

# Canutillo Independent School District



## Gonzalo & Sofia Garcia Elementary School

## 2025-2026 Campus Improvement Plan

# Mission Statement

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

# Vision

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

# Value Statement

**Student Centered Focus**

**Trustworthiness in Stewardship**

**Commitment to Service**

**Equity in Attitude**

**Honor in Conduct**

**Integrity of Character**

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# Comprehensive Needs Assessment

# Demographics

## Summary

Currently, there are 424 students attending Garcia Elementary School. The student population is 224 males and 200 females. A total of 388 students are Hispanic (91.51%). Twenty-four students are white (5.66%). Five students are two or more races (1.18%). One student is African American (.24%). Six students are Asian (1.42%), We have a total of 70 students in special education.

Other current demographic information is as follows:

- Title I-424 students (schoolwide Title I program)
- Campus EL-144 students total - 33.9%
- Gifted & Talented (GT)=36 students total - 8.5%
- Migrant=5 students 1.2%
- At Risk 296 total students - 296 - 69.8%
- Homeless=4 total students - 3 - 0.7%
- Military Connected=62 students - 14.6%
- Section 504=6 students- 1.4%
- Economically disadvantaged 279 students - 65.8%

Staff demographics are as follows:

- 2 Full Day Pre-K Teachers (1 Monolingual, 1 Two-way Dual)
- 2 Montessori Teachers
- 3 Kindergarten Teachers (1 Two-way Dual Language and 2 Monolingual)
- 4 First Grade Teachers (2 Two-way Dual Language, 2 Monolingual)
- 4 Second Grade Teachers (2 Two-way Dual Language, 2 Monolingual)
- 3 Third Grade Teachers (1 Two-way Dual Language, 2 Monolingual)
- 4 Fourth Grade Teachers (2 Two-way Dual Language, 2 Monolingual)
- 2 Fifth Grade Teachers (1 Two-way Dual Language, 2 Monolingual)
- 2 PE Teachers
- 1 At-Risk/RTI Teacher
- 2 At-Risk Aides
- 4 Special Education Teachers
- 4 Special Education Aides
- 1 Speech Therapist
- .5 Speech Aide
- .5 Diagnostician
- .5 Occupational Therapist
- 1 Librarian
  - 1 Receptionist
  - 1 Office Manager
  - 1 Attendance Clerk

## Strengths

**Strengths:**

- **Parents are choosing Garcia- 97 transfers**
- **Lower at-risk students: students are receiving the support needed**
- **ARC committee meets with parents**
- **4th grade highest attendance**
- **Me Time/Free Dress/Raven Pride incentives**
- **Low percentage of Homeless students**
- **209 EB students**

**Montessori Program**

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance rates continue to be below 97% for both students and staff.	Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.
2 ★	Lack of understanding of the true meaning of bullying.	Referrals have increased for bullying & lack of robust training.
3 ★	Parents, students and staff have misconceptions of the Montessori academic expectations.	Lack of awareness and understanding of academic expectations and differences between General education & Montessori.

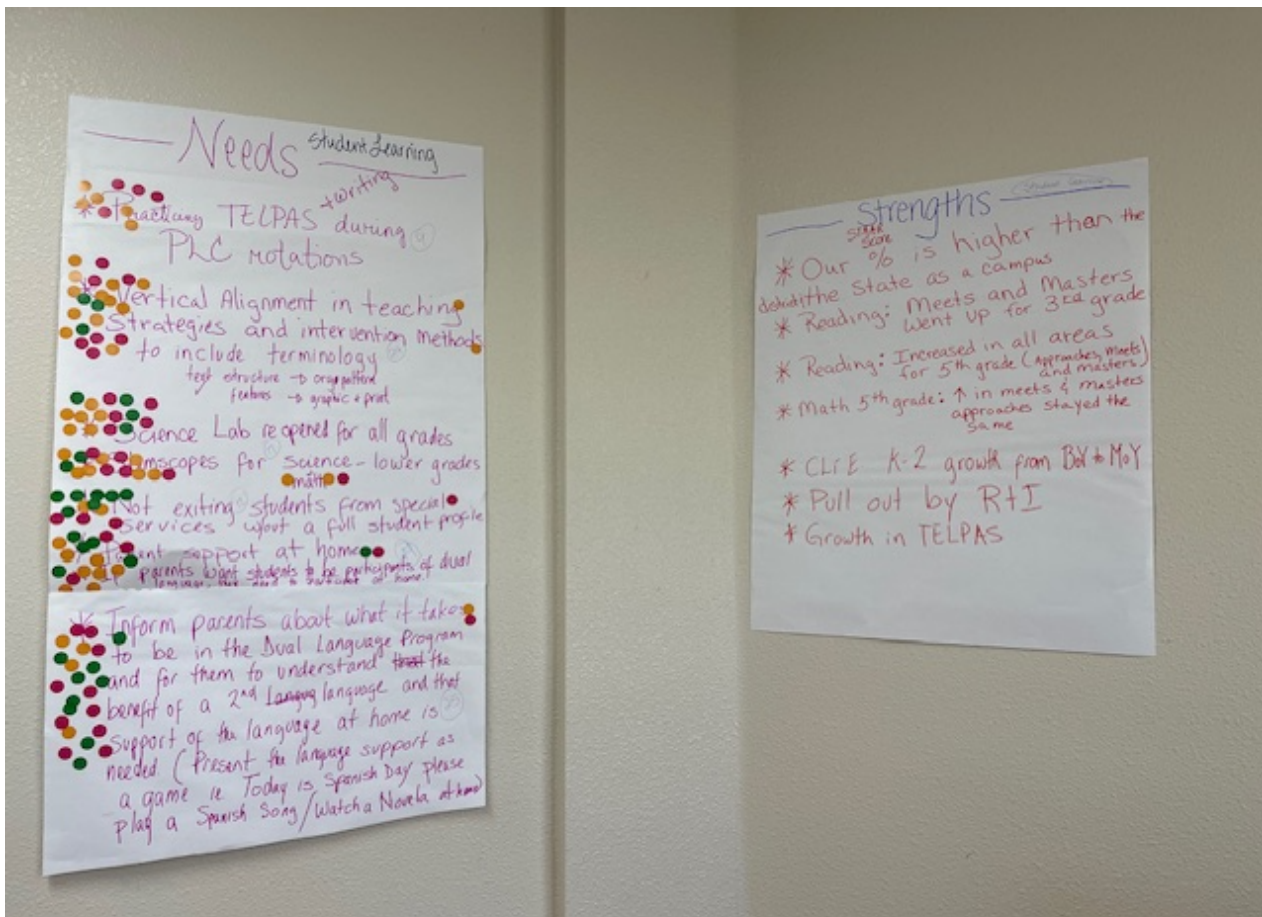
★ = Priority

# Student Learning

## Summary

- Our 2023-2024 SY STAAR data shows that GES had an **Annual Growth** (all grade levels) of 15% in Reading and a 6% in Math.
- Based on the same year data and focusing on our Bilingual population, **Bilinguals** had an **Annual Growth** of 14% in Reading and a **drop** of 6% in **Math**.
- GES's 2023-2024 **Accelerated Learning Growth** by grade and subject for all populations and all grade levels shows growth in Reading, but a **drop** in **Math**.
- The **School Progress Accelerated Learning Report** shows growth in Reading and **decreased** percentages in **Math**. For the **Bilingual population the SPAL Report** shows an increased growth of 25% in Reading, but a 30% **drop** in **Math**.
- The **Performance Standards Report** indicates a growth in all performance standards in Reading, but a **drop** the Approaching and Masters standards for all populations, with the **Bilingual** population following the **same trend**.
- Our TELPAS data shows that out of our 72 Bilingual Participant students the majority scored a Composite Score of Advance or Advanced High. The majority of the Nonparticipant students had a composite score of Intermediate or Advanced.

Our data demonstrates the need for more support from the parents of our Bilingual students and the need for vertical alignment with strategies and vocabulary especially in the subject of Math as it has been expressed by the school's teachers and support staff, parents, and district personnel and stressed by the data.



### 3rd Grade- Interim Reading Assessment

Campus	Approaches Fall 2023	Approaches Spring 2024	Meets Fall 2023	Meets Spring 2024	Masters Fall 2023	Masters Spring 2024
GES	69%	80%	53%	70%	41%	47%

### 3rd Grade- Interim Math Assessment

Campus	Approaches Fall 2023	Approaches Spring 2024	Meets Fall 2023	Meets Spring 2024	Masters Fall 2023	Masters Spring 2024
GES	58%	61%	47%	58%	31%	23%

### 4th Grade -Interim Reading Assessment

Campus	Approaches Fall 2023	Approaches Spring 2024	Meets Fall 2023	Meets Spring 2024	Masters Fall 2023	Masters Spring 2024
GES	61%	70%	50%	65%	37%	28%

### 4th Grade- Interim Math Assessment

Campus	Approaches Fall 2023	Approaches Spring 2024	Meets Fall 2023	Meets Spring 2024	Masters Fall 2023	Masters Spring 2024
GES	38%	54%	33%	37%	16%	20%

### 5th Grade- Interim Reading Assessment

Campus	Approaches Fall 2023	Approaches Spring 2024	Meets Fall 2023	Meets Spring 2024	Masters Fall 2023	Masters Spring 2024
GES	75%	85%	57%	75%	37%	64%

### 5th Grade- Interim Math Assessment

Campus	Approaches Fall 2023	Approaches Spring 2024	Meets Fall 2023	Meets Spring 2024	Masters Fall 2023	Masters Spring 2024

GES	55%	63%	48%	53%	32%	28%
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STAAR Results 23 - 24, and 24-25

		3rd Grade			4th Grade			5th Grade		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading	2023	81	47	12	81	58	20	76	46	
	2024	79	50	16	79	46	13	84	64	
	2025	78	50	10	85	49	10	85	49	
Math	2023	75	35	16	68	39	15	76	37	
	2024	72	49	15	65	37	12	76	47	
	2025	63	47	14	79	55	26	64	33	
Science	2023							61	34	
	2024							69	22	
	2025							27	16	

## Strengths

**Fifth-grade STAAR score percentage in ELAR and Math is higher than the District and State.**

**The STAAR score percentage of Meets and Masters went up for 3rd grade.**

**Fifth-grade STAAR score percentage of all Performance Standards for 5th grade increased.**

**Growth in TELPAS**

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.	Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.
2 ★	Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.	No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.
3 ★	All teachers lack training to teach SpEd students.	Students with disabilities are being included in General Education classes more.
4 ★	There is no vertical connection alignment within grade levels with teaching strategies, interventions, terminology, and teaching resources and with the linking of curriculum from grade level to grade level.	Due to Master schedule/substitutes/funds there is a lack of opportunity for subsequent grade levels to meet in PLC.
5 ★	Low exposure to careers, clubs, and opportunities that support extension to learning and CCMR opportunities.	Students are exposed to career day at the end of the school year, and once a year activities and not enough opportunities for all throughout the year.

6



Students in Montessori and all grade levels will be exposed to healthy lifestyles and exercises to improve their lifestyles.

Students are exposed to minimal exercises and sport awareness.

 = Priority

# School Processes & Programs

## Summary

Gonzalo & Sofia Garcia Elementary currently serves 432 students in Montessori and pre-kinder through 5th grade. According to state test scores, in the 2023-2024 school year 82% of students approached grade level or above in reading, 72% in math and 69% in science. We are the home of the first public Montessori program in the El Paso region.

Breakfast is served to every student to ensure that all students are offered the opportunity to start the day with a meal. All students eat breakfast in the classrooms.

Teachers meet as a PLC every other Thursday for 90 min PLCs to plan instruction, identify areas of improvement and plan intervention needed for the students according to The Year at a Glance (YAG). Students who need further intervention are provided opportunities to grow during Response to Intervention. Response to Intervention is afforded to students who have been identified by the MTSS committee and determined on their need based on MTSS committee recommendation. On Mondays during PLC rotations, students are offered counseling, library, and enrichment classes. Library and Counseling classes are also offered to our students throughout the school year.

Our school has several extra-curricular activities and programs for our students to participate in. Some options to choose from are: Mother/Daughter Father/Son Program, Student Council, Science Fair, Spelling Bee in English and Spanish, UIL Competition and Robotics Competition. After-school programs are also offered at Gonzalo & Sofia Garcia Elementary. We have the ACE program, the Good News Club, art classes and folklorico. The ACE program provides no-cost after-school activities for all our students. During this time, they provide academic support as well as a variety of other activities such as crocheting, baking, jewelry making, and gardening.

We continuously provide professional development opportunities for our faculty and staff to ensure they are providing our students with the highest level of instruction. Our faculty is Youth Mental Health First Aid certified. Youth Mental Health First Aid is designed to teach teachers how to help students who are experiencing a mental health challenge or are in crisis.

Our teachers and staff love the students, the school, and the community. GES is a campus that prides itself in recruiting and retaining high-quality teachers. Our campus will continue to focus on student growth by aligning instruction across grade levels. Systems will be established to celebrate our students' growth.

## Strengths

### Strengths:

- **Strong school safety protocol in place.**
- **PBIS Expectations/Rotations are in place to reduce discipline referrals.**
- **There is equity of services for all students through Rti.**
- **Strong PLC relationships and collaboration.**

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Based on the number of referrals (data) discipline is a problem at Garcia.	All teachers are not consistently trained on PBIS strategies and implementation. (MTSS approach, School Design Collaborative).
2 ★	There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.	Minimal direction is given to new teachers/ paraprofessionals based on teacher/para experiences.
3 ★	Grade levels are not meeting for vertical alignment during PLC rotations.	Conflict with the schedule and lacking money for substitute teachers.

★ = Priority

# Perceptions

## Summary

Parental engagement is highly valued at Garcia Elementary. Parents are actively involved through a variety of means. Every day, volunteers are assisted by a full-time parent liaison. Additionally, there is a vibrant Parent-Teacher Organization (PTO) that raises money for rewards for teachers and students. Additionally, via entertaining events like Penny Wars, Free Dress Fridays, 12 Days of Christmas, and more, PTO actively develops chances to boost teacher and student involvement and culture. Parent University, Coffee with the Principal, campus-wide Parent-Teacher Conferences, and campus-wide family events are just a few of the parent gatherings, workshops, and training that are used to address parent participation. Grandparents Day, Veterans Day, Open House, Thanksgiving Luncheon, Cancer Awareness Walk, Winter Concert, and more

Students can participate in a wide variety of extracurricular activities offered by the ACE program. Students can take part in robotics, UIL, Ballet Folklorico, basketball club, student government, and more. Students were invited to participate in after-school tutoring to help with their academics.

Garcia Elementary has used PBIS and No Place for Hate to promote social-emotional learning and student learning.

## GES Fall Survey 2024

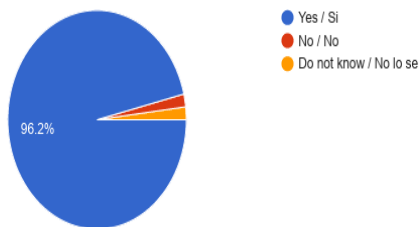
53 responses

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Am I always greeted in a friendly, courteous way when I contact the school either on the phone or in person? ¿Siempre me saludan de manera amigable y cortés cuando me comunico con la escuela, ya sea por teléfono o en persona?

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53 responses



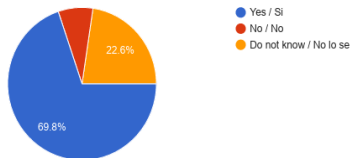
GES Fall Survey 2024

Does the school have a reception area for visitors, equipped with information about the school and directions so that I can find my way around the building? ¿Tiene la escuela un área de recepción para visitantes, equipada con información sobre la escuela e indicaciones para que pueda orientarme por el edificio?

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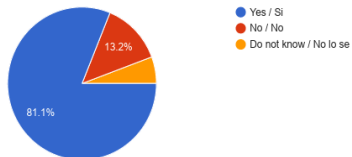
para que pueda orientarme por el edificio?

53 responses



Did the school conduct some kind of orientation program for my family when I first enrolled my child? ¿La escuela llevó a cabo algún tipo de programa de orientación para mi familia cuando inscribí a mi hijo por primera vez?

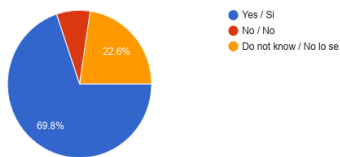
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GES Fall Survey 2024

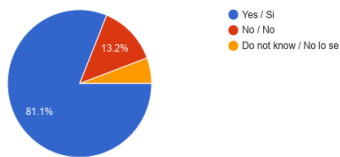
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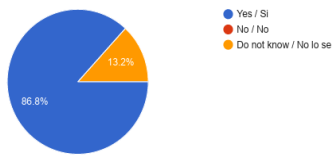


GES Fall Survey 2024

GES Fall Survey 2024

Does the school provide extended learning time, such as extended school year, before and/or after school programs, and summer programs and opportunities. ¿La escuela ofrece tiempo de aprendizaje extendido, como un año escolar extendido, programas antes y/o después de la escuela, y programas y oportunidades de verano?

53 responses



Were you provided a copy of the Title I School/Parent Compact? ¿Le proporcionaron una copia de su contrato de Escuela/Padre con Título I?

53 responses



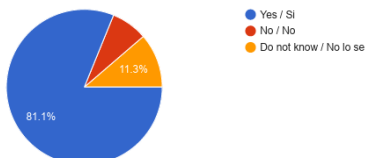


GES Fall Survey 2024

Do school staff and parents have informal occasions when we can get to know each other during the school year? ¿El personal de la escuela y los padres tienen ocasiones informales en las que podemos conocernos durante el año escolar?

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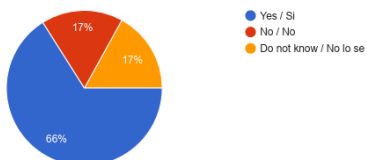
53 responses



If "yes" to the previous two questions, are those hours convenient for me? Si mi respuesta fue afirmativa a las dos preguntas anteriores, ¿me resultan convenientes esos horarios?

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53 responses

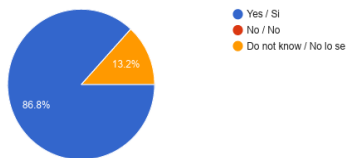


GES Fall Survey 2024

Does the school provide extended learning time, such as extended school year, before and/or after school programs, and summer programs and opportunities. ¿La escuela ofrece tiempo de aprendizaje extendido, como un año escolar extendido, programas antes y/o después de la escuela, y programas y oportunidades de verano?

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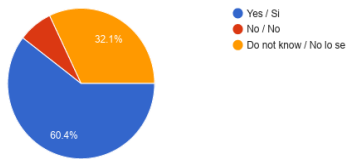
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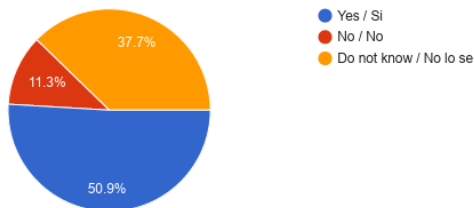


GES Fall Survey 2024

Are you as parents invited to an annual Title I meeting during which Title I programs and activities are explained? ¿Son invitados los padres a una junta anual donde se explica los programas de Título I y sus actividades? (COMPACT)

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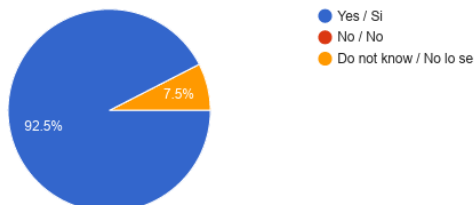
53 responses



Does the school provide written information to parents about the school's rules, parent-teacher conferences and other important items? (COMPACT / Family Policy) ¿La escuela proporciona información escrita a los padres sobre las reglas de la escuela, las conferencias de padres y maestros y otros temas importantes? (COMPACTO / Política Familiar)

Copy

53 responses



## Strengths


### Strengths:

- **Safe and welcoming building and environment**
- **ACE program**
- **PTO / volunteers**
- **Nice friendly security officers**
- **Families are choosing to bring their children to GES**

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Lack of parental involvement in school activities.	Lack of use of social media and timely promotion of activities geared to families offered by the school.
2 ★	Parents find it difficult to differentiate bullying and targeting from the teacher to the student versus the teacher enforcing classroom expectations	Lack of communication between parents and teachers other than when their children are struggling academically or behaviorally.
3 ★	Lack of classroom materials and office supplies available for teachers	There are not specific materials for every classroom like; laminators construction paper, pencils, pens, manipulatives,etc
4 ★	School culture is lacking in creating a positive working and learning environment.	Minimal staff and student recognitions.
5 ★	School Cleanliness needs in campus restrooms and floors.	The custodial team needs updated or fixed machinery to comply.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Attendance rates continue to be below 97% for both students and staff.

Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.

2  
★

Parents, students and staff have misconceptions of the Montessori academic expectations.

Lack of awareness and understanding of academic expectations and differences between General education & Montessori.

3  
★

Lack of understanding of the true meaning of bullying.

Referrals have increased for bullying & lack of robust training.

4  
★

Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.

No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.

5  
★

All teachers lack training to teach SpEd students.

Students with disabilities are being included in General Education classes more.

6  
★

Based on the number of referrals (data) discipline is a problem at Garcia.

All teachers are not consistently trained on PBIS strategies and implementation. (MTSS approach, School Design Collaborative).

7



There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.

Minimal direction is given to new teachers/ paraprofessionals based on teacher/para experiences.

8



Parents find it difficult to differentiate bullying and targeting from the teacher to the student versus the teacher enforcing classroom expectations

Lack of communication between parents and teachers other than when their children are struggling academically or behaviorally.

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Lack of parental involvement in school activities.

Lack of use of social media and timely promotion of activities geared to families offered by the school.

10



Grade levels are not meeting for vertical alignment during PLC rotations.

Conflict with the schedule and lacking money for substitute teachers.

11



Lack of classroom materials and office supplies available for teachers

There are not specific materials for every classroom like; laminators construction paper, pencils, pens, manipulatives,etc

12



Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.

Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.

13  
★

There is no vertical connection alignment within grade levels with teaching strategies, interventions, terminology, and teaching resources and with the linking of curriculum from grade level to grade level.

Due to Master schedule/substitutes/funds there is a lack of opportunity for subsequent grade levels to meet in PLC.

14  
★

Low exposure to careers, clubs, and opportunities that support extension to learning and CCMR opportunities.

Students are exposed to career day at the end of the school year, and once a year activities and not enough opportunities for all throughout the year.

15  
★

Students in Montessori and all grade levels will be exposed to healthy lifestyles and exercises to improve their lifestyles.

Students are exposed to minimal exercises and sport awareness.

16  
★

School culture is lacking in creating a positive working and learning environment.

Minimal staff and student recognitions.

17  
★

School Cleanliness needs in campus restrooms and floors.

The custodial team needs updated or fixed machinery to comply.

★ = Priority



# Goals

# Goal 1

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

## Performance Objective 1 High Priority

Student Safety & Well Being:

By May of 2026, Garcia Elementary School teachers and staff will receive Standard Response Protocol PK-12. training, Emergency Operation Planning (EOP) training and crisis response and how to integrate it into the MTSS (Multi-Tier Systems of Support).

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Yes, will continue with this goal for 26-27

### Strategy 1

By May 2026, Garcia Elementary School will comply with the School Safety Bill 168 and conduct active shooter exercises, including fire drills, lockdowns, secure and evacuation drills.

**Strategy's Expected Result/Impact:** Teachers and staff awareness of drills to respond to emergency situations.

**Staff Responsible for Monitoring:** Administration  
Counselor  
EOP Team  
CISD Police

**Problem Statements:** School Processes & Programs 2

**ESF Levers:** Lever 2: Strategic Staffing

#### Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

### Strategy 2

Garcia Elementary School Counselor will conduct yearly training for faculty and staff on Suicide Awareness, Harassment, Bullying, Child Abuse (CPS), Trauma Informed Care, and Human Trafficking. Additionally, School Counselor and Assistant Principal will provide formal training to accurately identify and report bullying in accordance with the Texas Anti-Bullying law.

**Strategy's Expected Result/Impact:** Ensuring that staff understands responsibilities regarding reporting of abuse, neglect, human trafficking and bullying will help in ensuring the safety of our students.

**Staff Responsible for Monitoring:** Counselor  
Administration  
Teachers

**Problem Statements:** Demographics 2 - School Processes & Programs 1

### Formative Reviews



### Strategy 3

Garcia Elementary will implement positive discipline strategies to decrease office referrals by 10% by the end of 2025-2026 school year.

**Strategy's Expected Result/Impact:** Through Tier 1 interventions and professional development, we will minimize student suspensions as a method of consequence/discipline. Our campus will also continue to implement Me Time, PBIS, PBIS, and No Place for Hate strategies to ensure that we provide a safe, positive, and secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.

**Staff Responsible for Monitoring:** Teachers  
Administraiton

**Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 2

**Funding Sources:** Creating an SEL space for student emotional regulation to support behaviors. 211-Title I-Part A, \$2,307.65, Substitutes for PBIS Conference 185-State Compensatory Education, \$600

### Formative Reviews



### Strategy 4

Garcia Elementary School will implement the district's No Place for Hate/Anti-Bullying Initiative.

**Strategy's Expected Result/Impact:** Provide a safe, positive, secure environment, which will positively impact campus culture, student attendance rates, and performance outcomes.

**Staff Responsible for Monitoring:** Assistant Principal, Counselor

**Problem Statements:** Demographics 2 - School Processes & Programs 1

### Formative Reviews



## Strategy 5

Garcia Elementary School Counselor will deliver campus wide targeted anti-bullying and social emotional lessons to include resources. Additionally, through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in 3rd-5th grade.

**Strategy's Expected Result/Impact:** Anti-bullying lessons will help to ensure that we provide a safe, positive and secure environment, which will positively impact campus culture, student attendance rates, and performances outcomes.

**Staff Responsible for Monitoring:** Administration, Counselor, Student Support Services

**Problem Statements:** Demographics 2 - School Processes & Programs 1

### Formative Reviews



### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p><b>2</b> Lack of understanding of the true meaning of bullying.</p>	<p>Referrals have increased for bullying &amp; lack of robust training.</p>

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p><b>1</b> Based on the number of referrals (data) discipline is a problem at Garcia.</p>	<p>All teachers are not consistently trained on PBIS strategies and implementation. (MTSS approach, School Design Collaborative).</p>
<p><b>2</b> There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.</p>	<p>Minimal direction is given to new teachers/paraprofessionals based on teacher/para experiences.</p>

## Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Parents find it difficult to differentiate bullying and targeting from the teacher to the student versus the teacher enforcing classroom expectations

Lack of communication between parents and teachers other than when their children are struggling academically or behaviorally.

## Performance Objective 2 HB3 Goal

By EOY 2026, the percentage of K-2nd-grade students scoring at or above grade level will increase 5 percentage points over EOY 2024 results, or reach 80% or higher on the following TPRI measures such as:

- Word reading
- Reading accuracy
- Fluency
- Reading comprehension
- Spelling
- Vocabulary

**Evaluation Data Source:** Circle Progress Monitoring - Pre K  
Circle Kindergarten Progress Monitoring - K  
TPRI Grades 1-2  
Tejas LEE Grades 1-2

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to assess students and monitor student progress, specifically gather EOY Data and make a plan for the following school year. m

### Strategy 1

HQIM materials for daily instruction.

**Problem Statements:** Student Learning 1, 4

#### Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

### Strategy 2

Progress monitoring BOY, MOY, and EOY.

**Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 3

**Funding Sources:** Materials to support TPRI, CLiengage, Tejas Lee, and Circle to increase student performance. 211-Title I-Part A, \$2,023.85

## Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.

Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.

2

Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.

No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.

3

All teachers lack training to teach SpEd students.

Students with disabilities are being included in General Education classes more.

4

There is no vertical connection alignment within grade levels with teaching strategies, interventions, terminology, and teaching resources and with the linking of curriculum from grade level to grade level.

Due to Master schedule/substitutes/funds there is a lack of opportunity for subsequent grade levels to meet in PLC.

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Grade levels are not meeting for vertical alignment during PLC rotations.

Conflict with the schedule and lacking money for substitute teachers.

### Performance Objective 3 High Priority

Academic Growth:

#### Reading Projected Growth Goals for 2026 STAAR

3rd Grade Approaches from 78% to 80%, Meets from 50% to 53%, Masters from 10% to 15%  
4th Grade Approaches from 85% to 88%, Meets from 49% to 53%, Masters from 15% to 20%  
5th Grade Approaches from 85% to 88%, Meets from 49% to 55%, Masters from 10% to 15%

#### Math Projected Growth Goals for 2026 STAAR

3rd Grade Approaches from 63% to 70%, Meets from 47% to 50%, Masters from 14% to 20%  
4th Grade Approaches from 79% to 82%, Meets from 55% to 60%, Masters from 26% to 30%  
5th Grade Approaches from 64% to 68%, Meets from 33% to 38%, Masters from 7% to 17%

#### Science Projected Growth Goals for 2026 STAAR

5th Grade Approaches from 27% to 60%, Meets from 16% to 20%, Masters from 4% to 10%

**Evaluation Data Source:** STAAR, STAAR Interim, Benchmarks, Common Assessments

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Implement observation feedback, monitor student and grade level progress after assessments, walkthroughs, and will continue to student monitoring their own data.

### Strategy 1

During PLCs we will evaluate and monitor student achievement and performance data, identify priority standards, instructional programs, and common assessments data, and intervention services and every reporting period to improve student performance data and increase students achievement

**Strategy's Expected Result/Impact:** Student performance indicators such as Wonders Unit Assessments, and Wonders progress monitoring, TELPAS, Stemsopes Math, STAAR data will provide evidence of a positive impact of on student performance outcomes as a result of PLC's evaluating and monitoring student performance data through the use of student profiles and data binders (Student progress monitoring).

**Staff Responsible for Monitoring:** Classroom Teachers, Rtl teacher, Administration

**Problem Statements:** Student Learning 1, 4 - School Processes & Programs 3 - Perceptions 3

**Funding Sources:** Amazon - Instructional Supplemental materials 211-Title I-Part A, \$5,567.16, Extra Duty Pay for Afterschool Tutoring 185-State Compensatory Education, \$3,600, Hourly Extra Duty Pay Spring Intersession 185-State Compensatory Education, \$600

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

### Strategy 2

Garcia Elementary will identify 100% of all students (Child Find) who are exhibiting weaknesses in areas of math, reading and science. Garcia Elementary teachers will use RtI & MTSS process, 504 meetings, and ARD's to include parents in the decision making process, meet the needs of students, determine eligibility for Tier II and Tier III interventions, RtI, 504 or Special Education services as appropriate.

**Strategy's Expected Result/Impact:** Positive impact on student performance

**Staff Responsible for Monitoring:** Classroom Teachers and staff; MTSS team

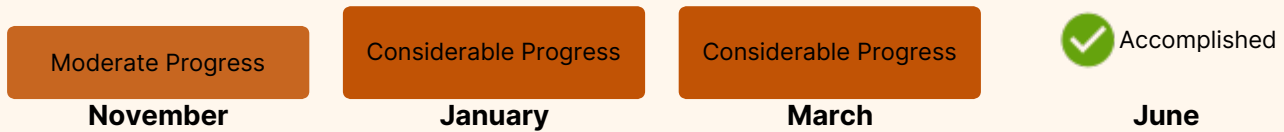
**Problem Statements:** Student Learning 1, 3 - School Processes & Programs 2

**Funding Sources:** Title 1 personnel- Parent Liaison & library aide. 211-Title I-Part A, \$53,932, SCE personnel- At-Risk teacher & aides 185-State Compensatory Education, \$143,879.97, Instructional supplemental materials to support instructions in math, reading, and science 211-Title I-Part A, \$3,001.2, At Risk Teacher Stipend 185-State Compensatory Education, \$1,500

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 3

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

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

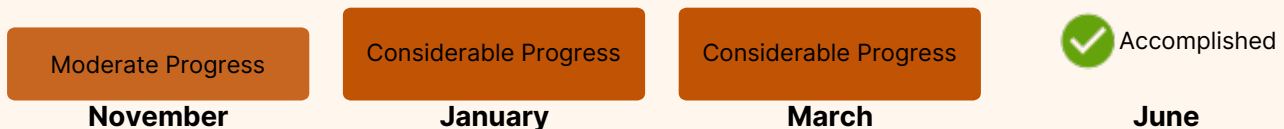
**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Student Learning 2, 3 - School Processes & Programs 2

**Funding Sources:** Substitutes for Lead4Ward virtual conference 211-Title I-Part A, \$349.73, Lead4Ward Rockin Review Virtual Conference 211-Title I-Part A, \$795

**TEA Priorities:** Recruit, support, retain teachers and principals

### Formative Reviews



## Strategy 4

Garcia Elementary students will participate in the use of supplemental instruction programs.

These data points will provide a baseline to identify student progress based on the students' particular levels of performance.

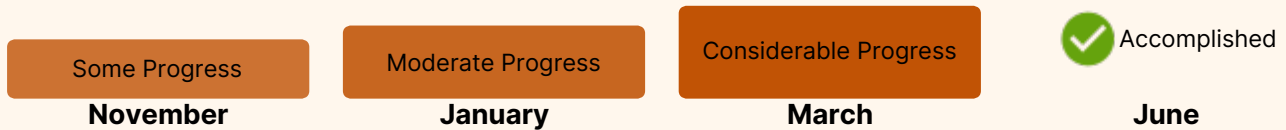
**Strategy's Expected Result/Impact:** Use of supplemental resources and programs such as Accelerated Reader will positively impact a variety of student performance indicators and ensure readiness for the net grade level and college readiness.

**Staff Responsible for Monitoring:** Teachers

**Problem Statements:** Student Learning 1

**Funding Sources:** Waterford 185-State Compensatory Education, \$1,760, Brain Pop 185-State Compensatory Education, \$4,275

### Formative Reviews



## Strategy 5

Garcia Elementary teachers will monitor student achievement and document student information in data binders or in electronic format to include at-risk students (inclusive of StemScopes Math, state assessments, and attendance) to ensure vertical alignment and student readiness for subsequent grade level.

**Strategy's Expected Result/Impact:** Student performance indicators such as but not limited to StemScopes Math, TELPAS, and STAAR Assessment data will provide evidence of a positive impact on student performance outcomes as a result of teacher monitoring student achievement through the use of student profiles and data binders.

**Staff Responsible for Monitoring:** Teachers, Administration

**Problem Statements:** Student Learning 1, 4 - School Processes & Programs 3

**Funding Sources:** Accelerated Stem Scopes Instructional supplement support for intersession 211-Title I-Part A, \$11,107.8, Amazon- Instructional materials 211-Title I-Part A, \$5,758.37, Materials for student progress monitoring. 211-Title I-Part A, \$5,262.55, Summit K-12 211-Title I-Part A, \$5,835, ECS Learning System 211-Title I-Part A, \$4,335.1

### Formative Reviews



## Strategy 6

Garcia Elementary Special Education teachers will monitor the progress of 100% of students in order to ensure that students make academic gains throughout the school year as they use different indicators such as but not limited to STAAR, Unique Learning, Lexia, ISpire, Esperanza, Common Unit Assessments, and STAAR Interim.

**Strategy's Expected Result/Impact:** These indicators will provide evidence of a positive impact on student performance outcomes as a result of monitoring the progress of our special education students throughout the year.

**Staff Responsible for Monitoring:** Special Education Teachers, Administration and General Education Teachers that serve SPED students.

**Problem Statements:** Student Learning 1, 3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



**Performance Objective 3 Problem Statements Identifying Student Learning**

	Problem Statement	Root Cause
1	Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.	Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.
2	Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.	No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.
3	All teachers lack training to teach SpEd students.	Students with disabilities are being included in General Education classes more.
4	There is no vertical connection alignment within grade levels with teaching strategies, interventions, terminology, and teaching resources and with the linking of curriculum from grade level to grade level.	Due to Master schedule/substitutes/funds there is a lack of opportunity for subsequent grade levels to meet in PLC.

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.	Minimal direction is given to new teachers/paraprofessionals based on teacher/para experiences.
3	Grade levels are not meeting for vertical alignment during PLC rotations.	Conflict with the schedule and lacking money for substitute teachers.

## Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Lack of classroom materials and office supplies available for teachers	There are not specific materials for every classroom like; laminators construction paper, pencils, pens, manipulatives,etc

## Performance Objective 4

Academic Growth:

GES Emergent Bilingual students will demonstrate one year's growth as assessed by TELPAS will increase by 5% of the population to Advanced High by EOY 2026.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Monitor student progress from year to year.

### Strategy 1

Language Proficiency Assessment Committee (LPAC) will monitor the progress of 100% of Emergent Bilinguals throughout the school year in order to ensure that students make gains. Effective language accommodations will be provided to students based on data collection and student progress.

**Strategy's Expected Result/Impact:** TELPAS Assessment data, common assessments in Spanish and English

**Staff Responsible for Monitoring:** LPAC aide, teachers, administration.

**Problem Statements:** Student Learning 1, 2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Strategy 2

All teachers will utilize the English Proficiency Standards (ELPS) to ensure Emergent Bilingual students are meeting or exceeding proficiency of standard of advanced and advanced high on the Texas English Language Proficiency Assessment System.

**Strategy's Expected Result/Impact:** Increase students secondary languages to advance high.

**Staff Responsible for Monitoring:** Teachers and Staff

**Problem Statements:** Student Learning 1, 2

## Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

## Strategy 3

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

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

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Student Learning 1, 3

## Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

## Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.	Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.
2	Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.	No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.
3	All teachers lack training to teach SpEd students.	Students with disabilities are being included in General Education classes more.

## Performance Objective 5

College Career Military Readiness:

By May of 2026, Garcia Elementary School will provide parents and students multiple opportunities to build a strong partnership across the community to positively impact students and provide exposure to college and career options.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** We will work with CCMR to provide students with more exposure to careers, colleges, and universities.

### Strategy 1

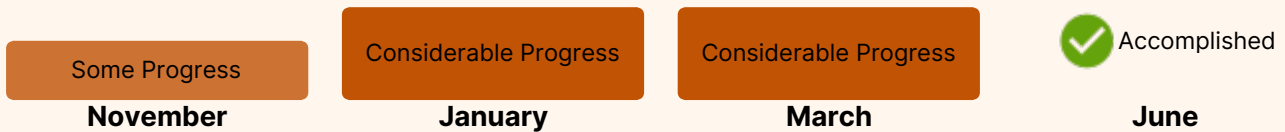
Garcia students will have the opportunity to participate in clubs such as Robotics, Student Council, and Basketball camp, University Interscholastic League K-5 (U.I.L.), Ballet Folklorico and ACE program to expand their knowledge and experiences that will prepare them for the future.

**Strategy's Expected Result/Impact:** This provides a positive environment conducive to learning and preparing students for colleges and careers.

**Staff Responsible for Monitoring:** Administration, Librarian, Physical Education Coach, Music Teacher UIL Coaches, Community partners.

**Problem Statements:** Student Learning 5 - Perceptions 1, 2

### Formative Reviews



### Strategy 2

Garcia students will have the opportunity to on field trips that are aligned to instruction as detailed in the Texas Essential Knowledge and Skills (TEKS) . The students will also attend College and Career field trips to local colleges and universities.

**Strategy's Expected Result/Impact:** The student's participation in field trips will enhance student's life skills, provide a whole child/well-rounded educational approach, foster a positive environment conducive to learning and prepare students for colleges and careers.

**Staff Responsible for Monitoring:** Administration, Counselor, Teachers

**Problem Statements:** Student Learning 5

### Formative Reviews



### Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>5</b> Low exposure to careers, clubs, and opportunities that support extension to learning and CCMR opportunities.	Students are exposed to career day at the end of the school year, and once a year activities and not enough opportunities for all throughout the year.

### Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<b>1</b> Lack of parental involvement in school activities.	Lack of use of social media and timely promotion of activities geared to families offered by the school.
<b>2</b> Parents find it difficult to differentiate bullying and targeting from the teacher to the student versus the teacher enforcing classroom expectations	Lack of communication between parents and teachers other than when their children are struggling academically or behaviorally.

# Performance Objective 6

By the end of the school year 2025-2026, Garcia Elementary School will increase attendance from 94.91% to 97%.

**Evaluation Data Source:** Daily attendance reports

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** We will continue to monitor and provide parent education on attendance.

## Strategy 1

Garcia Elementary will provide intervention through the Attendance Review Committee and PBIS support, and attendance incentives, such as but not limited to certificates, free dress, lunch with a parent, and extra recess, to promote attendance and punctuality.

**Strategy's Expected Result/Impact:** Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of providing interventions, PBIS supports and attendance incentives to promote attendance and punctuality.

**Staff Responsible for Monitoring:** Administration, Attendance Clerk, Teachers, District Prevention Specialists

**Problem Statements:** Demographics 1

### Formative Reviews



## Strategy 2

Garcia Elementary will communicate to parents information regarding attendance expectations and Texas Attendance Laws and implement a Truancy Intervention Plan for students with 3 or more unexcused absences.

**Strategy's Expected Result/Impact:** Student performance indicators such as but not limited to TELPAS and STAAR assessment data will provide evidence of a positive impact on student performance outcomes as a result of implementation of Truancy Intervention Plans to monitor student's absences.

**Staff Responsible for Monitoring:** Administration, Attendance Clerk, Teachers, District Prevention Specialists

**Problem Statements:** Demographics 1 - Student Learning 1

## Formative Reviews

Moderate Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

### Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Attendance rates continue to be below 97% for both students and staff.

Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.

### Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.

Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.

## Performance Objective 7

During the 2025-26 school year, students from Montessori to 5th grade will participate in physical fitness activities and health classes to learn about making healthy choices and the importance of daily physical activity. The physical education department will enhance instruction by implementing various activities and having access to resources that increase moderate to vigorous physical activity minutes and promote a healthy lifestyle, and aligning and reinforcing core curriculum standards within the classroom.

**Evaluation Data Source:** Coaches will use the pacer evaluation to monitor student progress.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** PE will be switched so that upper grades have PE in the p.m. and lower grades will have PE in the am.

### Strategy 1

The students will attend physical education daily and learn the skills of different sports as required by section 28.00 PE programs such as Quaver Catch and Fitness Gram will be used.

**Strategy's Expected Result/Impact:** Coaches will monitor using the pacer assessment to monitor student progress. Students will be exposed to world music and different ways to stay healthy through exercise.

**Staff Responsible for Monitoring:** Coaches and music teacher

**Problem Statements:** Student Learning 6

**Formative Reviews**

Moderate Progress


**November**

Considerable Progress

**January**

Considerable Progress

**March**

 Accomplished

**June**

**Performance Objective 7 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

**6**

Students in Montessori and all grade levels will be exposed to healthy lifestyles and exercises to improve their lifestyles.

Students are exposed to minimal exercises and sport awareness.

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

## Performance Objective 1

Student Safety & Well Being:

By May 2026, Garcia Elementary School will provide a safe, positive and secure environment by maintaining or increasing 5% in Positive Behavior Interventions and Supports (PBIS) utilizing the Tiered Fidelity Inventory Assessment Instrument.

**Evaluation Data Source:** PBIS Data, Discipline Data, Attendance Data

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue with PBIS and No Place 4 Hate initiatives.

### Strategy 1

The PBIS/MTSS team will receive research based professional development throughout the year to maintain a safe positive environment.

**Strategy's Expected Result/Impact:** It will impact Attendance data and Discipline data.

**Staff Responsible for Monitoring:** Administration, Counselor

**Problem Statements:** Demographics 1, 2 - School Processes & Programs 1

### Formative Reviews



### Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance rates continue to be below 97% for both students and staff.	Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.
2	Lack of understanding of the true meaning of bullying.	Referrals have increased for bullying & lack of robust training.

# Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Based on the number of referrals (data) discipline is a problem at Garcia.

All teachers are not consistently trained on PBIS strategies and implementation. (MTSS approach, School Design Collaborative).

## Performance Objective 2

Staff Satisfaction:

By the end of the 2025-2026 school year, Garcia Elementary will establish a positive school culture that will decrease the gaps in communication and increase school morale.

**Evaluation Data Source:** Team Building Activities, school events, and staff/faculty recognitions.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Continue to follow through and research on maintaining and increasing school moral and a positive school culture.

### Strategy 1

Establish and communicate our decision-making structures during Campus Improvement Committee (CIC) meetings and improve our follow through and monitoring procedures.

**Strategy's Expected Result/Impact:** Concrete decisions will be made with more ease by having clear communication.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Demographics 3 - School Processes & Programs 2

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

### Strategy 2

Our Wellness/Social Committee will provide Team building activities that will improve our culture and climate of our school.

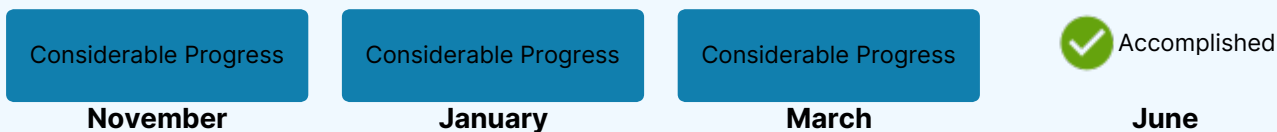
**Strategy's Expected Result/Impact:** Positive impact on teacher morale.

**Staff Responsible for Monitoring:** Wellness/Social Committee

**Problem Statements:** Perceptions 4

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



### Strategy 3

At the end of each month, teachers and staff who have perfect attendance will be recognized by providing different incentives such as an hour lunch, recognition during staff meetings/ announcements.

**Strategy's Expected Result/Impact:** Positive impact on teacher morale while increasing staff attendance.

**Staff Responsible for Monitoring:** Administration, PBIS/Attendance Review Committee

**Problem Statements:** Demographics 1 - Perceptions 4

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



### Strategy 4

Faculty and staff will be recognized by a member of their peers to increase morale, by recognizing a peer with a traveling golden apple.

**Strategy's Expected Result/Impact:** Increased recognition will increase campus morale as they are recognized by their peers.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Perceptions 4

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Attendance rates continue to be below 97% for both students and staff.	Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.
3	Parents, students and staff have misconceptions of the Montessori academic expectations.	Lack of awareness and understanding of academic expectations and differences between General education & Montessori.

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.	Minimal direction is given to new teachers/paraprofessionals based on teacher/para experiences.

## Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	School culture is lacking in creating a positive working and learning environment.	Minimal staff and student recognitions.

## Performance Objective 3

### Professional Learning & Quality Staff:

GES Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will participate in professional development opportunities on campus, within the Region 19 area or out of town (in-person or virtual) to support content and curriculum for all students to include our special populations during the 2025-2026 school year.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Ensure our librarian, nurse and teachers have PD that is targeted toward school needs.

## Strategy 1

Garcia Elementary Special Education teachers will receive training on any updates, MTSS process, Dyslexia, Admissions, Review & Dismissal (ARD) process, 504 process throughout the school year.

**Strategy's Expected Result/Impact:** Student achievement in all areas.

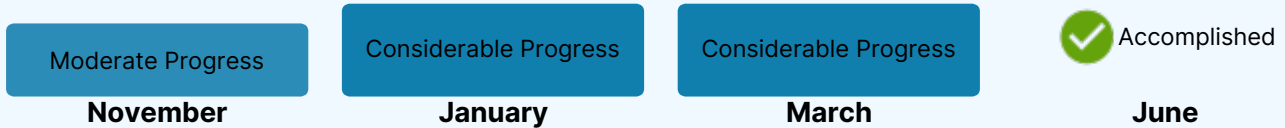
**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Student Learning 1, 3, 4 - School Processes & Programs 2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 2

Garcia Elementary teachers will continue receiving training such as but not limited to PLC process, Wonders, Lead4ward, StemScopes Math, and any other professional development that will contribute to student achievement either face to face or virtual professional development

**Strategy's Expected Result/Impact:** Higher student academic achievement.

**Problem Statements:** Student Learning 1, 4 - School Processes & Programs 3

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 3

Administrators will continue to attend professional development sessions, both virtually and in person, to strengthen instructional leadership, improve organizational effectiveness, increase staff capacity, and enhance student outcomes.

**Strategy's Expected Result/Impact:** strengthen instructional leadership, improve organizational effectiveness, increase staff capacity, and enhance student outcomes.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Student Learning 1, 2, 3, 4 - School Processes & Programs 2, 3 - Perceptions 2

**Funding Sources:** Spring Intersession Teacher Pay 211-Title I-Part A, \$3,182.11, TEPSA-JP 255-Title II-Part A Teacher/Principal, \$2,000, TEPSA-AG 211-Title I-Part A, \$2,000


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

### Formative Reviews

No Progress  
**November**

Moderate Progress  
**January**

Moderate Progress  
**March**

 Accomplished  
**June**

### Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
<b>1</b>	Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.	Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.
<b>2</b>	Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.	No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.
<b>3</b>	All teachers lack training to teach SpEd students.	Students with disabilities are being included in General Education classes more.
<b>4</b>	There is no vertical connection alignment within grade levels with teaching strategies, interventions, terminology, and teaching resources and with the linking of curriculum from grade level to grade level.	Due to Master schedule/substitutes/funds there is a lack of opportunity for subsequent grade levels to meet in PLC.

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.	Minimal direction is given to new teachers/paraprofessionals based on teacher/para experiences.
3	Grade levels are not meeting for vertical alignment during PLC rotations.	Conflict with the schedule and lacking money for substitute teachers.

## Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Parents find it difficult to differentiate bullying and targeting from the teacher to the student versus the teacher enforcing classroom expectations	Lack of communication between parents and teachers other than when their children are struggling academically or behaviorally.

# Goal 3

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

## Performance Objective 1

By June 2026, Garcia Elementary School will hold an Entitlement and Parent Compact meeting for all stakeholders. Parent compact will be finalized after receiving feedback from parents, teachers, administrators and staff with the purpose to establish expectations in home school connection.

**Evaluation Data Source:** Sign in sheets, Agendas, Minutes

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Plan meetings at the beginning of the year and ensure we have city partnerships ready to support our parent engagement

### Strategy 1

Garcia Elementary School will hold Parent Advisory Committee meetings and monthly "Chat with the Principal" to provide updates, important information regarding instructional programs and campus procedures.

**Strategy's Expected Result/Impact:** Keep parents and community informed of what is happening at the school especially on student academics.

**Staff Responsible for Monitoring:** Parent Liaison Administration

**Problem Statements:** Demographics 1, 2, 3 - Student Learning 2 - Perceptions 1, 2

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews



Accomplished

**November**



Accomplished

**January**



Accomplished

**March**



Accomplished

**June**

### Strategy 2

GES will work with the PTO to seek out parents for participation on committees and develop Partners in Education to support campus initiatives, participate on CIC, and enrich the student learning environment.

**Strategy's Expected Result/Impact:** Parents' participation as partners will positively impact the learning environment by increasing parental engagement opportunities.

**Staff Responsible for Monitoring:** Administration, Parent Liaison

**Problem Statements:** Perceptions 1

## ESF Levers: Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress


November

Considerable Progress

January

Considerable Progress

March

 Accomplished

June

### Strategy 3

All 5th grade students will be given the opportunity to participate in a field trip to the Canutillo Middle School in the Spring

**Strategy's Expected Result/Impact:** Provide a smooth transition from Elementary to Middle school for all 5th grade students.

**Staff Responsible for Monitoring:** Counselor, 5th grade teachers

**Problem Statements:** Student Learning 5 - Perceptions 1

### Formative Reviews

Some Progress


November

Some Progress

January

Some Progress

March

 Accomplished

June

### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Attendance rates continue to be below 97% for both students and staff.

Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.

2

Lack of understanding of the true meaning of bullying.

Referrals have increased for bullying & lack of robust training.

3

Parents, students and staff have misconceptions of the Montessori academic expectations.

Lack of awareness and understanding of academic expectations and differences between General education & Montessori.

## Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Parents of students in the Dual Language program at GES, lack information about the DL curriculum requirements, expectations, and demands of the students.	No detailed information sessions are available for parents before registration to clarify the Dual Language curriculum requirements, expectations, and demands. Therefore, Parents lack the understanding of the necessary and continuous support from them to ensure the success of the development of both languages.
5	Low exposure to careers, clubs, and opportunities that support extension to learning and CCMR opportunities.	Students are exposed to career day at the end of the school year, and once a year activities and not enough opportunities for all throughout the year.

## Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lack of parental involvement in school activities.	Lack of use of social media and timely promotion of activities geared to families offered by the school.
2	Parents find it difficult to differentiate bullying and targeting from the teacher to the student versus the teacher enforcing classroom expectations	Lack of communication between parents and teachers other than when their children are struggling academically or behaviorally.

## Performance Objective 2

Garcia Elementary School will provide multiple parent and community involvement activities, events, and classes to include but not limited to Open House, Parent Teacher conferences days, Parent University classes, PTO meetings, "Chat with the Principal," Literacy, Math, and Science Night to encourage parent participation and to establish a positive and conducive learning environment during the 2025-2026 school year.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Plan for meetings and meetings with partnership businesses.

### Strategy 1

Garcia Elementary will provide a monthly calendar and newsletter to keep parents informed about campus events, including but not limited to open house, virtual/in-person parent-teacher conference, Parent Advisory Committee, SHAC, Parent University, Chat with the Principal, and

Literacy/Math/Science nights to establish a positive and conducive learning environment for all.

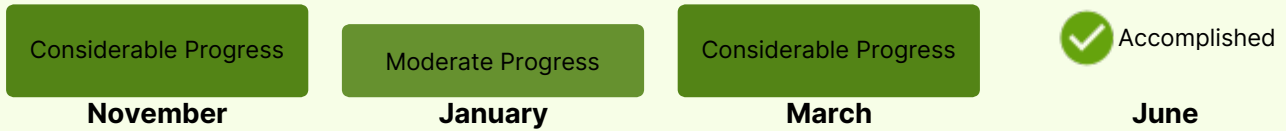
**Strategy's Expected Result/Impact:** Increase parental engagement.  
Maintain an active Parent Teacher Organization.  
Enrollment.

**Staff Responsible for Monitoring:** Teachers  
Staff  
Administrators

**Problem Statements:** Perceptions 1

**Funding Sources:** Amazon- Family outreach 211-Title I-Part A, \$323.48, Bank of America/ Sams  
211-Title I-Part A, \$200

### Formative Reviews



### Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lack of parental involvement in school activities.	Lack of use of social media and timely promotion of activities geared to families offered by the school.

# Goal 4

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

## Performance Objective 1

Strategic Allocation of Resources:

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

**Evaluation Data Source:** Report on expenditures.

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Planning intentionally and ensuring all student needs are met.

### Strategy 1


The Entitlement Review will be shared with parents, teachers and staff to review programs, allocations and resources.

**Strategy's Expected Result/Impact:** Awareness of budget allocations and resources.


**Staff Responsible for Monitoring:** Principal  
Parent Liaison

**Problem Statements:** Demographics 1, 2 - Perceptions 1, 4


#### Formative Reviews

 Accomplished


**November**

 Accomplished

**January**

 Accomplished

**March**

 Accomplished

**June**

### Strategy 2

Garcia Elementary will purchase upgrades to ensure cleanliness of the building including but not limited to vacuums, scrubbers, and custodial supplies.

**Strategy's Expected Result/Impact:** Improve cleanliness of building.

**Staff Responsible for Monitoring:** Administration  
Custodians

**Problem Statements:** Perceptions 5

## Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Attendance rates continue to be below 97% for both students and staff.

Parents are uninformed of the truancy process and increase in illnesses at different times of the year. Teachers have difficulty making appointments or plans after school hours.

2

Lack of understanding of the true meaning of bullying.

Referrals have increased for bullying & lack of robust training.

### Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Lack of parental involvement in school activities.

Lack of use of social media and timely promotion of activities geared to families offered by the school.

4

School culture is lacking in creating a positive working and learning environment.

Minimal staff and student recognitions.

5

School Cleanliness needs in campus restrooms and floors.

The custodial team needs updated or fixed machinery to comply.

# Goal 5

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

## Performance Objective 1

Garcia Elementary teachers will implement blending learning in the classroom using I pads, student devices, interactive display boards, In focus, document cameras, and interactive TV's during the 2025-2026 school year.

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

**Summative Evaluation:** Met Performance Objective

**Next Year's Recommendation:** Intentional technology lessons and skills will be taught during 90 minute rotations.

## Strategy 1

Funding will be allocated to support the one to one district initiative. Additionally, technology devices such as but not limited to the In focus devices, interactive display boards, document cameras, Apple TVs, etc. will be replaced or purchased as needed in order to facilitate instruction and help students be academically successful.

**Strategy's Expected Result/Impact:** Each student will have either an Ipad or Mac Device to do assignments and/or complete assessments.

**Staff Responsible for Monitoring:** Administration

**Problem Statements:** Student Learning 1, 4 - School Processes & Programs 2, 3

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



Accomplished

**November**



Accomplished

**January**



Accomplished

**March**



Accomplished

**June**

## Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic scores are low across grade level in Math, ELAR, and Science, including TELPAS.	Low academic performance scores across grade levels. Implementation of best practices is not vertically aligned. TELPAS has not been provided with intentional supports for students to be successful.
4	There is no vertical connection alignment within grade levels with teaching strategies, interventions, terminology, and teaching resources and with the linking of curriculum from grade level to grade level.	Due to Master schedule/substitutes/funds there is a lack of opportunity for subsequent grade levels to meet in PLC.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no process for formal support or training for new teachers and paraprofessionals including safety and security for students and staff.	Minimal direction is given to new teachers/paraprofessionals based on teacher/para experiences.
3	Grade levels are not meeting for vertical alignment during PLC rotations.	Conflict with the schedule and lacking money for substitute teachers.



# State Compensatory Education

# State Compensatory

## Budget for Gonzalo & Sofia Garcia Elementary School

**Total SCE Funds:** \$151,630.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**



# Title I Summary

# Title I Personnel

<b>Name</b>	<b>Position</b>	<b>Program</b>	<b>FTE</b>
Julia Rubio	Library Aide	Title 1, Part A	1
Michealle Pickle	Parent Liaison	Title 1, Part A	1



# Funding Summary

# Funding Summary

## 211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Creating an SEL space for student emotional regulation to support behaviors.	--	\$2,307.65
1	2	2	Materials to support TPRI, CLiengage, Tejas Lee, and Circle to increase student performance.	--	\$2,023.85
1	3	1	Amazon - Instructional Supplemental materials	--	\$5,567.16
1	3	2	Title 1 personnel- Parent Liaison & library aide.	--	\$53,932.00
1	3	2	Instructional supplemental materials to support instructions in math, reading, and science	--	\$3,001.20
1	3	3	Substitutes for Lead4Ward virtual conference	--	\$349.73
1	3	3	Lead4Ward Rockin Review Virtual Conference	--	\$795.00
1	3	5	Accelerated Stem Scopes Instructional supplement support for intersession	--	\$11,107.80
1	3	5	Amazon- Instructional materials	--	\$5,758.37
1	3	5	Materials for student progress monitoring.	--	\$5,262.55
1	3	5	Summit K-12	--	\$5,835.00
1	3	5	ECS Learning System	--	\$4,335.10
2	3	3	Spring Intersession Teacher Pay	--	\$3,182.11
2	3	3	TEPSA-AG	--	\$2,000.00
3	2	1	Amazon- Family outreach	--	\$323.48
3	2	1	Bank of America/ Sams	--	\$200.00
<b>Sub-Total</b>					\$105,981.00
<b>Budgeted Fund Source Amount</b>					\$105,981.00
<b>+/- Difference</b>					\$0.00

## 255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3	TEPSA-JP	--	\$2,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					\$0.00

## 185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes for PBIS Conference	--	\$600.00
1	3	1	Extra Duty Pay for Afterschool Tutoring	--	\$3,600.00
1	3	1	Hourly Extra Duty Pay Spring Intersession	--	\$600.00
1	3	2	SCE personnel- At-Risk teacher & aides	--	\$143,879.97
1	3	2	At Risk Teacher Stipend	--	\$1,500.00
1	3	4	Waterford	--	\$1,760.00
1	3	4	Brain Pop	--	\$4,275.00
<b>Sub-Total</b>					\$156,214.97
<b>Budgeted Fund Source Amount</b>					\$157,728.00
<b>+/- Difference</b>					<b>\$1,513.03</b>

## 199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount	
					--	\$0.00
<b>Sub-Total</b>					\$0.00	
<b>Budgeted Fund Source Amount</b>					\$55,516.00	
<b>+/- Difference</b>					<b>\$55,516.00</b>	