Edusmart *Mackinvia | | | | | |
| | | *TECHCamps | | | | | |
| | 1 | *CIT Trainings | | | | 1 | |
| | | | 1 | | | 1 | |
| | | | | | | 1 | 1 |
| | | *Te acher Trainings | | | | | |
| | | | | | | | |
| Action Steps | | *Te acher Trainings | | | | | |
| hers and Staff will at tend professional developm | | *Te acher Trainings Ne arPod | | | | | |
| Action Steps hers and Staff will attend professional developm hers will utilize technology in the classroom and nology usage will be monitored weekly. | | *Te acher Trainings Ne arPod | | | | | |

2024-2025 Garza-Peña Elementary Goals

Goal 4: Increase Staff Quality, Recruitment, and Retention

| oal Area: 4 | Increase Staff Quality, Recruitment and | Retention | | | | | |
|--|---|--|--|--|---|--|--|
| iual Goal: | Staff will use the evaluation systems to | | nd retention. | | | | |
| jective: | Staff will develop the skills in teacher e | 11 | | through calibration and assessment | | | |
| Jeourei | 1 | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | | | Formative/ | Title I Colored wide Community |
| Strategy 1 | Persons Responsible/Title | Resources | Timeline | Evidence of Imple | mentation Evidence of Impact | Summative Assessment | Title-I School- wide Component |
| dministration and teachers | *Principal | *T-Tess Training | *Aug. 2024 | *T-Tess- Teacher Self Assessment | *Growth in PD Goals | *Teacher | *Comprehensive Needs |
| I receive training on the | *AP's | *TxCee Online Orientation | *Oct. 2024 | *PD Goals *BOY | *Teacher Growth | anno unce d and | Assessment |
| aluation process | *CLL | *Calibration Certification | *Nov. 2024 | Goals Conference *MOY | *Progress/Completion | unnouced | *Reform Strategies- a,b,c |
| | *Teachers | *6 Hour T-Tess Orientation | *Jan. 2025 | Progress Conference *EOY | of PD Goals *SGM | observation *Mid | *Teacher Decision Making |
| | | *CLLT-Tess Roll Out | *March 2025 *April 2025 | Summative Evaluation *Observation Cycle | *Teacher Effectiveness | Year Conference | Regarding Assessments-a,b,c *Effective & Timely -Assistan ce to |
| | | *Walk-through Forms | *April 2025 *June 2025 | *Walk-throughs | Ratings | *Summative Conference | students experiencing difficulty- |
| | | | June 2025 | wark-thioughs | Natiligs | conierence | a,b,c |
| | | | | | | | a, , , , , , , , , , , , , , , , , , , |
| Action Steps | | | | | | | |
| | pmenton the correct evaluation process. | | | | | | |
| Teachers will be guided on how to develo | op effective SGM for their students. ed during the evaluation process and SGM in t | their own closers one | | | | | |
| I eacher's will implement what was learned Implementation will be monitored and rev | | neir own classroom. | | | | | |
| implementation will be monitored and ret | | | | | | Formative/ | |
| Strategy 2 | Persons Responsible/Title | Resources | Timeline | Evidence of Imple | mentation Evidence of Impact | Summative Assessment | Title-I School- wide Component |
| port the professional | *Principal | *T-Tess Training | *Aug. 2024 | *Pre Conference Form | *Teacher | *Stu dent | *Comprehensive Needs |
| with of campus teachers | *AP | *Observation Cycle | *Oct. 2024 | *Observation Form *Post | implem entation of | engagement | Assessment |
| monitoring, evaluating, | *CLL | *NTC Tools | *Nov. 2024 | Conference Form *Teacher Inter- | newly aquired | *Follow through | *Reform Strategies- a,b,c |
| l providing feed back. | *Teachers | *Collaborative Learning Walks | *Jan.2025 | visitation Form | feed back *Teacher | of feed back | *Teacher Decision Making |
| | | *Walkthroughs | *March 2025 | *Walkthrough Online Form | participation | *Classroom visit | Regarding Assessments-a,b,c |
| | | *Peer observations | *April 2025 | *Peer Schedule Template | *Incorporating | | *Effective & Timely -Assistance to |
| | | *TCLCs | *June 2025 | | vertically aligned | | students experiencing difficulty- |
| | | | | | strategies | | a,b,c |
| | | | | | | | *Integration of Fed., State, & |
| | | | | | | | Local Services, Programs and |
| | | | | | | | |
| | | | | | | | Funds-a,b,c |
| | | | | | | | |
| Action Steps | | | | | | | |
| ata obtained from walk-throughs will be | reviewed and analyzed to guide growth for a | ill teachers. | | | | | |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to | | | | | | | |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to Action plan will be developed and monito | teachers to improve practice. | ntation is being utilized. | Timolino | Evidence of Imple | mentation Evidence of Impact | Formative/ | |
| Data obtained from walk-throughs will be fot and Cold feedback will be provided to cction plan will be developed and monito Strategy 3 | o teachers to improve practice. ored carefully to make sure that proper imple Persons Responsible/Title | ntation is being utilized. Resources | Timeline | | mentation Evidence of Impact | Summative Assessment | Funds- a,b,c Title-I School- wide Component |
| Data obtained from walk-throughs will be not and Cold feedback will be provided to action plan will be developed and monito Strategy 3. data collected to provide | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal | ntation is being utilized. Resources *Observation Cycle | *Aug. 2024 | *PD Sign In *Data | *Teacher | Summative Assessment *Classroom | Funds- a,b,c Title-I School- wide Component *Comprehensive Needs |
| Data obtained from walk-throughs will be tot and Cold feedback will be provided to Action plan will be developed and monito Strategy 3 data collected to provide fessional development to | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks | *Aug. 2024 *Oct. 2024 | | *Teacher implementation of | Summative Assessment *Classroom Observation | Funds- a,b,c Title-I School- wide Component *Comprehensive Needs Assessment |
| ata obtained from wak-throughs will be lot and Cold feedback will be provided to action plan will be developed and monito Strategy 3 data collected to provide ressional development to ide growth opportunities | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs | *Aug. 2024 *Oct. 2024 *Nov. 2024 | *PD Sign In *Data | *Teacher implementation of newly aquired PD | Summative Assessment *Classroom Observation *Classroom | Funds-a,b,c Title-I School- wide Component *Comprehensive Needs Assessment *Reform Strategies-a,b,c |
| ata obtained from wa k-throughs will be ot and Cold feedback will be provided to ction plan will be developed and monito Strategy 3 data collected to provide essional development to ide growth opportunities Il staff for means of | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug.2024 *Oct.2024 *Nov.2024 *Jan.2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom Observation *Classroom walkthrough | Funds- a,b,c Title-I School- wide Component *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making |
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| ata obtained from wak-throughs will be ot and Cold feedback will be provided to ction plan will be developed and monito Strategy 3 data collected to provide essional development to ide growth opportunities ill staff for means of | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom Observation *Classroom walkthrough | Funds- a,b,c 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 |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to Action plan will be developed and monito Strategy 3 data collected to provide ressional development to vide growth opportunities all staff for means of | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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- |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to Action plan will be developed and monito Strategy 3 data collected to provide ressional development to vide growth opportunities all staff for means of | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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 |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to Action plan will be developed and monito Strategy 3 edata collected to provide fessional development to vide growth opportunities all staff for means of | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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, & |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to Action plan will be developed and monito Strategy 3 data collected to provide fessional development to vide growth opportunities all staff for means of | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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 |
| Data obtained from walk-throughs will be Hot and Cold feedback will be provided to Action plan will be developed and monito | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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, & |
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| Action Steps | o teachers to improve practice. pred carefully to make sure that proper imple 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. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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 |
| Atta obtained from wak-throughs will be lot and Cold feedback will be provided to ction plan will be developed and monito Strategy 3 data collected to provide essional development to ride growth opportunities ill staff for means of ntion. Action Steps Ising data collected teachers will be enco | o teachers to improve practice. pred carefully to make sure that proper imple Persons Responsible/Title *Principal *AP's *CL | ntation is being utilized. Resources *Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations *PD for areas of concern to target growth areas. | *Aug. 2024 *Oct. 2024 *Nov. 2024 *Jan. 2025 *March 2025 *April 2025 | *PD Sign In *Data | *Teacher implementation of newly aquired PD *Teacher participation | Summative Assessment *Classroom *Classroom walkthrough *Teacher | Funds- a,b,c 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 |

2024-2025 Garza-Peña Elementary Goals Goal 4: Increase Staff Quality, Recruitment, and Retention

| Goal Area: 4 | Improve Safety, Public Support, Cu | | | | | | |
|--|---|---|----------------------------|--|--------------------------------------|-----------------------|---|
| nnual Goal3: | | ch assigned grade level by June 2025. | | | | | |
| bjective: | | to teach the assigned grade level by June 2025. | | | | Formative/ | |
| Strategy 1 | Persons Responsible/Titl | e Resources | Timeline | Evidence of Implementation | Eviden ce of Impact | Summative Assessment | Title-I School- wide Component |
| d ual language including | *Principal | *State Bilingual Certification | *Aug. 2024 | *Bilingual Pairs | *Bilingual Pairs group | *Walkthroughs | *Comprehensive Needs |
| ecial education te achers | *AP | *Dual La nguage District Training | *Oct. 2024 | *Bilingual Classrom Labels | work | *Observations | Assessment |
| l be œrtified bilingual. | *CLL | *Bilin gual District Department Resources | *N ov. 2024 | *Language of the Day Instruction | *Bilingual Classrom | *D L Department | *Reform Strategies- a,b,c |
| | *Teachers | *ELPS training | *J an. 2025 | *Bilingual resources | Labels | Observations | *Teacher Decision Making |
| | | *Bilingual update training | *March 2025 | *Bilingual library books | *Students use | | Regarding Assessments-a, b,c |
| | | *Centers training | *April 2025 | *Display of student work in both | language of the Day | | *Effective & Timely -Assistance |
| | | | *J un e 2025 | lang uag es | *Students use bilingual resources | | to students experiencing difficulty-a,b,c |
| | | | | | *Students have access | | *Integration of Fed., State, & |
| | | | | | to bilingual Libra ry | | Local Services, Programs and |
| | | | | | | | Funds- a, b,c |
| | | | | | | | |
| | | | | | | | |
| Action Steps | | | | | | | |
| | cial education teachers will be properly certified in | | | | | | |
| Duallanguage teachers will ensure that t | their certification is current by attending trainings Persons Responsible/Titl | | | | | Formative/ | Title-I School- wide Component |
| Strategy 2 | Persons Responsible/Th | e Resources | Timeline | Eviden ce of Implementation | Eviden ce of Impact | Summative Assessment | nue-i school- whee component |
| dual language teachers | *Principal | *Dual Language District Update Training | *Aug. 2024 | *Bilingual Pairs | *Bilingual Pairs group | *Walkthroughs | *Comprehensive Needs |
| l receive required annual | *AP | | *Oct. 2024 | *Bilingual Classrom Labels | work | *Observations | Assessment |
| ining. | *CLL | | *N ov. 2024 | *Language of the Day Instruction | *Bilingual Classrom | *D L Department | *Reform Strategies-a,b,c |
| | *Teachers | | *Jan. 2025 | *Bilingual resources | Labels | Observations | *Teacher Decision Making |
| | | | *March 2025 *April 2025 | *Bilingual library books *Display of student work in both | *Students use language of the Day | | Regarding Assessments-a, b,c *Effective & Timely -Assistance |
| | | | *J un e 20 25 | lang uag es | *Students use | | to students experiencing |
| | | | Suite Lo Lo | | bilingual resources | | difficulty-a,b,c |
| | | | | | *Students have access | | *Integration of Fed., State, & |
| | | | | | to bilingual Libra ry | | Local Services, Programs and |
| | | | | | | | Funds-a,b,c |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Action Steps | all mandated professional development offered by | our district | | | | | |
| | ged to attend Region I professional development. | our ustrict. | | | | | |
| Dual language teachers will be encourag | ged to attend State professional development. | | | | | Formative/ | |
| Strategy 3 | Persons Responsible/Titl | e Resources | Timeline | Evidence of Implementation | Eviden ce of Impact | Summative Assessment | Title-I School- wide Component |
| npus will recruit certified | *Principal | *New Teacher Job Fair | *Aug. 2024 | *Interview process | *HR *Closing the | *Teahers | *Comprehensive Needs |
| chers | *AP's | *State Certification | *Oct. 2024 | Criteria Review | ach ie vem en t gap | knowledgeable in | Assessment |
| | *CLL | *H R Hiring Process | *N ov. 2024 | | among student groups | content grade | *Reform Strategies- a, b,c |
| | *Teachers | | *J an. 2025 | | *In crease academic | level area | *Teacher Decision Making |
| | | | *March 2025 | | performance of all | *T-Tess | Regarding Assessments-a, b,c |
| | | | *April 2025 | | student groups in all BM *STAAR | Eva luation | *Effective & Timely -Assistance |
| | | | *J un e 2025 | | BM *STAAR tested subjects | Process *Reference | to students experiencing difficulty-a, b,c |
| | | | | | *G rowth in Istation | Checks *Resume | *Integration of Fed., State, & |
| | | | | | Reading/Ma th | | Local Services, Programs and |
| | | | | | - | | Funds- a, b,c |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Acrion Steps | | | | | | | |
| | s and individuals for current available positions. | | | | | | |
| mous will ensure that all teachers hire | ad are properly cortified | | | | | | |

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

Garza-Peña Elementary Appendix



- Integrated Campus Checklist
- Accountability Report
- Programs List
- 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> | Yes | <u>No</u> | CIP Page #s |
|---|----------------|-----------|----------------|
| 1. Was a comprehensive needs assessment of the entire school conducted? | $\underline{}$ | _ | <u>I. 1-15</u> |
| 2. Did the needs assessment obtain feedback from all the stakeholders? | $\underline{}$ | _ | |
| 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.) | $\underline{}$ | - | |
| 6. Are the objectives written in measurable terms? | | _ | |
| 7. Do the objectives address the Academic Excellence Indicators? | $\underline{}$ | _ | |
| 8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives? | $\underline{}$ | _ | |
| 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? | $\underline{}$ | _ | |
| 11. Have resources been allocated to support the initiatives, strategies, and activities? | $\underline{}$ | _ | |
| 12. Have persons responsible for leading, coordinating, and completing the tasks been designated? | $\underline{}$ | _ | |
| 13. Is staff dev. to carry out the initiatives, strategies and activities included in the plan? | $\underline{}$ | - | |
| 14. Does the campus plan include formative evaluations? | $\underline{}$ | _ | |
| 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? | $\underline{\checkmark}$ | - | <u>I. 1-15</u> | |
|---|---|--------------------------|------------|-----------------|--|
| • | Strategies for attracting highly qualified staff? | $\underline{\checkmark}$ | _ | <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? | $\underline{\checkmark}$ | - | <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? | <u>√</u> | - | <u>I. 15</u> | |
| • | Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program? | | - | <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 progr | $\frac{}{2}$ 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? | $\underline{\checkmark}$ | _ <u>A</u> | ppendix B | |

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> | _ | | |
| $\frac{}{}$ | - - | | |
| ∨ A | ppendi | ices H,I,J | |

Garza-Peña Elementary 2019-2020



TEXAS ACADEMIC PERFORMANCE REPORT 2024

Garza-Peña Elementary ACCOUNTABILITY REPORT 2024

Texas Education Agency 2022 Accountability Ratings Overall Summary AMANDA GARZA-PENA EL (108909118) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

| | Component Score | Scaled Score | Rating |
|--|--------------------|-----------------|-----------------------------|
| Overall | | 89 | в |
| Student Achievement | | 65 | Not Rated: Senate Bill 1365 |
| STAAR Performance | 38 | 65 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 94 | A |
| Academic Growth | 89 | 94 | A |
| Relative Performance (Eco Dis: 94.3%) | 38 | 73 | С |
| Closing the Gaps | 72 | 76 | С |

Accountability Rating Summary

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

X ELA/Reading

- X Mathematics
- X Science

Not Eligible Social Studies

- Comparative Academic Growth
- X Postsecondary Readiness
- X Comparative Closing the Gaps

Garza-Peña Elementary PROGRAMS LIST 2024-2025



| | | | Grad | e Level | Served | | | Special Pop. Served | | | | | ed | Funding Sourcesected.complete " | | | | | | | | | | | |
|--|----------------|--------|--------------|--------------|--------------|--------------|--------------|---------------------|-------------------|---------------|---------|---|--------------------------|---------------------------------|-------------|-----|---------|----------|--|-----------|---|----------------|----------------|-------------------|-------|
| Programs that Support Student Achievement | Pre- Kinder | Kinder | 1st Grade | 2nd Grade | 3rd Grade | 4th Grade | 5th Grade | Special Ed. | Recent Immigra | Bilingua I | Migrant | - | Eco. Disadva ntage | GT | PK Grant | SCE | Title I | Title II | | Title III | 5 | Special Ed. | Technol ogy | State Bilingua | Local |
| IEP Inclusion | | x | x | x | x | x | x | x | x | x | x | x | x | | | | | | | 6 | | x | | | |
| Extended Day Instruction | | | | | x | x | x | x | x | x | x | x | x | x | | | | | | | | | | | |
| Accelerated Reading Instruction | | | x | x | x | x | x | х | x | x | x | x | x | x | | x | x | | | | | | | | x |
| Tutorial | | x | x | x | x | x | x | | x | x | x | x | х | | | x | x | | | | | | | | |
| Paraprofessionals to reinforce inst. | x | x | x | x | | | | x | х | x | x | x | х | | x | x | х | | | | | | | | |
| Computer Assisted Instruction | х | х | x | х | x | х | x | х | x | x | x | x | х | х | | x | | | | | | | x | | x |
| Parental Involvement | x | x | x | x | х | х | х | x | x | x | x | x | х | x | | x | x | | | | | | | | |
| Technology in class | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | x | | | | | | x | | x |
| Music Teacher | x | x | x | x | x | x | x | x | x | x | x | x | х | x | | | | | | | | | | | x |
| Science Lab | | | | | | x | x | x | x | x | x | x | x | x | | x | | | | | | | | | |
| Special Education | x | x | x | x | x | x | х | x | х | x | x | x | x | | | | | | | | | x | | | |
| Choir | x | x | x | x | x | x | x | x | x | x | x | x | х | x | | | | | | | | | | | x |
| Chess Club | | | | x | x | х | х | x | x | x | x | x | х | x | | | | | | | x | | | | |
| Guitar Club | | | | | х | х | х | x | x | x | x | x | х | x | | | | | | | | | | | x |
| Destination Imagination | | x | x | х | х | х | х | | | | | | | x | | | | | | | x | | | | |
| Girls Scouts Club | x | х | x | х | х | х | х | x | х | x | x | x | х | x | | | | | | | | | | | |
| National Honor Society | | | | | | x | х | x | x | x | x | x | х | x | | | | | | | | | | | |
| Cheerleaders | | | x | x | x | x | x | x | х | x | x | x | х | x | | | | | | | | | | 41 | |
| Robotics | | | | | х | х | х | х | х | | x | x | х | x | | | | | | | x | | | | |

Garza-Peña Elementary 2024-2025 CPOC COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

September 11, 2024

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 2024-2025 SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

Campus Plan Approval Minutes September 11, 2024

Meeting was called to order by Mrs. Judith Canales, Principal. Presentation of campus plan was conducted by Mrs. Judith Canales and SBDM members. All issues of concern were addressed. 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. Committee was made aware that CIP is a working document.

Garza-Peña Elementary 2024-2025 SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

School Administration

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

Para-Professional

Mia Jimenez

Support Staff

Adriana Salazar Brianna Jimenez Jose Rodriguez

Community Member

Cynthia Sandoval

Professionals

Adriana Sanchez- PK Angel Seawell - Kinder Priscila Cardenas-1st Grade Sonia Champion– 2nd Grade Alma Rivera– 3rd Grade Iris Castillo-4th Grade Oscar Quintanilla– 5th Grade

Resource

Carmen Noyola

<u>Parent</u>

Marlen Garza

Garza-Peña Elementary 2024-2025 SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN PHARR-SAN JUAN-ALAMO з EG CO COLLEGE

Independent School District GARZA-PEÑA ELEMENTARY

Judith Canales, Principal Elda Barrios, Assistant Principal

| | Garza Pena Elementary Approval of CIP | |
|---------------------------|--|------------------|
| | September 11, 2024 | |
| Grade/Title | Name | Signature |
| Principal | Judith Canales | Sala |
| Asst. Principal | Elda Barrios | Alak at - |
| Counselor | Di Gabriel Camero | Jeastiel Gimen |
| PK Teacher | Adriana Sanchez | Adnana Sarah |
| K Teacher | Angel Seawell | a.C. Server |
| 1 st Teacher | Priscila Cardenas | Prizzela, Corde |
| 2 nd Teacher | Sonia Champion | Sound Chamm |
| 3 rd Teacher | Alma Rivera | - allans |
| 4 th Teacher | Iris Castillo | dris Com |
| 5 th Teacher | Oscar Quintanilla | O. R. |
| Instructional Coach (CLL) | Monica Hernandez | 1 Just |
| Librarian | Carmen Noyola | Carm Playole |
| Paraprofessional | Mia Jimenez | mignent |
| Secretary | Adriana Salazar | prolinging Salar |
| PEIMS Clerk | Brianna Jimenez | Omenes |
| Custodian | Jose Rodriguez | 7-900 |
| Parent | San Juanita Garza | - that |

It is the policy of the Pharr-San Juan-Alamo (SD not to discriminate on the basis of sax, disability, race, color, region, national origin, or age. Es norme del Distrito Escolar de Pherr-San Juan-Alamo no discritoinar en base al sexo, inhabilidad, raza, color, religión, nacionalidad o adad.

Garza-Peña Elementary 2024-2025 PROFESSIONAL DEVELOPMENT PLAN

Garza-Pena Elementary 2023-2024 PD Plan

| PD Dates | PD Topic | PD Presenter | CIP Goal Alignment | | | | | |
|-----------------|--|---------------------------------------|--------------------|--|--|--|--|--|
| August 21, 2023 | Campus Policies/ Procedures | Principal AP Counselor Nurse | CIP Goal 1-4 | | | | | |
| August 22, 2023 | Language Arts/Math Curriculum Rollouts | District Strategists | CIP Goals 1-4 | | | | | |
| August 23, 2023 | PK3/PK4 Guidelines Science Rollout | Maricela Cortez Maria Varela | CIP Goals 1-4 | | | | | |
| August 24, 2023 | st 24, 2023 Social Studies Rollouts Distri | | CIP Goals 1-4 | | | | | |
| August 25, 2023 | T-Tess | Principal AP | CIP Goals 1-4 | | | | | |
| TBD | Active Shooter Training | PSJA PD | CIP Goals 1-4 | | | | | |
| TBD | Forde-Ferrier | Consultants | CIP Goals 1-4 | | | | | |
| Every 6 Weeks | Sharon Wells | Consultants | CIP Goals 1-4 | | | | | |
| Every 6 Weeks | Pearlized Math | Consultants | CIP Goals 1-4 | | | | | |
| TBD | Footsteps to Brilliance | Consultants | CIP Goals 1-4 | | | | | |
| TBD | Summit K-12 | Consultants | CIP Goals 1-4 | | | | | |
| Oct- June | Reading Academies | Region 1 | CIP Goals 1-4 | | | | | |
| TBD | Estrellita | Consultants | CIP Goals 1-4 | | | | | |
| TBD | Sing, Spell, Read & Write | Consultants | CIP Goals 1-4 | | | | | |

Garza-Peña Elementary 2024-2025 PROFESSIONAL DEVELOPMENT PLAN

Title I, Part A

School wide Components:

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

2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.

3. Instruction by highly qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achie vement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.