

San Benito Consolidated Independent School District



Dr. Raul Garza, Jr. STEAM Academy

2025-2026 Campus Improvement Plan

Mission Statement

****It is the mission of Dr. Raul Garza, Jr. STEAM Academy to provide a positive and nurturing environment along with a challenging curriculum that affords every student the opportunity to acquire academic and social skills required to mold them into responsible and productive lifelong learners****

Vision

****Our vision is to create a learning environment that elicits wonder, creativity, and innovation through an emphasis in Science, Technology, Engineering, Arts, and Mathematics to empower and prepare our students to become leaders of a greater tomorrow.****

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Comprehensive Needs Assessment

Demographics

Summary

Dr. Raul Garza, Jr. Elementary is located in the rural community of San Benito, Texas. Surrounded by a poverty stricken neighborhood on the north side and rich agricultural lands on the south. Our educational institution housed 451 students during the 2022-2023 school year. Due to a decline in enrollment distriwvide, the campus was repurposed as a STEAM academy for the 2018-2019 school year.

The campus opened during the 2018-19 school year as a Science, Technology, Engineering, Arts, and Mathematics Academy. Enrollment went from 389 to 591, housing students from throughout the district and neighboring districts. Dr. Garza is a Title I campus, serving students ages 3 to 10, grades ECSE through 5th grade; 100% of our students qualify for a free lunch program. A rich curriculum focusing on TEKS, PBL, science, mathematics, engineering, and arts encompassing the academic and affective domains for all children, PPCD through fifth grade. Visitors will be enthralled by the beautiful murals on the walls and the positive, caring, and friendly attitude of all stakeholders. The high expectations held from the administration to the students has been the norm for the past 12 years, and has helped shape the culture and develop the high achievement in our students.

As per the 2024 State Accountability Report for Dr. Raul Garza, Jr. Elementary, 81.4% of students are identified economically disadvantaged; 22.6% are English Language Learners and the mobility rate is 8.6%. Our special education population is 34.5% identified with a cognitive disability; 27.3% identified with a physical disability; and 29.1% identified with autism. Ninety-nine percent (98.8%) of students are hispanic with only a 1.2% white population. The campus houses 2 administrators; 1 RTI teacher; 1 counselor; 29 classroom teachers, 3 of which are special education teachers; 2 resource teacher; 11 teacher assistants, 11 of which serve special education students; 1 physical education teacher; 1 fine arts teacher; and 1 librarian. The teaching staff is 100% Hispanic.

The current EB/ELL enrollment is 22.6%. The special education enrollment at our campus is well above the state and the district for both physical disabilities and autism rates. The campus has a 34.5% special education (physical disability) and a 29.1% (autism) population as compared to the state (14.1%) and the district (16.4%).

Our campus excels in staff retention compared to other campuses. Teachers demonstrate a strong commitment to student success, often volunteering their time to support student incentives and dedicating extra hours to improve academic outcomes. Staff members appreciate occasional treats recognizing their hard work, the strong sense of teamwork, the availability of support staff, and the encouragement and high expectations from campus administration, all of which contribute to a positive and growth-focused work environment.

After reviewing district and state guidelines, personnel TTESS reports and walkthroughs, and Teacher Data Certification records, it was identified that all staff currently teaching in their respective grade levels are considered highly qualified. Efforts to retain qualified teachers by the district include stipends for a masters degree; bilingual stipends; technology representative stipends; webpage technician stipend; bilingual Lead Teacher stipend; and tutorials.

Plan of Action for the 2025-2026 School Year: Staff Quality, Recruitment and Retention Strengths. The campus will hire only instructional staff that is highly qualified and certified in the area they have been assigned to.

GOALS for the 2025-2026 School Year

Reading

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Reading

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Reading

30% of students in 3rd-5th Grade will Master Standard on the STAAR Reading

Math

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Math

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Math

30% of students in 3rd-5th Grade will Master Standard on the STAAR Math

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Writing

90% of students in 4th Grade will Approach Standard the STAAR Writing

60% of students in 4th Grade will Meet Standard on the STAAR Writing

30% of students in 4th Grade will Master Standard on the STAAR Writing

Science

90% of students in 5th Grade will Approach Standard the STAAR Science

60% of students in 5th Grade will Meet Standard on the STAAR Science

30% of students in 5th Grade will Master Standard on the STAAR Science

Strengths

Strengths: Continue to meet the highest accountability rating of Meets Standards

Strengths of the campus include the viable curriculum presented on a daily basis to all students, along with the differentiation provided to those students needing extra assistance. RTI is available to all students who are not being academically successful, who have low attendance; who have emotional problems, or who are a behavior concern. Programs include TRS, bilingual education, gifted and talented education, migrant services, and special education.

Students have the opportunity to participate in enrichment clubs such as rock band, chess, choir, gardening, rocketry, robotics, birding class, drones, dance and art. Students are also able to access Accelerated Reader, Maker Spaces, Garza News Network, VR lab, Engineering lab, two science lab and the EIE curriculum. A rich curriculum that fosters positive relationships among all is reinforced on a daily basis by all stakeholders. Students learn to give back to their community through the Turkey Race every November, where students have raised up to \$1,79600 to donate to the FoodPantry; they have donated items to different organizations such as the Human Society, Loaves and Fishes, Sunny Glen, Paws and Strides, and a number of nursing homes.

Other Strengths:

1. Low Teacher Turnover
2. Strong traditions and culture
3. Campus continues to Meet Standard on STAAR
4. Very active and supportive PTO that supports campus initiatives that ensure students and staff are recognized and celebrated.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Due to the increase in enrollment thus an increase in teachers/staff coming from various backgrounds and experiences, the culture and expectations must be solidified and validated with all stakeholders.

Clear and continuous communication of expectations will be conducted on a daily basis over the intercom, in written form as CKH, and through modeling from teachers and staff.

 = Priority

Student Learning

Summary

A review of the curriculum utilized during the 2021– 22 school year indicated the use of TEKS Resource System; YAG; MHM, SAAVAS; Istation, and state adopted textbooks. Campus Formative Assessments (CFAs) were administered every six weeks and scores were reviewed with staff. A district benchmark was administered in February for grades 3rd – 5th. NWEA Map Growth tests were used for baseline and student progress data at the BOY, MOY, EOY.

Areas identified as strengths were the YAG, implementation of NWEA and the use of reports, and teacher enrichment activities. The students participate in the Accelerated Reader program and are required to read books at their reading level and meet the weekly goals for their grade level. Administrators review their reading logs every week and provide feedback to the teachers.

Teachers in K - 5th grade utilize Eduphoria to create assessments every 3 weeks. Scores are disaggregated and students are regrouped based on these scores. All teachers are self contained with the exception of fifth grade. Fourth grade teachers submit writing samples every 2 weeks and provide vocabulary experiences prior to writing with students.

Areas of need included math strategies utilized; lack of special education program materials for practicing online testing and a lack of bilingual materials to help transition students into English. Time was a factor for the bilingual classrooms as teachers are expected to teach reading in both English and Spanish to address student needs.

Prekindergarten and ECSE teachers utilize the OWL Curriculum for daily instruction. CIRCLE is utilized to assess students 3 times a year and scores are reviewed for grouping students. Teachers receive staff development for prekindergarten through CLI Engage online.

Academic Progress:

Student achievement had increased in all areas from 2018 to 2019, but then decreased in 2021 due to COVID19. Academic progress again was attained post COVID in 2022.

At the beginning of the year, our campus was recognized as having earned an accountability rating of an A and for having earned 5 distinctions in ELA/Reading, Math, Science, Post Secondary Readiness, and Closing the Gaps.

STAAR Results

Reading 2019

Third Grade: 82%

ELL 57%

Sp. Ed. *

Eco. Dis. 77%

Fourth Grade: 94%

ELL 74%
Sp Ed *
Eco. Dis. 93%

Fifth Grade: 88%

ELL 83%
Sp Ed *
Eco. Dis. 86%

Math 2019

Third Grade: 89%

ELL 79%
Sp. Ed. *
Eco. Dis. 85%

Fourth Grade: 91%

ELL 87%
Sp. Ed. *
Eco. Dis. 91%

Fifth Grade: 91%

ELL 86%
Sp. Ed. *
Eco. Dis. 90%

Science 2019

Fifth Grade: 84%

ELL 86%

Sp. Ed. *

Eco. Dis. 82%

Reading 2021

Third Grade: 67%

ELL 64%

Sp. Ed. *

Eco. Dis. 64%

Fourth Grade: 68%

ELL 71%

Sp Ed *

Eco. Dis. 64%

Fifth Grade: 77%

ELL 54%

Sp Ed *

Eco. Dis. 69%

Math 2021

Third Grade: 59%

ELL 61%

Sp. Ed. *

Eco. Dis. 60%

Fourth Grade: 65%

ELL 65%

Sp. Ed. *

Eco. Dis. 63%

Fifth Grade: 62%

ELL 62%

Sp. Ed. *

Eco. Dis. 57%

Science 2021

Fifth Grade: 57%

ELL 31%

Sp. Ed. *

Eco. Dis. 46%

Reading 2022

Third Grade: 82%

ELL 69%

Sp. Ed. *

Eco. Dis. 81%

Fourth Grade: 73%

ELL 78%

Sp Ed *

Eco. Dis. 73%

Math 2022

Third Grade: 73%

ELL 50%

Sp. Ed. *

Eco. Dis. 71%

Fourth Grade: 65%

ELL 70%

Sp. Ed. *

Eco. Dis. 63%

Plan of Action for the 2022-23 School Year

The campus will implement Amplify for all students across the grade levels, K – 5th grade; utilize AR as a means to improve reading comprehension and fluency; continue implementation of SAXON phonics consistently across grade levels, specifically in bilingual classrooms; provide intense, individual instruction for students who score below grade level on the Amplify and NWEA Map assessments at the beginning of the school year; provide TIER II Math instruction daily for students who are performing below grade level on Amplify and NWEA Map; use data walls and monitoring systems to have student accountability for their learning and progress; develop grade level calendars for TEKS instruction to assist teachers in mapping their teaching; utilize PLC time for review of data, review of lessons (teachers teaching teachers), and reviewing TEKS as priority.

Tutorials focusing on all students will be provided starting October 2022 for 2 days out of the week. The After School Program will enhance the instructional program by reading with students, providing math lessons via computerized programs, and providing writing lessons. Students will also be exposed to experiences through field trips, per grade level and as a campus, designed to enhance vocabulary and writing skills.

GOALS for the 2022-23 School Year

Reading

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Reading

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Reading

30% of students in 3rd-5th Grade will Master Standard on the STAAR Reading

Math

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Math

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Math

30% of students in 3rd-5th Grade will Master Standard on the STAAR Math

Science

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90% of students in 5th Grade will Approach Standard the STAAR Science

60% of students in 5th Grade will Meet Standard on the STAAR Science

30% of students in 5th Grade will Master Standard on the STAAR Science

Strengths

The campus continues to meet the highest accountability rating of the state of Texas.

Students continue to make gains academically as evidenced by the scores improving post COVID.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Special Education students in Resource or Inclusion scored at a 60% overall. Students taking the STAAR ALT have an 90% or higher passing rate.	Students' cognitive difficiencies will be addressed through addressing their IEPs with the prerequisite skills required to gain grade level fluency.
2 ★	Our reading/math/science scores are still in need of improvement. Even though there was considerable gains from the 2021 to the 2022 school year, the goal for 2022-23 is that students score at the 90% or above.	Economically Disadvantaged students come from single family homes, homes located in a high poverty area, and have a lack of access to resources available in the community. .
3 ★	ELLs across all grade levels scored at a 60% passing rate on STAAR reading and a 79% STAAR Math; with scores in 3rd - 5th increasing by only 10 points in the last year.	Students in the early grades need to receive intensive phonics, comprehension, and fluency practice through research based practices and programs.

★ = Priority

School Processes & Programs

Summary

The goal at Dr. Raul Garza, Jr. Elementary is to provide an education which will serve as a springboard to higher education. Students are instructed using the TEKS Resource System as their base curriculum with supplemental lessons and activities from the elementary adoptions and curriculum; Teachers Pay Teachers, STAAR Resources, teacher created material, and other high quality instructional materials (HQIM).

Beginning with announcements at 7:40 a.m. daily, everything centers around instruction. Students receive a powerful launch (meaningful quote), along with daily announcements, in addition to reciting the Pledge of Allegiance and Salute to the Texas flag, lunch menu, and birthdays. From here, teachers then take on the responsibility of providing hands on instruction in math, reading, science, social studies, and writing; providing TIER II and TIER III instruction 30 minutes and 45 minutes; weekly usage in Amplify reading and other digital platforms beneficial to student success; Physical Education 3 times a week; library lessons and counseling lessons 45 minutes every other week; and fine arts once a week for 45 minutes. Students participate in the Accelerated Reader program and are required to read and test 5 books weekly or 1 chapter book a week from 1st - 5th grade. Beginning the second semester, kindergarten children are also required to read and test on AR. Student keep their data graphs current documenting their scores and keeping track of their goals at the beginning of every month.

Goals are communicated to staff through our weekly PLCs; faculty meetings; and monthly bulletin. Teachers create assessments every 3 weeks focusing on the TEKS taught and then review the data to make informed decisions in their teaching. TEKS are reassigned a time frame if students did not master them or they have proven to be too difficult for children. They are then reassessed to make sure mastery is obtained.

Administrators maintain an open door policy to ensure communication is constant for the success of children. PLC time is utilized to review lesson plans, review activities, review the IFDs and ensure teachers understand the TEKS; and to create activities, time permitting. Teachers also have a 45 minute planning period where they meet with parents, plan for instruction, review data, grade, observe other teachers, and attend professional development, if need be. Teachers are allowed to order any material they feel is necessary for the instruction in their classroom and for the successful implementation of their lesson. Class Dojo is utilized to inform parents of progress and student activities.

A campus Facebook page, Webpage, Twitter, and Instagram are utilized to keep parents informed of activities taking place on the campus. The SchoolMessenger (automated) is used to send messages to the parents and our Marquee promotes special events or announces campus, teacher, and student accomplishments. Monthly safety fire drills are conducted as well as other safety drills once a semester. All visitors are encouraged to sign in at the office and all doors (interior and exterior) are kept locked for the protection of students and staff.

Technology Strengths

After review of data alongside the technology representative and the SBDM, a need for upgraded computers in the lab was identified. We currently have a Minecraft Lab that we will soon be transitioning to a VR/Esports Lab. Currently, we have a one to one initiative in all grade levels. There is an Epson projector in all classrooms, a projector in the cafeteria and the library.

Plan of Action for the 2022 – 23 School Year: After review of Technology Hardware and

Software Inventories, hardware will be purchased to begin replacing and transitioning the computer lab. The level of technology integration in classrooms by teachers and students will be increased to show at least 1 project per semester by students. New software for TEKS instruction will be purchased to improve math scores. The campus will purchase additional specialized projectors for instruction conducted by the physical education department and the counseling department, and for the conference room.

Strengths

Areas identified as strengths were the YAG and teacher enrichment activities. The TEKS Resource system has ensured consistency across the district and across the campus. Utilizing the IFDs has assisted teachers in identifying the misconceptions, in determining the prerequisites by reviewing the Vertical Alignment, and in reading through a lesson if they need that support. Professional Learning Communities (held daily by grade level) will continue to be implemented; Vertical team meetings will be held once each semester to review, regroup strategies, and share ideas. RTI meetings will continue to address the needs of students and ensure their success. Teachers will continue to assess students every 3 weeks utilizing Eduphoria for creating their assessments.

Strengths

Campus conducts PLC Meetings with each grade level once weekly and an agenda is set the weekend before.

Dr. Raul Garza, Jr. STEAM Academy offers a full day Prekindergarten

BOY, MOY, and EOY assessments are administered and used for data and instruction.

Interruptions to the instructional day are kept to a minimum.

Safety drills are performed monthly (Fire Drills) and by semester (Other Safety Drills)

Open Door Policy for administrators on campus

Technology Strengths:

All classroom teachers have an Epson Smart Projectors

A daily schedule is in place for students to use the digital platforms, such as Amplify, Robotify, etc.

A daily schedule is in place for the engineering room.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Teachers are struggling to develop hands on activities and implement a rich, rigorous curriculum due to the lack of time.

Modify the schedule to see if there is any other alternative and/or train staff on integrating subjects and skills.

 = Priority

Perceptions

Summary

School Culture and Climate

School Culture and Climate Summary (Continued)

After review of the data, which included discipline referrals, student incidents, and counseling referrals, it was determined that campus wide rules which have been in place for the past 17 years have brought consistency across grade levels and the campus has provided a positive environment for all students, with a total of 5 discipline referrals for the 2021-2022 school year. Attendance rate for the campus was 94.53% (20-21 school year) and 99.42% for the 20-21 school year, a drop of 4.89. A safe environment is provided for students by keeping all doors locked throughout the day; having all parents come in through the front doors and sign in at the office; and ensuring proper sign in and out procedures for all parents and students.

Plan of Action for the 2022-2023 School Year:

After review of positive behavior interventions which have been in place for the past 17 years, all teachers and staff members on campus will continue to reinforce expectations in a consistent basis. Teachers will receive training on expectations, code red procedures, fire drill procedures, and the CKH team will review plan every six weeks to make revisions or recommendations.

Attendance goal is to reach 98% for the school year through incentives such as perfect attendance dog tags, pizza parties through our food service department, play time, and contributions from local vendors. Perfect Attendance names will also be included in the campus newsletter. Students will also have the opportunity to have their name drawn at a campus Perfect Attendance drawing per six weeks, incentives provided by the district.

A safe environment will continue to be provided for students by keeping all doors locked throughout the day; having all parents come in through the front doors and sign in at the office; and ensuring proper signing in and out procedures. Staff will be provided a token of appreciation every six weeks for their efforts with students and for those having perfect attendance each 9 weeks. Tokens of appreciation (notes, food items, tangibles) will be provided to staff members to recognize their efforts on a biweekly basis, weekly time and funding permitting.

For the 2021-2022 school year, 5 referrals for the year in grades Pre-Kinder - 5th grade were submitted to the assistant principal. First grade data reveals students were using inappropriate words (threat, language). In 4th grade data reveals students actually acting out (hitting, punching). Fifth grade data reveals extreme foul language.

All stakeholders will continuously model campus CKH expectations to ensure an increase in positive behavior. Teachers will be consistent with parent communication related to behavioral expectations. Specific CKH expectations will be reviewed routinely every three weeks to ensure consistency with implementation.

CKH Parent session will be held to educate parents on discipline expectations on the campus, including not hitting and name calling.

Interventions will be set in place to increase appropriate behavior.

Procedures are in place to keep students staff

Traditions are strong and well attended on campus with activities such as the yearly Pumpkin Patch, Christmas at Garza, Field Day, Texas Public Schools Week. There is a culture of collaboration among teachers, and teachers feel welcomed at all times. There is support from administration in the areas of curriculum, behavior, needed supplies, and classroom environment.

Family and Community Engagement

As per sign in sheets, agendas, volunteer hours, and calendar for the 2022-2023 school year (first semester), we will note that the campus will have a substantial number of parents attending socials for students, such as the Thanksgiving Dinner, Literacy Night, Texas Public Schools Week Moms and Dads events, Parent Sessions, and Bi Yearly Open Houses. Based on the district volunteer hours for the year, it was noted that efforts from the prior year exceeded our expectations. Parents hours documented are expected to be 2,000+ for the year.

Parental Engagement will be made a priority through scheduled monthly Parent Sessions where information on topics such as testing, bullying, Title I, Responsibility, Nutrition, Literacy will be addressed with parents. Choirs, theater groups, and art club will perform monthly to ensure parent participation. Notices for all events that have been scheduled will be sent to parents in a timely manner and posted on the campus social media as a source of information. All hours of volunteer work will be documented to ensure the campus has at least 3,000 hours of volunteer time for the year. All parental engagement activities will be scheduled on the yearly calendar and evidenced by sign in sheets and agendas

Strengths

- Strengths include having a welcoming environment and friendly staff; a united school community; strong parental involvement; administration which supports teachers; parents who support the staff and their children; resources within the classroom and on campus; strong traditions

- Volunteer hours that exceed 2,000+

Events attended by a large percentage of parents

Parents are welcomed at the campus at all times

Campus Participation in: Homecoming Parade; Christmas Parade, Heavin Trail Christmas Event; Veteran's Day Ceremony, Book Fairs, Career Fair, College Fair, After School Program Presentations, Pre-Kinder Showcase, Valley Art Contests, Kinder Promotion Ceremony; Fifth Grade Promotion Ceremony; Awards Assemblies, etc.

Teachers utilize ClassDojo as part of their communication with parents

The campus maintains a current Campus Facebook and Webpage, Twitter, and Instagram

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

Involving and educating our community on what a STEAM Academy will mean for their children and our neighborhood.

Increase communication with the community about the benefits of STEAM through various forms of social media, meetings, through our parent center, and through written communication.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our reading/math/science scores are still in need of improvement. Even though there was considerable gains from the 2021 to the 2022 school year, the goal for 2022-23 is that students score at the 90% or above.

Economically Disadvantaged students come from single family homes, homes located in a high poverty area, and have a lack of access to resources available in the community. .

2
★

ELLs across all grade levels scored at a 60% passing rate on STAAR reading and a 79% STAAR Math; with scores in 3rd - 5th increasing by only 10 points in the last year.

Students in the early grades need to receive intensive phonics, comprehension, and fluency practice through research based practices and programs.

3
★

Special Education students in Resource or Inclusion scored at a 60% overall. Students taking the STAAR ALT have an 90% or higher passing rate.

Students' cognitive deficiencies will be addressed through addressing their IEPs with the prerequisite skills required to gain grade level fluency.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data



Budgets/entitlements and expenditures data



Goals

Goal 1

SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 High Priority HB3 Goal

By May 2026, 90% (campus) of all students, with a concentrated effort on all special populations (ELL, Migrant, Special Education and GT) , will meet established standards on the state assessments.

Evaluation Data Source: STAAR Results

Strategy 1

Kindergarten through 2nd grade teachers will provide a minimum of 90 minutes of uninterrupted daily instructional time with 3 - 4 flexible groups, each focusing on phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension development using the state adopted reading curriculum, Amplify and Progress Learning respectively.

Strategy's Expected Result/Impact: An increase in students' performance on Amplify, NWEA and District level assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants

Funding Sources: 211 - Title I, Part A, , 199 - State Compensatory Education (SCE), , 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

May

June

Strategy 2

Teachers will engage students in differentiated instructional strategies to support learning through the use of academic vocabulary word walls, sight vocabulary through exposure to Fry words, accelerated reader to monitor reading comprehension and Blast Off to monitor fluency, phonics readers to reinforce sounds, fluency probes for fluency and comprehension, and the incorporation of comprehension skills throughout the curriculum with emphasis on reading skills upon return to face to face instruction.

Strategy's Expected Result/Impact: Increased levels in AR Reading Scores and number of books read per six weeks.

Increased levels of performance in phonemic awareness, phonics skills, vocabulary, fluency and reading comprehension.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants

Funding Sources: 211 - Title I, Part A, , 199 - State Compensatory Education (SCE),

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 3

Students in 3rd-5th grade will engage in a TEKS based curriculum lessons that are supported with HMH & SAAVAS. Teachers will use the TEKS Resource System as resource to develop lesson plans in order to master grade level TEKS by following the YAG and timelines for Reading, Math, Writing, Science, and Social Studies

Strategy's Expected Result/Impact: Summative- Increased scores on Campus and District Benchmarks, STAAR Results, Weekly Assessments

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 2

100% of students will have access to instructional technology in the classroom on a daily basis throughout the 2025-2026 school year.

Evaluation Data Source: Technology contract report to ensure each student has access to a device.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Teachers will use technology in the classroom to support both teaching and learning. Students will use computers and iPads to log in to Amplify, Progress Learning, Writable, HMH Ed, Nearpod, Flipgrid, Classkick, Education Galaxy, Robotify and other technologies to reinforce TEKS in their daily lessons.

Strategy's Expected Result/Impact: An increase in students' ability index score and the number of students in TIER I based on Istation Test Results, CIRCLE, TX-KEA, TPRI

An increase in student performance scores on Weekly Assessments, Campus and District Benchmarks, and STAAR

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Teachers and staff will report any non working equipment to administrators to ensure they have working equipment at all times. Teachers will also submit tickets for any equipment not properly working.

Strategy's Expected Result/Impact: Working technology in classrooms
Technology Tickets

Staff Responsible for Monitoring: Classroom Teachers
campus Tech Rep

Funding Sources: 199 - General Fund,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 3 High Priority

Students in Pk- 5th will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach 5th grade.

Evaluation Data Source: Career Day Activities
College Day Activities
College and Career Spirit Week
College Shirt Thursday

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

School counselor will coordinate field lessons to institutions of higher education.

Strategy's Expected Result/Impact: Students will aspire to continue their education after high school and be motivated to meet their academic requirements.

Staff Responsible for Monitoring: Campus Principal
District counselor
Counselor
Classroom Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

School counselor will coordinate a Career Day for students in PK3-5th Grade to promote college and career exploration and organize a College and Career Awareness Week.

Strategy's Expected Result/Impact: Students will aspire to continue their education after high school and be motivated to meet their academic requirements.

Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 4

During the 2025-2026 school year, counselor will implement developmentally appropriate Child Abuse Prevention guidance activities for all PK-5th grade students and provide responsive support services to any student who discloses concerns related to child abuse and has provided consent for counseling services.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

The counselor will provide timely, confidential support to students who disclose abuse and coordinate with families and appropriate agencies to ensure safety.

Strategy's Expected Result/Impact: Students who disclose concerns and have provided consent for counseling services will receive immediate support and guidance, ensuring their safety and emotional well-being. Students will feel supported and protected, fostering trust in school staff and promoting a safer, more responsive school environment.

Staff Responsible for Monitoring: Counselor, Administration

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Coordinate with local child safety professionals or law enforcement personnel to deliver developmentally appropriate presentations on personal safety to students

Strategy's Expected Result/Impact: Students will gain a deeper understanding of personal safety, recognize potential risks, and know how to respond appropriately in unsafe situations. Students will be better equipped to protect themselves and others, strengthening overall school safety and fostering trust between students and community safety professionals

Staff Responsible for Monitoring: Counselor, Administration

Formative Reviews

Some Progress

December

March

May

June

Goal 2 SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

Quality professional development will be provided to all instructional staff thus ensuring teacher and student success.

Evaluation Data Source: Staff development attendance, surveys, and feedback

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers will attend staff development in the areas of differentiated instruction, TEKS resource system, STEM instruction, writing instruction, and special education, gifted and talented, bilingual education, and special programs in order to better serve our student population and increase student achievement.

Strategy's Expected Result/Impact: STAAR scores
CIRLCE, Amplify results

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

The campus will build and maintain a positive school culture through activities that promote high morale, including team building activities through faculty meetings and PD designated days.

Strategy's Expected Result/Impact: Surveys: A safe and positive environment to help retain staff.

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Teachers will participate in Professional Learning Communities, Instructional Faculty Meetings, and Vertical Team meetings to enhance quality of instruction.

Strategy's Expected Result/Impact: Increased networking between teachers increased student performance

Staff Responsible for Monitoring: Classroom Teachers
Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

By June 2026, 100% of all teachers including area of specialty (fine arts, librarian, counselor, p.e. coach) will attend staff development that focuses on the areas of math, reading, writing, science, rigor, TEKS, TRS, and best practices in specialty areas towards the differentiation of instruction for all learners.

Evaluation Data Source: Surveys, Feedback, Sign In Sheets,

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers will actively engage in professional development activities to integrate into their daily instruction including, but not limited to ESL strategies, STAAR strategies, Early intervention strategies, TEKS, TELPAS testing, Special populations cluster meetings, TMEA conference, technology conference, TRS training, PBL, Saxon Phonics, Heggerty (K - 2nd), Writable, HMH Ed, Amplify, SAAVAS, Progress Learning, etc.

Strategy's Expected Result/Impact: Teachers are expected to acquire the training needed to enhance their teaching skills in order for students to be successful on STAAR, Amplify, NWEA, CIRCLE and end of year testing.

Staff Responsible for Monitoring: Administrators
Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

All teachers teaching Gifted and Talented students will have their 30 hours of GT training plus their 6 hour update. Administrators and GT Coordinator will also receive a 6 hour update.

Strategy's Expected Result/Impact: All teacher teaching GT students will have their certification

Staff Responsible for Monitoring: GT Coordinator
Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Accomplished

December

March

May

June

Strategy 3

Based on teacher goals, staff development will be aligned to teacher self assessment and goals to meet individual and grade level needs.

Strategy's Expected Result/Impact: Teacher professional growth, thus student performance will increase.

Staff Responsible for Monitoring: Administrative Staff

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 3

Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.

Evaluation Data Source: Campus led observations, Coordination with campus principals on inter-campus observations

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Inter-district observations

Strategy's Expected Result/Impact: Improve teacher performance
Improved scores on NWEA, AMPLIFY, CLI, STAAR, TTESS
Walkthroughs

Staff Responsible for Monitoring: Principal
Assistant Principal
RTI

Formative Reviews

Some Progress

December

March

May

June

Goal 3

SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

Performance Objective 1

By May 2026, campus will improve on intentional communication efforts with parents to keep parents well informed of events.

Campus will utilize Facebook and increased participation on Class Dojo by campus administration.

Evaluation Data Source: Usage reports from platforms to monitor activity and participation.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Students in K - 5th grade will create a project during the second semester based on a unit of study.

Strategy's Expected Result/Impact: Completed Projects

Staff Responsible for Monitoring: Teachers

Principal

Assistant Principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

No Progress

December

March

May

June

Strategy 2

Students will explore different career paths and universities through weekly counseling sessions.

Strategy's Expected Result/Impact: Students will be able to select their Career Choice

Staff Responsible for Monitoring: Teachers

Administrators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

Students will have the opportunity to listen to speakers from higher education, including students at the high school level, college professors, and community professionals in order to widen their perspectives on college and career requirements. Stakeholders will participate in at least one school sponsored academic/community/district activity to increase parent involvement participation.

Evaluation Data Source: Raptor Sign In Sheets
Agendas for Presentations
Google Meet recording of visit, if applicable

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

Career day will be held the 1st week of May and students will have the opportunity to visit different sessions and learn careers, their requirements and roles and responsibilities.

Strategy's Expected Result/Impact: Survey
Students will create a Thinking Map based on the knowledge they gained from the presentation

Staff Responsible for Monitoring: Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

By May 2026, the school will host at least two festivals, one per semester to benefit our PTO. These events are community outreach events in which all stakeholders are invited to participate and see district-wide performances from our students.

Evaluation Data Source: KSBG coverage
Facebook/Dojo posts

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

All stakeholders will be invited to parental involvement activities, including Kinder graduation, PK-5th Grade Awards assemblies, PTO meetings, board meetings, Campus Grade Level Luncheons and district and community events

Strategy's Expected Result/Impact: Increase parental involvement for parents by increased participation in school activities.

Staff Responsible for Monitoring: Principal
Teachers

Formative Reviews

Moderate Progress

December

March

May

June

Goal 4

SBCISD/ Dr. Raul Garza Jr. STEAM Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

Dr. Raul Garza Jr. STEAM Academy will ensure compliance of with all federal and state requirements to stay current with federal, state and local and procedures to ensure compliance and fiscal responsibility are being used to target improvement in student achievement

Evaluation Data Source: CIP, Budget Review
Field Trip forms for documenting Federal Funds

Summative Evaluation: Significant progress made toward meeting Performance Objective