



Augusto Guerra Elementary

Campus Improvement Plan

2025-2026

Submitted for Board Approval on _____ 2025

Board Approved Date: _____ 2025

MISSION STATEMENT

Our mission at Augusto “Gus” Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today’s multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success.

VISION STATEMENT

Augusto “Gus” Guerra Elementary students are actively involved and prepared to collaborate, compete, and become multicultural life-long learners.

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

B

Preliminary
Data

The issuance of 2024 A-F ratings remains pending and subject to change based on judicial rulings.

Retrieve on Nov. 11, 2024 from: [2024 Accountability System | Texas Education Agency \(TEA\)](#)

Strategic Direction



COLLEGE³
READY. CONNECTED. COMPLETE.

OUR VISION & MISSION

STUDENT OUTCOME GOALS

STRATEGIC PRIORITIES



EFFECTIVE TEACHING
& LEARNING

SP 1



STUDENT
SUPPORTS

SP 2



LEADERSHIP
GROWTH

SP 3



FAMILY &
COMMUNITY
EMPOWERMENT

SP 4

STRATEGIC INITIATIVES

OUR PSJA FAMILY

PSJA School Board

Diana Serna, President
Ricardo Rodriguez, Vice-President
Griselda Quintanilla, Secretary
Ramona Barron, Assistant Secretary
Yolanda Castillo, Member
Cynthia A. Gutiérrez, Member
Carlos G. Villegas, Jr., Member

Superintendent's Cabinet

Dr. Alejandro Elias, Superintendent of Schools
Rebecca Gonzales, Chief Financial Officer
Dr. Rebecca Garza, Assist. Supt. Human Capital Development
Ranulfo Marquez, Assist. Supt. for Academics
Dr. Lauro Davalos, Assist. Supt. For Technology
Rafael Gonzalez, Assist. Supt. for Operations

Senior Staff

Dr. Susana Arredondo, Executive Officer for Elementary Schools
Dr. Virna M. Bazan, Executive Officer for Elementary Schools
Mario Bracamontes, Sustainability Administrator
Dr. Nora Cantu, Executive Officer for Academics
Alfredo Carrillo, Executive Officer for Human Resources
Dr. Yolanda Gomez, Executive Officer for Learning Acceleration
Dr. Claudia Gonzalez, Executive Officer for Elementary Schools
Dr. Iris Guajardo, Executive Officer for Secondary Schools
Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools
Dr. Linda Uribe, Executive Officer for College Readiness

Campus Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come similar backgrounds and way of life.

The student body at Augusto Guerra Elementary is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig	ECD	GT	At Risk
Count	334	355	93	314	11	665	11	502
Percent	48.%	52%	9%	47%	2%	96.6%	1.4%	73%

With the district’s proximity to Mexico, 52.6% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home. Guerra Elementary exceeds the district count of emergent bilinguals significantly.

- Demographics Summary:** The current enrollment of Augusto Guerra Elementary at snapshot in 2024 was **689** students. Students classified as low socio-economic status is 96.6% and 2% migrant students. 9% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 1.4% of our student population, while 3% of our students is identified as at-risk. The emergent bilingual population is 52.6%. The average attendance rate for the campus is 94%.
- Comprehensive Needs Assessment Summary:** Using Spring 2025 STAAR preliminary student performance data, Augusto Guerra Elementary has been rated as a “B” Campus by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at component score of 51, Guerra Elementary earned a grade of 78-C. In Domain II, School Progress (83-B), and Relative Performance (88-B). Domain III, Closing the Gaps Domain, Guerra Elementary scale score was a 92-A.
- Curriculum/Instruction and Assessment:** Teachers implement the district-adopted curriculum and CIF strategies (e.g., SAAVAS, Eureka, SSRW, Frog Street) with an emphasis on developing students’ metacognitive skills. Students demonstrating additional needs receive targeted, individualized interventions, while all students engage in daily reading and writing activities. Guerra Elementary proudly offers dual-language classrooms across all grade levels, striving to cultivate a community of biliterate readers who excel in comprehension, making meaningful connections and inferences from the texts they read. Our instructional approach prioritizes fostering critical thinking and empowering students to voice their needs through the development of metacognitive and 21st-century skills. Through cross-curricular lessons, students build language proficiency while integrating the United Nations’ 17 Sustainable Development Goals and Social Emotional Learning (SEL) competencies, preparing them to thrive academically and beyond.

- Summary of Goals:** At Guerra Elementary, our goal is to enhance student achievement and academic growth by improving performance in Domain I (Student Achievement) and Domain II (Student Progress), while maintaining a strong focus on Domain III to ensure all students reach their fullest potential. We have established a comprehensive system for implementing campus and district initiatives to support 504 and RTI populations through the use of i-Ready, Age of Learning, Footsteps2Brilliance, and Summit K12. By utilizing High-Quality Instructional Materials (HQIM) aligned to the TEKS and driving instruction through ongoing data analysis, we aim to increase student mastery of grade-level standards and raise the percentage of students performing at the Meets and Masters levels on the STAAR assessment. The Campus Instructional Leadership Team (CILT) collaborates closely with teachers to guide lesson internalization and the delivery of high-quality, engaging instruction. Together, we provide targeted support for ELAR/SLAR through small-group, intentional pull-out interventions in grades 3rd–5th to strengthen reading proficiency. Additionally, we are committed to promoting literacy campus-wide by increasing student engagement with MackinVIA and Beanstalk resources. We will also integrate the Texas Reading Language (TXRL) framework to further support students in achieving their academic goals.

Student Performance: Using preliminary student performance data, Pharr-San Juan-Alamo had been rated a “B” District by the state of Texas on the 2025 Accountability with Guerra Elementary also was rated with a “B” as a campus. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 51, College Career and Military Readiness (63), PSJA ISD earned a grade of 86 while Guerra Elementary earned a STAAR component score of 51 and a domain score of 88 (B).

In Domain II, School Progress (83) and Relative Performance (88) with an Eco Dis at a 96.6%, PSJA ISD earned a scale score of 88. Guerra Elementary outperformed the district average in Domain III, Closing the Gaps. PSJA ISD’s score was an 87 while the campus earned a 92 (A).

The overall 2024 Accountability Rating for Pharr-San Juan-Alamo ISD was a score of 86. In grades 3-8 all tested STAAR subjects and EOC assessments, PSJA ISD administered 41,464 tests which translates to over 98% participation for the 2024-2025 school year.

For the 2024-2025 school year, the Student Performance goals are the following:

- Their percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 52% (54% Reading, 50% Math) in June 2025 to 59% by June 2026.
- Their percentage of students who perform at meets grade level or above on STAAR Reading will increase seven percentage points by June 2026.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic Growth by June 2026.
- The ALL-student group will meet 70% of the ESSA Long-Term and Interim Goals for reading and mathematics in the Academic

Growth by June 2026.

Executive Summary Continued

Effective Teaching and Learning:

PSJA ISD Curriculum & Instruction Office oversees implementation of a TEKS aligned curriculum that is relevant, rigorous and engaging for all PSJA ISD students.

Alignment of the curriculum is an ongoing process and includes integration of TEKS Resources, development of a comprehensive curriculum, as well as intensive and relevant continuous professional learning. Curriculum, programs, and resources are reviewed, and adjustments are made based upon collaborative analysis of student data and the emergence of new research.

All PSJA ISD comprehensive high schools are designated Early College, which makes them innovative high schools that allow students to attend college and high school simultaneously. Early College High Schools offer rigorous instruction and provide academic, social, and emotional support services to help students succeed.

Starting in the 2023-2024 academic year, PSJA ISD implemented the UN's 17 Sustainable Development Goals (SDGs) across its entire school system.

The district is:

1. Integrating SDGs into their curriculum to give students practical, real-world knowledge and experience for global competitiveness
2. Taking a system-wide approach to sustainability through a multi-departmental committee
3. Coordinating efforts across various departments including Curriculum, HR, Operations, Health Services, Construction, Transportation, Child Nutrition, Police, and Communications

Additionally, PSJA ISD offers a Dual Language Program as an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and biliteracy. Through a rigorous curriculum, students who participate in the program are academically instructed in Spanish and English, from Pre-Kinder to 12th grade.

As a result, students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in Spanish and English, which allows them to compete successfully in a global economy.

Furthermore, PSJA ISD teachers are equipped and trained to teach rigorous content and make learning experiences memorable preparing all students for the competitive world. Advance Placement at all high school campuses offers students the opportunity

earn post-secondary credentials if they earn a three or higher. Currently, 216, Met the criterion score on an AP/IB exam in any subject translates to 10%.

Campus Educational Improvement Committee Members

Member	Role
Roel Faz	Principal
Berlinda Cabrera	Assistant Principal
Jennifer Monroy-Ramos	Assistant Principal
Natalia Rodriguez	Counselor
Crystal Leal	Counselor
Ashely Centeno	CLL
Celia Olivarez	Nurse
Minerva Lazo/Brittany Sanchez	Librarian/PR Representative
Rene Hernandez	Safety Committee Rep/Coach
Josie Alvarado	Campus Instructional Technologist
Angelica Cruz	Reading Coach
Erika Valadez/Adriana Rivera	Special Education Resource Teacher
Maylle Leal	Special Education Life Skills Teacher

Leadership Growth

Dr. Rebecca Garza	Asst. Supt. For Human Resources
Alfredo Carrillo	Executive Officer For Human Resources
Dr. Nora Cantu	Executive Officer For Academics
Maria Varela	New Teacher and Insts. Coaching Coord.
Priscilla Salinas	ACTRGV Director
Gloria Garza	Elementary Science Coordinator
Adrian Karr	HR Manager
Hector Rodriguez	MIS Department Director
Stella Sanchez	Professional Development Director
Gina Saenz	LBJ Middle School Dean Of Instruction
Maricruz De Anda	Berta Palacios Elem, Teacher-Sp Ed Unit
David Frias	Kelly-Pharr Elementary, Teacher-Kinder
Denise Godoy	PSJA Sonia Sotomayor Building Blocks, Teacher
Romeo Romero	Aida Escobar Elem, Teacher-PE
Mayra Dominguez	Reed-Mock Elem, Teacher-Kinder
Dr. Cynthia Gonzalez	Reed-Mock Elem, Asst. Principal
Jessica Moore	Middle School, Science Coordinator
Jualianne Martinez	Graciela Garcia Elementary, Teacher-Prek
Yulissa Rangel	Austin Middle School, Math Teacher
Perla Oervides	Collegiate High School, Teacher-SS
Lezlie Neely	Ramirez Elementary, Teacher-Fifth
Jessica Garcia	Carman Elementary, Reading Coach
David Granadoz	Liberty Middle School, Teacher Math
Miguel Torres	Middle School Social Studies Coordinator
Crystal Soto	Allen & William Arnold Elem., Teacher
Laura Ramos Moreno	Sorenson Elementary, Teacher
Sofia Moreno	Trevino Elementary, 3rd Grade Teacher
Myra Perez	Parent Representative
Norma Villegas	Parent Representative
Daniela Zuniga	Business Representative

Family and Community Empowerment

Dr. Orlando Noyola	Asst. Supt. For Student Services
Dr. Virna Bazan	Executive Officer For Elementary Schools
Dr. Lauro Davalos	Asst. Supt. of Technology
Virgina Saenz	Counseling and Guidance Director
Claudia Lemus Campos	Communications & Marketing Director
Ruben Garcia	Parental Engagement Director
Laura Campos	Pupil Accounting Dept. Director
Erica Munguia	Migrant Strategist
Nora Galvan	Adult Literacy Coordinator
Rolando Garcia	Chief Of Police
Ruby Lopez	Cesar Chavez Elementary, CLL
Lizette Sosa	Farias Elementary, Teacher-Fourth
Osvaldo Gonzalez	Trevino Elementary, CLL
Vivian Salazar	John McKeever Elementary School, Techer Second
Azeneth Razo	Palmer Elementary, Teacher-Second
Maria Briseno	Vida N. Clover Elem., Teacher-Music
Juan Carlos Reyes	Henry Ford Elementary, Teacher
San Juanita Carolina Portales	Alamo Middle School, Teacher-Social Studies
Melynda Escobedo	LBJ Middle School, Teacher-Social Studies
Melissa Sanchez	PSJA High School, Counselor
Myriam Cortez	Jaime Escalante MS, Teacher-English Lang. Art
Stephanie Gomez-Gonzalez	Ford Elementary, Counselor
Yvonne Chamblin	PSJA T. Jefferson T-Stem ECHS, Teacher-Co/Op Vocational
Kimberly Ortega	Middle School Reading Language Arts Coordinator
Analynn Gundran	Collegiate High School, CLL
Susana Barbosa	Dr. William Long Elementary, Teacher
Felix Salinas	LBJ Middle School, Teacher
Melissa Ontivieros	Longoria Elementary, PK Teacher
Leticia Garcia	Parent Representative
Gloria Castillo	Parent Representative

2024-2025 STAAR/STAAR ALT OVERALL RATING

PSJA ISD - ALL ADMINISTRATIONS (PRELIMINARY)

	Weight	Domain 1	Domain 2 Part A	Domain 2 Part B	Better of Part A or Part B	Better of Domain 1 or Domain 2	Points (Weight = 70%)	Domain 3	Points (Weight = 30%)	2025 Overall Score	Letter Grade	2024 Overall Score	↑↓
PSJA ISD		80	76	87	87	87	60.9	87	26.1	87	B	86	↑ 1
Guerra Elementary	1.4%	78	83	88	88	88	61.6	92	27.6	89	B	82	↑ 7

GUERRA ELEMENTARY DOMAIN I - STUDENT ACHIEVEMENT 2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	82	35	43%	47	57%	26	32%	4	5%	31	56
Grade 4 Mathematics	98	17	17%	81	83%	69	70%	34	35%	63	91
Grade 5 Mathematics	93	18	19%	75	81%	46	49%	14	15%	48	76
Grade 3 Reading (English)	69	23	33%	46	67%	27	39%	10	14%	40	69
Grade 4 Reading (English)	82	6	7%	76	93%	56	68%	25	30%	64	91
Grade 5 Reading (English)	93	19	20%	74	80%	58	62%	32	34%	59	89
Grade 3 Reading (Spanish)	13	4	31%	9	69%	4	31%	0	0%	33	58
Grade 4 Reading (Spanish)	16	4	25%	12	75%	11	69%	6	38%	61	90
Grade 5 Reading (Spanish)											
Grade 5 Science	93	16	17%	77	83%	35	38%	13	14%	45	73
TOTAL TESTS	639	142	22%	497	78%	332	52%	138	22%		
Domain I - Student Achievement Scaled Score (78 + 52 + 22) ÷ 3 = 51										78	

2024-2025 STAAR/STAAR ALT SCHOOL PROGRESS – STUDENT GROWTH ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

	ANNUAL GROWTH					Earned Points	Raw Score	Scale Score	Letter Grade
	# of Tests	# of students							
		0	0.5	1	0.25				
Guerra Elementary	374	102	23	249	58	275	74	83	B
Grade 4 Mathematics	95	7	6	82	18	89.5	94	97	A
Grade 4 Reading	95	16	3	76	27	84.25	89	95	A
Grade 5 Mathematics	92	48	10	34	6	40.5	44	53	F
Grade 5 Reading	92	31	4	57	7	60.75	66	74	C

GUERRA ELEMENTARY DOMAIN I - STUDENT ACHIEVEMENT 2024-2025 STAAR/STAAR ALT (PRELIMINARY) (SNAPSHOT)

STAAR ASSESSMENT	Number of Tests	Did Not Meet		Approaches		Meets		Masters		Raw Score	Scale Score
		Count	%	Count	%	Count	%	Count	%		
Grade 3 Mathematics	82	35	43%	47	57%	26	32%	4	5%	31	56
Grade 4 Mathematics	98	17	17%	81	83%	69	70%	34	35%	63	91
Grade 5 Mathematics	93	18	19%	75	81%	46	49%	14	15%	48	76
Grade 3 Reading (English)	69	23	33%	46	67%	27	39%	10	14%	40	69
Grade 4 Reading (English)	82	6	7%	76	93%	56	68%	25	30%	64	91
Grade 5 Reading (English)	93	19	20%	74	80%	58	62%	32	34%	59	89
Grade 3 Reading (Spanish)	13	4	31%	9	69%	4	31%	0	0%	33	58
Grade 4 Reading (Spanish)	16	4	25%	12	75%	11	69%	6	38%	61	90
Grade 5 Reading (Spanish)											
Grade 5 Science	93	16	17%	77	83%	35	38%	13	14%	45	73
TOTAL TESTS	639	142	22%	497	78%	332	52%	138	22%		
Domain I - Student Achievement Scaled Score (78 + 52 + 22) ÷ 3 = 51										78	

2024-2025 STAAR/STAAR ALT CLOSING THE GAPS ELEMENTARY SCHOOL (SNAPSHOT) (PRELIMINARY)

Academic Achievement (MEETS LEVEL and Above for Mathematics & Reading)																				
	ALL		HISPANIC		HIGH FOCUS		EB		ECD		SPED		Points Earned				Pts Possible	Raw Score	Weight	Component Points
	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	Math	RLA	All Students	Hispanic	High Focus	TOTAL				
<i>2023-27 Interim</i>	49	46	44	39	42	37	45	37	40	35	29	26								
<i>2028-32 Next Interim</i>	58	55	53	49	52	48	54	48	50	46	41	38								
<i>2038 Long Term</i>	75	73	72	70	71	69	73	69	70	68	65	63								

Comprehensive Needs Guerra Elementary



Guerra Elementary

GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.
- A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.
- All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.
- The district TSI Student Success Intervention Plan includes TSI A Tutorial prep learning via direct instruction or learning platform.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 59%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 58%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 58%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 32%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 46% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 53%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 52%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 53%.

- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 50%.

Goal Area 1: Effective Teaching and Learning at Guerra Elementary

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 40% to 45% by June 2026.

Objective 1: The percentage of students performing at meets grade level or above on STAAR reading/math 3-8/EOC will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Curriculum writing initiatives with in-person learning for Reading Language Arts, R/LA and Math based on needs assessment using data and trends will be executed.

Timeline: June 2025-August 2026

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- 1) Conduct ongoing walkthroughs, intervisitation and coaching opportunities to ensure curriculum implementation meets interim assessment data goals(benchmarks, common assessments).
- 2) Conduct ongoing professional development sessions on best practices in implementing the newly written curriculum, focusing on differentiation, lesson planning, and using formative data to guide instruction through weekly CLCs.
- 3)Meet with students and parents to review performance and goals after each assessment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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<ul style="list-style-type: none"> •TEKS Resource System •Curriculum Templates/Calendar •I-Ready •State and local student data Summit K-12 Science 	<ul style="list-style-type: none"> •Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization CLC agendas Student goal sheets 	<ul style="list-style-type: none"> •Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic
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Strategy 2: District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators

Action Steps:

- 1) Create a walkthrough schedule that aligns with all PD and trend data that is supported in the CLCs
- 2) Provide a consistent structure for walkthrough feedback that is actionable and aligned to the guaranteed and viable curriculum.
- 3) Hold structured debriefs with grade-level teams to review trends, provide targeted feedback, and set action steps for improving curriculum delivery

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready 	<ul style="list-style-type: none"> •Walkthrough documents 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Strategy 3: Ongoing support for the implementation of the RLA and Math curriculum through CLCs.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Action Steps:

- 1) Increased training opportunities for teachers that include conferences and Region One
- 2) Work with counselor and strategists to ensure the needs of special populations are met
- 3) Ensure special education students and parents are serviced through regular meetings and support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> • Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • Lexia Core 5 • Power Up • I-Ready 	<ul style="list-style-type: none"> • Training Agenda • Collaborative Learning Community Meetings 	<ul style="list-style-type: none"> • BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC 	<ul style="list-style-type: none"> • Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • ACT and SAT • Texas Success Initiative (TSI 2.0) • Results Driven Accountability • TELPAS • I-Ready

Strategy 4: On-going support for the implementation/ integration of technology into the curriculum

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Action Steps:

- 1.) Campus computer labs: Students will work in Computer Lab at least 4 times a week for 30-45 minutes
- 2.) Programs will be used asynchronously during virtual teaching and learning
- 3.) Three-year computer hardware replacement for all campus computer labs which are using computer assisted instruction.

Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
I Ready, Summit K12	September 2025- August 2026	Computer Lab Schedules Usage reports.	Increased scores on technology benchmarks and state tests. Increase in student achievement	BOY, MOY, & EOY Assessments and State Assessments, Reports Walk throughs

Annual Goal #2: By the end of the 2025-2026 school year, 38% of special education students assessed in STAAR will score at MEETS in reading and 35% in math

Strategy: Teachers and administration will meet with special education students to provide data, targeted accommodation information and prescriptive plans

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principals, Program Directors/Coordinators, Counselor, CLL, SPED teachers

Action Steps:

- 1) Intentional classroom data wall and student portfolios
- 2) Focus on scaffolding in alignment with the CLC blueprint. Coteaching staff will also complete a book study: "Coteaching that Works" by Anne Beninghof
- 3) Regular usage of intervention software with weekly data and usage meetings with special educations staff and administration

Resources

Evidence of
Implementation

Evidence of Impact

Formative Evaluation

<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready 	<ul style="list-style-type: none"> •Walkthrough documents 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic
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Annual Goal #3: In the 2025-2026 school year, 75% of bilinguals will increase one proficiency level

Strategy: Guerra Elementary will follow a structured approach to meet TELPAS goals through dedicated daily practice, using Summit K12 with fidelity and regular parent meetings.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principals, Program Directors/Coordinators, Counselor, CLL, SPED teachers

Action Steps:

- 1.) Structured daily teacher led practice with a connection to writing supported by a curriculum
- 2.) Summit K 12 implementation with fidelity
- 3.)A data tracker and data folders by student to be placed in the computer lab and regularly reviewed.

Resources	Evidence of	Evidence of Impact	Formative Evaluation
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	Implementation		
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready 	<ul style="list-style-type: none"> •Walkthrough documents 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

Annual Goal #4: For the 2025–2026 school year, Guerra Elementary will increase overall student attendance to 95%, meeting the state distinction criteria for attendance.

Strategy: Engage all stakeholders—students, staff, parents, and community partners—in a multi-tiered system of attendance monitoring, communication, and incentive-based recovery efforts.

Timeline: September 2025 - May 2026

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Principals, Program Directors/Coordinators, Counselor, CLL, SPED teachers

Action Steps:

- 1.) Daily personalized calls and home visits for students with 5+ absences.
- 2.) Host monthly “Guerra University” parent events with attendance strategies; weekly parent newsletters with attendance tips and resources.
- 3.) Launch attendance incentive system and recognize perfect attendance every six weeks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
<ul style="list-style-type: none"> •Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans •PSJA LIFE (Literacy Impact for Excellence) •I-Ready 	<ul style="list-style-type: none"> •Walkthrough documents 	<ul style="list-style-type: none"> •BM1 and BM2 scores show increases in student achievement and student performance growth 	<ul style="list-style-type: none"> •Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •ACT and SAT •Results Driven Accountability •IReady Diagnostic

