

Canutillo Independent School District

Gonzalo & Sofia Garcia Elementary School

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

The mission of the Gonzalo and Sofia Garcia Elementary community is to empower students to succeed in a multicultural setting and to provide a challenging learning environment, thus preparing all students to meet the challenges of a changing global society.

Vision

Our vision at Gonzalo and Sofia Garcia Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

Table of Contents

Goals	3
Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness	3
Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction	16
Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction	21
Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities	24
Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity	26









Goals

















Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: Student Safety & Well Being:

By May of 2025, Garcia Elementary School teachers and staff will receive Standard Response Protocol PK-12. training, Emergency Operation Planning (EOP) training and crisis response and how to integrate it into the MTSS (Multi-Tier Systems of Support).

Evaluation Data Sources: Sign-in sheets, Emergency Drill Google form, No Place for Hate, Aliviane Schedule.

Strategy 1 Details	Reviews			
Strategy 1: By May 2024, Garcia Elementary School will comply with the School Safety Bill 168 and conduct active shooter exercises including fire drills, lock downs, secure and evacuation drills. Strategy's Expected Result/Impact: Teachers and staff awareness of drills to respond to emergency situations. Staff Responsible for Monitoring: Administration Counselor EOP Team CISD Police Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Garcia Elementary School Counselor will conduct yearly training for faculty and staff on Suicide Awareness, Harassment, Bullying, Child Abuse (CPS), Trauma Informed Care, and Human Trafficking. Additionally, School Counselor and Assistant Principal will provide formal training to accurately identify and report bullying in accordance with the Texas Anti-Bullying law. Strategy's Expected Result/Impact: Ensuring that staff understands responsibilities regarding reporting of abuse, neglect, human trafficking and bullying will help in ensuring the safety of our students. Staff Responsible for Monitoring: Counselor Administration Teachers Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: Garcia Elementary will implement positive discipline strategies to decrease office referrals from 2023-2024 referrals to 64 office referrals (-50%) for the 2023-2024. Strategy's Expected Result/Impact: Through Tier 1 interventions and professional development we will minimize suspensions of students as a method of consequences/discipline. It will help to insure that we provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes. Staff Responsible for Monitoring: Teachers Administratiton Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Garcia Elementary School will implement the district's No Place for Hate/Anti-Bullying Initiative. Strategy's Expected Result/Impact: Provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes. Staff Responsible for Monitoring: Assistant Principal, Counselor Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
Strategy 5: Garcia Elementary School Counselor will deliver campus wide targeted anti-bullying and social emotional lessons to include resources. Additionally, through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in 3rd-5th grade. Strategy's Expected Result/Impact: Anti-bullying lessons will help to ensure that we provide a safe, positive and secure environment, which will positively impact campus culture, student attendance rates, and performances outcomes. Staff Responsible for Monitoring: Administration, Counselor, Student Support Services Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: High number of behavioral and crisis referrals. Root Cause: Lack of consistent tiered consequences, students lack knowledge of self-regulation and social behaviors, beginning school with lack of social and emotional skills.
Perceptions
Problem Statement 1: Students lack social awareness in different environmental settings. Root Cause: Student referrals (counseling, behavioral, crisis).













Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness













Performance Objective 2: Academic Growth:

By May 2025, GES 3rd-5th grade students will increase their STAAR scores as follows:
3rd Reading: Approaches from 83% to 88%; Meets from 36% to 41%; Masters from 17% to 22%
3rd Math: Approaches from 73% to 76%; Meets from 35% to 40%; Masters from 2% to 10%
4th Reading: Approaches from 85% to 88% Meets from 33% to 37%; Masters from 10% to 15%
4th Math: Approaches from 66% to 71%; Meets from 23% to 28%; Masters from 7% to 15%
5th Reading: Approaches from 85% to 88%; Meets from 22% to 27%; Masters from 40% to 45%
5th Math: Approaches from 75% to 80%; Meets from 26% to 31%; Masters from 17% to 22%
5th Science: Approaches from 69% to 74%; Meets 10% to 20%; Masters from 8% to 15%

Evaluation Data Sources: STAAR, STAAR Interim, Benchmarks, Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: During PLCs we will evaluate student performance data, identify priority standards, instructional programs, and common assessments data, and intervention services weekly and every reporting period to improve student performance data and increase students achievement Strategy's Expected Result/Impact: Student performance indicators such as I Station, Unit Assessments data, TELPAS, STAAR data will provide evidence of a positive impact of on student performance outcomes as a result of PLC's evaluating and monitoring student performance data. Staff Responsible for Monitoring: Classroom Teachers, RtI teacher, Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 Funding Sources: Library Aide - 211-Title I-Part A - \$32,047.84, Tutoring/Intercession/After School tutoring - 185-State Compensatory Education - \$9,246.52	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished

Strategy 2 Details	Reviews			
<p>Strategy 2: Garcia Elementary will identify 100% of all students (Child Find) who are exhibiting weaknesses in areas of math, reading, and writing. Garcia Elementary teachers will use RtI process, 504 meetings, and ARD's to include parents in the decision making process, meet the needs of students, determine eligibility for Tier II and Tier III interventions, RtI, 504 or Special Education services as appropriate.</p> <p>Strategy's Expected Result/Impact: Positive impact on student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers and staff; MTSS team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students to include our special populations.</p> <p>Strategy's Expected Result/Impact: Students's performance indicators such as but not limited to TELPAS, STAAR, unit assessments data will provide evidence of positive impact on student performance outcome as a result of professional development and research-based instructional practices being learned and implemented.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Lead4Ward Rockin Review Conference - 211-Title I-Part A - \$1,855</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
<p>Strategy 4: Garcia Elementary students will participate in the use of supplemental instruction programs. These data points will provide a baseline to identify student progress based on the students' particular levels of performance.</p> <p>Strategy's Expected Result/Impact: Use of supplemental resources and programs such as Accelerated Reader will positively impact a variety of student performance indicators and ensure readines for the net grade level and college readiness.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Waterford - 211-Title I-Part A - \$1,650, Brain POP - 211-Title I-Part A - \$3,794.84</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 5 Details	Reviews			
Strategy 5: Garcia Elementary teachers will monitor student achievement and document student information in data binders or in electronic format to include at-risk students (inclusive of StemScopes Math, state assessments, and attendance) to ensure vertical alignment and student readiness for subsequent grade level. Strategy's Expected Result/Impact: Student performance indicators such as but not limited to StemScopes Math, TELPAS, and STAAR Assessment data will provide evidence of a positive impact on student performance outcomes as a result of teacher monitoring student achievement through the use of student profiles and data binders. Staff Responsible for Monitoring: Teachers, Administration Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: At-Risk Instructional - 185-State Compensatory Education - \$135,836, Amazon- instructional materials - 211-Title I-Part A - \$307.07, El Paso Office Products- instructional materials - 211-Title I-Part A - \$499.14	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 6 Details	Reviews			
Strategy 6: Garcia Elementary Special Education teachers will monitor the progress of 100% of students in order to ensure that students make academic gains throughout the school year as they use different indicators such as but not STAAR, Unique Learning, Lexia, ISpire, Esperanza, Common Unit Assessments, and STAAR Interim. Strategy's Expected Result/Impact: These indicators will provide evidence of a positive impact on student performance outcomes as a result of monitoring the progress of our special education students throughout the year. Staff Responsible for Monitoring: Special Education Teachers, Administration and General Education Teachers that serve SPED students. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Low STAAR scores, unsatisfactory attendance levels and academic gaps. Root Cause: Due to our demographics such as high number of low socioeconomic, at-risk population.
Problem Statement 2: Approximately 15% of GES students are failing one or more subjects Root Cause: Academic gaps, chronic absenteeism, instructional time limited for interventions, lack of certified academic tutors









Student Learning
Problem Statement 1: Academic scores are low across the grade levels. Root Cause: Low academic performance scores across grade levels implementation of best practices not vertically aligned.
School Processes & Programs
Problem Statement 1: There is no math curriculum that is vertically aligned from grade level to grade level. Root Cause: Multiple programs are being used across grade levels and programs.









Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 3: Academic Growth:

GES Emergent Bilingual students will demonstrate one year's growth as assessed by TELPAS will increase by 5% of the population to Advanced High by June 2025.

Evaluation Data Sources: TELPAS scores, LPAC program-monitoring sheets.

Strategy 1 Details	Reviews			
Strategy 1: Language Proficiency Assessment Committee (LPAC) will monitor the progress of 100% of Emergent Bilinguals throughout the school year in order to ensure that students make gains. Effective language accommodations will be provided to students based on data collection and student progress. Strategy's Expected Result/Impact: TELPAS Assessment data, common assessments in Spanish and English Staff Responsible for Monitoring: LPAC aide, teachers, administration. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: All teachers will utilize the English Proficiency Standards (ELPS) to ensure Emergent Bilingual students are meeting or exceeding proficiency of standard of advanced and advanced high on the Texas English Language Proficiency Assessment System. Strategy's Expected Result/Impact: Increase students secondary languages to advance high. Staff Responsible for Monitoring: Teachers and Staff Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details		Reviews			
Strategy 3: Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students to include our special populations. Strategy's Expected Result/Impact: Students's performance indicators such as but not limited to TELPAS, STAAR, unit assessments data will provide evidence of positive impact on student performance outcome as a result of professional development and research-based instructional practices being learned and implemented. Staff Responsible for Monitoring: Administration Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:













Student Learning
Problem Statement 1: Academic scores are low across the grade levels. Root Cause: Low academic performance scores across grade levels implementation of best practices not vertically aligned.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 4: College Career Military Readiness:

By May of 2025, Garcia Elementary school will provide parents and students multiple opportunities to build a strong partnership across the community to positively impact students and exposure to college and career options.

Evaluation Data Sources: Parental Involvement, Gifted and Talented showcase, Community partners in education.

Strategy 1 Details	Reviews			
Strategy 1: Garcia students will have the opportunity to participate Robotics, Student Council, Choir, Band, Basketball camp, University Interscholastic League K-5 (U.I.L.), Ballet Folklorico and ACE program to expand their knowledge and experiences that will prepare them for the future. Strategy's Expected Result/Impact: This provides a positive environment conducive to learning and preparing students for colleges and careers. Staff Responsible for Monitoring: Administration, Librarian, Physical Education Coach, Music Teacher UIL Coaches, Community partners. Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Garcia students will have the opportunity to on field trips that are aligned to instruction as detailed in the Texas Essential Knowledge and Skills (TEKS) . The students will also attend College and Career field trips to local colleges and universities. Strategy's Expected Result/Impact: The student's participation in field trips will enhance student's life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning and prepare students for colleges and careers. Staff Responsible for Monitoring: Administration, Counselor, Teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Academic scores are low across the grade levels. Root Cause: Low academic performance scores across grade levels implementation of best practices not vertically aligned.
Perceptions
Problem Statement 1: Students lack social awareness in different environmental settings. Root Cause: Student referrals (counseling, behavioral, crisis).

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 5: By the end of the school year 2023-2024, Garcia Elementary School will increase attendance from 94.91% to 97%.

Evaluation Data Sources: Daily attendance reports









Strategy 1 Details	Reviews			
Strategy 1: Garcia Elementary will provide intervention, PBIS support, and attendance incentives such as but not limited to certificates, free dress, lunch with parent, extra recess, to promote attendance and punctuality. Strategy's Expected Result/Impact: Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of providing interventions, PBIS supports and attendance incentives to promote attendance and punctuality. Staff Responsible for Monitoring: Administration, Attendance Clerk, Teachers, District Prevention Specialists Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Garcia Elementary will communicate to parents information regarding attendance expectations and Texas Attendance Laws and implement a Truancy Intervention Plan for students with 3 or more unexcused absences. Strategy's Expected Result/Impact: Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of implementing Truancy Intervention Plans to monitor student's absences. Staff Responsible for Monitoring: Administration, Attendance Clerk, Teachers, District Prevention Specialists Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Based on the number of referrals (data) discipline is a problem at Garcia. Root Cause: All teachers are not consistently trained on PBIS strategies and implementation. (MTSS approach, School Design Collaborative).
Perceptions
Problem Statement 2: Lack of parent engagement. Root Cause: Low participation/attendance in meetings and activities.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 6: During the 2024-2025 school year, all students from Montessori to 5th grade will participate in physical fitness activities and health classes to learn about making healthy choices and the importance of daily physical activity.

Strategy 1 Details	Reviews			
Strategy 1: The students will attend physical education daily and learn the skills of different sports as required by section 28.00 PE programs such as Quaver Catch and Fitness Gram will be used. Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Low STAAR scores, unsatisfactory attendance levels and academic gaps. Root Cause: Due to our demographics such as high number of low socioeconomic, at-risk population.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Student Safety & Well Being:

By May 2025, Garcia Elementary School will provide a safe, positive and secure environment by maintaining or increasing 5% in Positive Behavior Interventions and Supports (PBIS) utilizing the Tiered Fidelity Inventory Assessment Instrument.

Evaluation Data Sources: PBIS Data, Discipline Data, Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: The PBIS/MTSS team will receive research based professional development throughout the year to maintain a safe positive environment. Strategy's Expected Result/Impact: It will impact Attendance data and Discipline data. Staff Responsible for Monitoring: Administration, Counselor Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 1 Problem Statements:









School Processes & Programs
Problem Statement 2: Based on the number of referrals (data) discipline is a problem at Garcia. Root Cause: All teachers are not consistently trained on PBIS strategies and implementation. (MTSS approach, School Design Collaborative).









Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 2: Staff Satisfaction:

By the end of the 2024-2025 school year, Garcia Elementary will establish a positive school culture that will decrease the gaps in communication and increase school morale.

Evaluation Data Sources: Team Building Activities, school events.

Strategy 1 Details	Reviews			
Strategy 1: Establish and communicate our decision-making structures during Campus Improvement Committee (CIC) meetings and improve our follow through and monitoring procedures. Strategy's Expected Result/Impact: Concrete decisions will be made with more ease by having clear communication. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Our Wellness/Social Committee will provide Team building activities that will improve our culture and climate of our school. Strategy's Expected Result/Impact: Positive impact on teacher morale. Staff Responsible for Monitoring: Wellness/Social Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details		Reviews			
Strategy 3: At the end of each month, teachers and staff that have perfect attendance will be recognized by providing different incentives such as VIP parking, one hour lunch, come in 1 hour late, or leave 1 hour early. Strategy's Expected Result/Impact: Positive impact on teacher morale while increasing staff attendance. Staff Responsible for Monitoring: Administration, PBIS/Attendance Review Committee ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 Some Progress	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:













School Processes & Programs
Problem Statement 3: There is no process for formal support or training for new teachers and paraprofessionals. Root Cause: Minimal direction is given to new teachers/paraprofessionals based on teacher/para experiences.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 3: Professional Learning & Quality Staff:

GES Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students to include our special populations during the 2024-25 school year.

Evaluation Data Sources: Students's performance indicators such as but not limited to TELPAS, STAAR, unit assessments data will provide evidence of positive impact on student performance outcome as a result of professional development and research-based instructional practices being learned and implemented.

Strategy 1 Details	Reviews			
Strategy 1: Garcia Elementary Special Education teachers will receive training on any updates, MTSS process, Dyslexia, Admissions, Review & Dismissal (ARD) process, 504 process throughout the school year. Strategy's Expected Result/Impact: Student achievement in all areas. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Garcia Elementary teachers will continue receiving training such as but not limited to PLC process (Learning by Doing) , Lead4ward, StemScopes Math, and any other professional development that will contribute to student achievement either face to face or virtual professional development Strategy's Expected Result/Impact: Higher student academic achievement. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 3 Problem Statements:









Student Learning
<p>Problem Statement 1: Academic scores are low across the grade levels. Root Cause: Low academic performance scores across grade levels implementation of best practices not vertically aligned.</p> <p>Problem Statement 2: All teachers lack training to teach SpEd students. Root Cause: Students with disabilities are being included in General Education classes more.</p>

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: By June 2025, Garcia Elementary School will hold an Entitlement and Parent Compact meeting for all stakeholders. Parent compact will be finalized after receiving feedback from parents, teachers, administrators and staff with the purpose to establish expectations in home school connection.

Evaluation Data Sources: Sign in sheets, Agendas, Minutes

Strategy 1 Details	Reviews			
Strategy 1: Garcia Elementary School will hold Parent Advisory Committee meetings and monthly "Coffee with the Principal" to provide updates, important information regarding instructional programs and campus procedures. Strategy's Expected Result/Impact: Keep parents and community informed of what is happening at the school especially on student academics. Staff Responsible for Monitoring: Parent Liaison Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Amazon-PL - 211-Title I-Part A - \$175.63, Amazon-PI - 211-Title I-Part A - \$147.93, Amazon-PL - 211-Title I-Part A - \$95	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: GES will work with the PTO to seek out parents for participation on committees and develop Partners in Education to support campus initiatives, participate on CIC, and enrich the student learning environment. Strategy's Expected Result/Impact: Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities. Staff Responsible for Monitoring: Administration, Parent Liaison ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished









Strategy 3 Details	Reviews			
Strategy 3: All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring Strategy's Expected Result/Impact: Provide a smooth transition from Elementary to Middle school for all 5th grade students. Staff Responsible for Monitoring: Counselor, 5th grade teachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress	 Some Progress	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students lack social awareness in different environmental settings. Root Cause: Student referrals (counseling, behavioral, crisis).
Problem Statement 2: Lack of parent engagement. Root Cause: Low participation/attendance in meetings and activities.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 2: Garcia Elementary School will provide multiple parent and community involvement activities, events, and classes to include but not limited to Open House, Parent Teacher conferences days, Parent University classes, PTO meetings, "Coffee with the Principal," Literacy nights, Technology Night to encourage parent participation and to establish a positive and conducive learning environment during the 2024-25 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Garcia Elementary will provide monthly calendar and newsletter to keep parents informed about campus events, to included but not limited to open house, virtual/in-person parent teacher conference, Parent Advisory Committee, Parent University, Coffee with the Principal, Literacy/Technology nights to establish a positive and conducive learning environment for all.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement. Maintain an active Parent Teacher Organization. Enrollment.</p> <p>Staff Responsible for Monitoring: Teachers Staff Administrators</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Sams-Bank of America - 211-Title I-Part A - \$100, Parent Liaison - 211-Title I-Part A - \$29,760</p>	 Some Progress	 Considerable	 Considerable	 Accomplished
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:













Perceptions
Problem Statement 2: Lack of parent engagement. Root Cause: Low participation/attendance in meetings and activities.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Strategic Allocation of Resources:

GES budget will be completed by September 2024 to provide resources to all students to meet academic and social-emotional goals. State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

Evaluation Data Sources: Report on expenditures.

Strategy 1 Details	Reviews			
Strategy 1: The Entitlement Review will be shared with parents, teachers and staff to review programs, allocations and resources. Strategy's Expected Result/Impact: Awareness of budget allocations and resources. Staff Responsible for Monitoring: Principal Parent Liaison Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Garcia Elementary will purchase upgrades to ensure cleanliness of the building including but not limited to vacuums, scrubbers, and custodial supplies. Strategy's Expected Result/Impact: Improve cleanliness of building. Staff Responsible for Monitoring: Administration Custodians Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low STAAR scores, unsatisfactory attendance levels and academic gaps. Root Cause: Due to our demographics such as high number of low socioeconomic, at-risk population.
Perceptions
Problem Statement 2: Lack of parent engagement. Root Cause: Low participation/attendance in meetings and activities.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: Garcia Elementary teachers will implement blending learning in the classroom using Ipads, student devices, interactive display boards, In focus, and document cameras during the 2024-25 school year.

Evaluation Data Sources: Technology will be used to enhance the learning process. Student engagement and motivation will increase

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>No Progress</div>	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Accomplished</div>
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low STAAR scores, unsatisfactory attendance levels and academic gaps. Root Cause: Due to our demographics such as high number of low socioeconomic, at-risk population.
Student Learning
Problem Statement 1: Academic scores are low across the grade levels. Root Cause: Low academic performance scores across grade levels implementation of best practices not vertically aligned.
Problem Statement 3: Technology is outdated and not aligned with 21st century. Root Cause: Teachers are not maximizing the use of technology to do project based learning.