



Graciela Garcia Elementary

Campus Improvement Plan

2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

MISSION STATEMENT

Graciela Garcia Elementary, together with the parents and community, is committed to educating the whole child by providing a meaningful and rigorous learning environment that aims for academic excellence. Rich experiences are offered to foster both multicultural and international-mindedness. We strive to develop caring, service-minded life-long learners, while valuing each child's uniqueness.

VISION STATEMENT

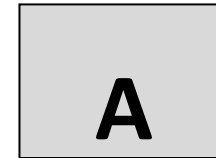
We envision Graciela Garcia Elementary School to be a model school where children, parents and the community are actively involved in the learning process. Students will be surrounded by an environment that will challenge and encourage all students to become creative, independent thinkers.

Students will receive a well balanced, quality instruction through innovative teaching strategies that will allow the students to cooperatively explore, inquire and learn at higher levels of cognitive thinking.

Texas Accountability System



B



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](#) (*Add your link for your campus*)

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

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Griselda Quintanilla, Secretary
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Cynthia A. Gutiérrez, Member
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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

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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 from similar backgrounds and way of life.

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

| | Male | Female | SPED | LEP | Mig | ECD | GT | At Risk |
|---------|------|--------|--------|--------|-----|--------|-------|---------|
| Count | 194 | 191 | 42 | 289 | 4 | 377 | 14 | 358 |
| Percent | 50% | 49.60% | 10.90% | 75.10% | 1% | 97.90% | 3.60% | 93% |

With the district’s proximity to Mexico, 45.60% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home. Garcia exceeds the district count of emergent bilinguals significantly.

- Demographics Summary:** The current enrollment of Graciela Garcia Elementary at snapshot in 2024 was **385** students. Students classified as low socio-economic status is 97.9% and 1% migrant students. 10.9% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 4.6% of our student population, while 93% of our population is identified as at risk. The emergent bilingual population is 75.10% where all but one the students' home language is Spanish. The average attendance rate for the campus is 94%.
- Comprehensive Needs Assessment Summary:** Using Spring 2025 STAAR preliminary student performance data, Graciela Garcia Elementary has been rated as an "A" Campus by the state of Texas on the 2025 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of 52 Garcia Elementary earned a grade of 82-B. In Domain II, School Progress (90-A), and Relative Performance (90-A). Domain III, Closing the Gaps Domain, Garcia Elementary Elementary scale score was a 92-A.
- Curriculum/Instruction and Assessment:** Teachers utilize district adopted curriculum and CIF strategies (i.e.SAAVAS, Eureka, SSRW, Frog Street) to teach with a focus on teaching metacognitive strategies. Students that show need are supported through individualized intervention in response to tailored needs and support, while all students take part in a daily reading and writing initiative at the end of the day called Scorpion Time. Garcia Elementary offers dual-language classrooms in all grades. Our goal is to create a campus of biliterate readers who demonstrate above average comprehension in their ability to make connections and inferences about the texts they read. We focus on fostering the development of critical thinking skills in our students who are empowered to share their ideas about what they read through the development of metacognitive and 21st century skills while participating in cross curricular lessons that integrate the 17 Sustainable Goals, Social Emotional Learning (SEL) Competencies while developing their language skills.

- Summary of Goals:** The goal of Garcia Elementary is to improve student achievement and student progress in Domain I and Domain II with a strong focus also on Domain III ensuring that all students reach their fullest potentials. We have developed a strong system in the implementation of campus and district systems to address 504, RTI populations through IReady, Age of Learning, Footsteps2Brilliance and Summit K12. We will increase student mastery of grade level TEKS by utilizing High Quality Instructional Materials that are TEKS based, data driven instruction, thus, increasing the number of all students scoring at the Meets and Masters level on STAAR. The Campus Instructional Leadership Team will collaborate to support and guide teachers through the lesson internalization process and delivering high quality engaging lessons. As a team, we collectively support ELAR/SLAR through 3rd – 5th grade small pull-out intentional reading support. Garcia Elementary will also increase student use in the MaKin Via and Beanstalk to promote literacy throughout the campus. In addition, we plan to implement the TXRL framework to help students reach their academic goals.

Student Performance:

Using preliminary student performance data, Pharr-San Juan-Alamo has been rated a "B" District by the state of Texas on the 2025 Accountability while Gracia Elementary maintains an "A" as a campus. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 46, College Career and Military Readiness (87), PSJA ISD earned a grade of 86 while Garcia earned a STAAR component score of 52 and a domain score of 82 (B).

In Domain II, School Progress (90) and Relative Performance (90) with an Eco Dis at a 93.8%, PSJA ISD earned a scale score of 87 Garcia with an 97.9% economically disadvantaged population earned a 90 (A). Garcia Elementary outperformed the district Domain III, Closing the Gaps Domain, PSJA scale 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.

Campus Summary Continued

Student Performance:

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

- The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 56% (59% Reading, 53% Math) in June 2024 to 63% by June 2026.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by six percentage points by June 2026.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics 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 |
|------------------------------------|--|
| Jennifer Burden | Principal |
| Rene Trevino | Assistant Principal |
| Debbie Lopez | Counselor |
| Tracy Southwell | CLL |
| Cynthia Sosa | Nurse |
| Maria Sinapuelas/Alejandro Sanchez | Librarian / PR Representative |
| Julianne Martinez | Lead Teacher-Early Childhood |
| Irma Villarreal | Lead Teacher – Kinder/ Campus UIL Coordinator |
| Natividad Villarreal | Lead Teacher- Primary Grades |
| James Southwell | Safety Committee Rep/ Coach |
| Juan Ordaz | Campus Instructional Technologist |
| Maureen Ibarra | Reading Coach |
| Alejandro Sanchez | Special Ed Resource Teacher |
| Delia Saenz | Special Ed Life Skills Teacher |
| Maria Salinas | Lead Teacher- STAAR Grades (3 rd -5 th) |
| | Parent |
| | Community Member |

2023-2024 STAAR

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 |
| Garcia Elementary | 0.9% | 82 | 90 | 90 | 90 | 90 | 63 | 92 | 27.6 | 91 | A | 90 | ↑ 1 |

2024-2025 STAAR/STAAR ALT2

STAAR COMPONENT BY ASSESSMENT

PSJA ISD - ALL ADMINISTRATIONS (SNAPSHOT) (PRELIMINARY)

| | Number | Approaches | Meets | Masters | Raw | Scale |
|---------------------------|--------|------------|-------|---------|-----|-------|
| GARCIA ELEMENTARY | | | | | | |
| GRADE 3 MATHEMATICS | 57 | 42 | 74% | 22 | 39% | 8 |
| GRADE 4 MATHEMATICS | 59 | 49 | 83% | 35 | 56% | 13 |
| GRADE 5 MATHEMATICS | 48 | 42 | 88% | 31 | 65% | 18 |
| GRADE 3 READING (ENGLISH) | 36 | 28 | 78% | 20 | 56% | 7 |
| GRADE 3 READING (SPANISH) | 17623 | 11958 | 68% | 7466 | 42% | 2553 |
| GRADE 4 READING (ENGLISH) | 19662 | 14437 | 74% | 10325 | 53% | 4940 |
| GRADE 4 READING (SPANISH) | 19307 | 14026 | 73% | 8512 | 44% | 3827 |
| GRADE 5 READING (ENGLISH) | 14548 | 11024 | 76% | 7208 | 50% | 3018 |
| GRADE 5 READING (SPANISH) | 31310 | 19410 | 62% | 946 | 3% | 511 |
| GRADE 4 SCIENCE (ENGLISH) | 17078 | 14221 | 83% | 9920 | 58% | 4536 |
| GRADE 4 READING (SPANISH) | 260 | 182 | 70% | 127 | 49% | 60 |
| GRADE 5 READING (ENGLISH) | 1740 | 1345 | 77% | 936 | 54% | 487 |
| GRADE 5 READING (SPANISH) | 194 | 155 | 80% | 97 | 50% | 32 |
| GRADE 5 SCIENCE | 1022 | 1262 | 123% | 521 | 51% | 162 |

SPED at Approaches, Meets and Masters Level of Performance – Three Year Trend

SPED Performance (3 year comparative)

| 3year Comparative | | | | | | | | | |
|-------------------|------|-------|---------|------|-------|---------|------|-------|---------|
| Special Education | | | | | | | | | |
| 3rd Grade | | | | | | | | | |
| | 2023 | | | 2024 | | | 2025 | | |
| Math | APPR | Meets | Masters | APPR | Meets | Masters | APPR | Meets | Masters |
| Math | 29 | 14 | 0 | 58 | 33 | 17 | 33 | 11 | 11 |
| Reading | 25 | 0 | 0 | 58 | 33 | 8 | 33 | 11 | 11 |
| 4th Grade | | | | | | | | | |
| Math | 67 | 11 | 0 | 17 | 0 | 0 | 80 | 53 | 7 |
| Reading | 67 | 11 | 0 | 33 | 33 | 33 | 80 | 47 | 13 |
| 5th | | | | | | | | | |
| Math | 60 | 30 | 0 | 78 | 56 | 11 | 51 | 28 | 11 |

| | | | | | | | | | |
|---------|----|----|---|----|----|----|----|----|----|
| Reading | 50 | 20 | 0 | 44 | 33 | 11 | 48 | 31 | 8 |
| Science | 70 | 10 | 0 | 56 | 22 | 0 | 48 | 22 | 10 |

2022 – 2024 STAAR/STAAR ALT 2 District Results

Emergent Bilingual at Approaches, Meets and Masters Level of Performance – Three Year Trend

Emergent Bilingual Performance (3 year comparative)

| | 2023 | | | 2024 | | | 2025 | | |
|---------|------|-------|---------|------|-------|---------|------|-------|---------|
| | APPR | Meets | Masters | APPR | Meets | Masters | APPR | Meets | Masters |
| Reading | 82% | 51% | 22% | 79% | 52% | 19% | 86% | 58% | 29% |
| Math | 80% | 52% | 28% | 81% | 54% | 27% | 80% | 52% | 25% |

| 3year Comparative | | | | | | | | | |
|--------------------|------|-------|---------|------|-------|---------|------|-------|---------|
| Emergent Bilingual | | | | | | | | | |
| 3rd Grade | | | | | | | | | |
| | 2023 | | | 2024 | | | 2025 | | |
| | APPR | Meets | Masters | APPR | Meets | Masters | APPR | Meets | Masters |
| Math | 62 | 41 | 16 | 76 | 43 | 14 | 73 | 38 | 9 |
| Reading | 77 | 40 | 21 | 67 | 36 | 14 | 79 | 40 | 15 |
| 4th Grade | | | | | | | | | |
| Math | 92 | 58 | 31 | 80 | 61 | 25 | 81 | 56 | 26 |
| Reading | 94 | 54 | 37 | 84 | 61 | 34 | 88 | 65 | 35 |
| 5th Grade | | | | | | | | | |
| Math | 86 | 57 | 20 | 87 | 58 | 19 | 85 | 63 | 39 |
| Reading | 75 | 59 | 27 | 87 | 58 | 32 | 90 | 68 | 37 |
| Science | 69 | 33 | 16 | 70 | 65 | 56 | 48 | 22 | 10 |

2022 – 2024 STAAR/STAAR ALT 2 District Results
All-Students at Approaches, Meets and Masters Level of Performance – Three Year Trend

ALL Performance (3 year comparative)

| | 2023 | | | 2024 | | | 2025 | | |
|---------|------|-------|---------|------|-------|---------|------|-------|---------|
| | APPR | Meets | Masters | APPR | Meets | Masters | APPR | Meets | Masters |
| Reading | 84% | 53% | 25% | 80% | 55% | 27% | 87% | 59% | 25% |
| Math | 82% | 55% | 25% | 82% | 55% | 19% | 82% | 53% | 29% |

| 3year Comparative | | | | | | | | | |
|-------------------|------|-------|---------|------|-------|---------|------|-------|---------|
| ALL | | | | | | | | | |
| 3rd Grade | | | | | | | | | |
| | 2023 | | | 2024 | | | 2025 | | |
| | APPR | Meets | Masters | APPR | Meets | Masters | APPR | Meets | Masters |
| Math | 75 | 41 | 8 | 77 | 41 | 13 | 74 | 39 | 14 |
| Reading | 74 | 40 | 19 | 73 | 46 | 16 | 78 | 44 | 17 |
| 4th Grade | | | | | | | | | |
| Math | 89 | 60 | 28 | 80 | 61 | 25 | 83 | 56 | 22 |
| Reading | 91 | 56 | 35 | 84 | 61 | 34 | 90 | 63 | 29 |
| 5th Grade | | | | | | | | | |
| Math | 87 | 63 | 40 | 89 | 64 | 18 | 88 | 65 | 38 |
| Reading | 81 | 63 | 21 | 84 | 59 | 30 | 92 | 71 | 40 |
| Science | 68 | 28 | 12 | 70 | 65 | 56 | 85 | 42 | 13 |

Comprehensive Needs

Garcia Elementary



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING **Garcia Elementary**

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%.
- Elementary, Middle and High School Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- CCMR dashboard will be monitored and utilized for successful CCMR Plan completion and PEIMS coding of ALL students in 9-12.
- Course scheduling for third quartile students to gain access to earn industry-based certificates or earn 9+ hours or in any subject.
- The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions.

Goal Area 1: Effective Teaching and Learning Garcia 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 56% (59% Reading, 53% Math) to 65% by June 2025.

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 |
|--|---|--|---|
| <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 |

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/Director 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 2024 - May 2025

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, 48% of special education students assessed in STAAR will score at MEETS in reading and 45% 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 |

Annual Goal #3: In the 2025-2026 school year, 85% of bilinguals will increase one proficiency level

Strategy: Garcia 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 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 |

Annual Goal #4: For the 2025–2026 school year, Garcia Elementary will increase overall student attendance to 98%, 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 “Garcia University” parent events with attendance strategies; weekly parent newsletters with attendance tips and resources.
- 3.) Launch attendance incentive system (Scorpion's Den) and recognize perfect attendance every six weeks.

| Resources | Evidence of Implementation | Evidence of Impact | Formative Evaluation |
|--|--|--|--|
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