



Campus Improvement Plan

Marcia R. Garza Elementary

2026 - 2027

Submitted for Board Approval on August 31, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

Every student will leave Marcia R. Garza Elementary School with confidence, a love for learning, and a goal-oriented attitude to become culturally influential global citizens.

Mission

At Marcia R. Garza Elementary, our mission is to Model and mold healthy mindsets, render real world learning experiences and grow great leaders.

District Strategic Direction



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 PSJA ISD is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	LEP	M1	M2	Migrant	ECD	GT	At-Risk
Number	524	265	259	63	298	5		26	520	29	487
Percent	100%	51%	49%	12%	56.9%	1%	0%	5%	99.2%	5.5%	93%

With the district's proximity to Mexico, 56.9% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Marcia R. Garza Elementary received an overall score of 91 out of 100, based on performance across three accountability domains. In Domain I: Student Achievement, Marcia R. Garza earned a score of 86. This domain reflects how well students performed academically at the end of the school year in Reading and Math. Overall, 83% of students performed at the Approaches Grade Level standard or above, 59% performed at Meets Grade Level or above, and 30% performed at Masters Grade Level. In Domain II: School Progress, Marcia R. Garza earned a 91 in Part B. In Part A: Academic Growth, which measures the academic progress students made from one year to the next, the campus earned a score of 85. Finally, in Domain III: Closing the Gaps, Marcia R. Garza earned a score of 92. This domain measures how well different student groups across the campus are performing and whether the school is meeting achievement targets for all students.

Curriculum and Instruction and Assessment:

Teachers collaboratively discuss our district-adopted curriculum, My View, with an emphasis on integrating the Sustainability Goals to guide instructional planning based on students' areas of concern. During CLCs, teachers break down and analyze the TEKS, plan time to internalize lessons, and differentiate instruction to target student growth. Teachers also participate in learning walks focused on research-based strategies (CIF, Gradual Release, Fundamental Five, ELPS, DOK, etc.). i-Ready Reading and Math, Summit K12 TELPAS, and Summit K12 Science are incorporated into the daily schedule to address areas of need. Progress monitoring is intentionally conducted in Reading, Math, Science, and Writing. A rotating blended learning schedule is used to accommodate interventions and acceleration, specifically targeting individual student needs. In addition to computer-based learning, teachers implement project-based

learning aligned with the Sustainable Development Goals while integrating 21st-century interdisciplinary themes into daily lessons.

Summary of Goals:

Marcia R. Garza Elementary will improve student mastery of grade-level TEKS through the effective implementation of TEKS-aligned, high-quality instructional materials and data-driven instruction. The campus will increase the percentage of students scoring **Meets or Masters Grade Level standards on STAAR by 5%** across all subject areas and student groups. In grades K–2, the percentage of students performing in **Tier 1 will increase by 5%**, as measured by i-Ready Reading and Math, and each grade level will demonstrate a **5% increase in the percentage of students reading on grade level**. The campus will strengthen the consistent implementation of **rigorous, high-engagement instruction** to promote academic growth and achievement for all students while working to increase performance across **Accountability Domains I, II, and III**. Marcia R. Garza Elementary will provide a **safe, rigorous, supportive, and highly engaging learning environment** for all students and staff and ensure that **100% of students participate in the campus-wide Project-Based Annual SDG Fair, social-emotional learning and growth mindset initiatives, and the College, Career, and Military Readiness End-of-Year Career Expo**. Additionally, the campus will increase academic achievement among all student groups by **5%** and reduce achievement gaps by **5%**, with particular attention to economically disadvantaged students, students receiving special education services, and Emergent Bilingual (EB) students. Marcia R. Garza Elementary will also provide **100% of parents and families with opportunities to participate in school events and meaningful engagement activities** while continuing to strengthen partnerships with families and community stakeholders to support student achievement and overall campus success.

Marcia R. Garza Elementary Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning (Student Achievement)

Name	Role
Norma Rocha	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Yvette Umana	SPED Teacher
Myra Castillo	Teacher Leader
Carmen Saenz	Teacher Leader
Sagrario Meza	Teacher Leader
Graciela Morales	Teacher Leader
Norma Zuniga	Teacher Leader
Haydee Rosales	Teacher Leader
Cheyenne Solis	Teacher Leader

Focus Area 2: Student Supports (Closing the Achievement Gap)

Name	Role
Norma Rocha	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Yvette Umana	SPED Teacher
Myra Castillo	Teacher Leader
Carmen Saenz	Teacher Leader
Sagrario Meza	Teacher Leader
Graciela Morales	Teacher Leader

Norma Zuniga	Teacher Leader
Haydee Rosales	Teacher Leader
Cheyenne Solis	Teacher Leader

Focus Area 3: Leadership Growth

Name	Role
Norma Rocha	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Yvette Umana	SPED Teacher
Myra Castillo	Teacher Leader
Carmen Saenz	Teacher Leader
Sagrario Meza	Teacher Leader
Graciela Morales	Teacher Leader
Norma Zuniga	Teacher Leader
Haydee Rosales	Teacher Leader
Cheyenne Solis	Teacher Leader

Focus Area 4: Family & Community Empowerment

Name	Role
Norma Rocha	Principal
Oscar Reyes	Assistant Principal
Lydia Buenrostro	CLL
Rene Marquez	Reading Coach
Yvette Umana	SPED Teacher
Myra Castillo	Teacher Leader
Carmen Saenz	Teacher Leader
Sagrario Meza	Teacher Leader
Graciela Morales	Teacher Leader
Norma Zuniga	Teacher Leader
Haydee Rosales	Teacher Leader
Cheyenne Solis	Teacher Leader

Data Sources Reviewed

1. Spring 2025-2026 STAAR Campus Summary Report
2. 2025-2026 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. T-TESS Evaluation/ Teacher Incentive Allotment
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores (2025-2026)
11. Technology Inventories
12. Kinder Readiness (2025-2026)

Campus Overall Summary

2026 Accountability Rating Overall Summary MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		86	B	0%
STAAR Performance	57	86		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	75	85	B	
Relative Performance (Eco Dis: 99.2%)		91	A	✓
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Retrieved on August 28 , 2026 from tea.texas.gov

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
 * Confidential *

- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	3	0	3	-	0
2025	-	3	-	-	-	-	-	3	2	3	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	4	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	4	-	1
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	3	0
2025	-	3	-	-	-	-	-	3	3	3	3	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									3			
2026									4			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	199	199	82	-	480	
Approaches GL or Above	163	166	68	-	397	83%
Meets GL or Above	121	122	41	-	284	59%
Masters GL	72	50	24	-	146	30%
Total Percentage Points						172%
Component Score						57

Student Achievement: 2026 STAAR Performance

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^Δ
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	83%	-	83%	-	-	-	-	-	83%
At Meets GL Standard or Above	59%	-	59%	-	-	-	-	-	59%
At Masters GL Standard	30%	-	30%	-	-	-	-	-	30%
Number of Tests									
At Approaches GL Standard or Above	397	-	397	-	-	-	-	-	394
At Meets GL Standard or Above	284	-	284	-	-	-	-	-	281
At Masters GL Standard	146	-	146	-	-	-	-	-	144
Total Tests	480	-	480	-	-	-	-	-	477
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	82%	-	82%	-	-	-	-	-	82%
At Meets GL Standard or Above	61%	-	61%	-	-	-	-	-	61%
At Masters GL Standard	36%	-	36%	-	-	-	-	-	36%
Number of Tests									
At Approaches GL Standard or Above	163	-	163	-	-	-	-	-	162
At Meets GL Standard or Above	121	-	121	-	-	-	-	-	120
At Masters GL Standard	72	-	72	-	-	-	-	-	71
Total Tests	199	-	199	-	-	-	-	-	198
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	83%	-	83%	-	-	-	-	-	83%
At Meets GL Standard or Above	61%	-	61%	-	-	-	-	-	61%
At Masters GL Standard	25%	-	25%	-	-	-	-	-	25%
Number of Tests									
At Approaches GL Standard or Above	166	-	166	-	-	-	-	-	165
At Meets GL Standard or Above	122	-	122	-	-	-	-	-	121
At Masters GL Standard	50	-	50	-	-	-	-	-	50
Total Tests	199	-	199	-	-	-	-	-	198
Science									
Percent of Tests									
At Approaches GL Standard or Above	83%	-	83%	-	-	-	-	-	83%

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
At Meets GL Standard or Above	50%	-	50%	-	-	-	-	-	49%
At Masters GL Standard	29%	-	29%	-	-	-	-	-	28%
Number of Tests									
At Approaches GL Standard or Above	68	-	68	-	-	-	-	-	67
At Meets GL Standard or Above	41	-	41	-	-	-	-	-	40
At Masters GL Standard	24	-	24	-	-	-	-	-	23
Total Tests	82	-	82	-	-	-	-	-	81

School Progress: Academic Growth

2026 Academic Growth

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	203.5	1	203.50
Accelerated Learning Points Earned	28	0.25	7.00
Sum of Annual Growth plus Accelerated Learning Points			210.50
Total Tests Evaluated			282
Academic Growth Score			75

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	66	0	0
Tests Earning 0.5 Points	25	0.5	12.5
Tests Earning 1 Point	191	1	191
Annual Growth Points Earned			203.5
Total Tests Evaluated			282
Annual Growth Score			72

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	26	0	0
Tests Earning 1 Point	28	1	28
Accelerated Learning Points Earned			28
Total Tests Evaluated			54
Accelerated Learning Score			52

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	99.2%	57	91
College, Career, and Military Readiness			
Relative Performance			91

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	18	24	75.0	30.0%	22.5
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					78

School Progress: Closing the Gaps Continuation

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
<i>Groups to be evaluated in 2027 accountability</i>	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	46%	34%	39%	59%	44%	73%	46%	55%	37%		
RLA Next Interim Target (2027-28 through 2031-32)	55%	45%	49%	66%	53%	78%	55%	63%	48%		
RLA Long Term Target (2037-38)	73%	67%	70%	80%	72%	87%	73%	78%	69%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	61%	-	61%	-	-	-	-	-	61%		
2026 # at Meets GL Standard or Above	121	-	121	-	-	-	-	-	120		
2026 Total Tests (Adjusted)	199	-	199	-	-	-	-	-	198		
2025 % at Meets GL Standard or Above	53%	-	53%	--	-	-	-	-	53%		
Mathematics 2026 Target	49%	33%	44%	60%	47%	82%	51%	55%	42%		
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	44%	53%	67%	56%	85%	59%	63%	52%		
Mathematics Long Term Target (2037-38)	75%	67%	72%	80%	74%	91%	76%	78%	71%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	61%	-	61%	-	-	-	-	-	61%		
2026 # at Meets GL Standard or Above	122	-	122	-	-	-	-	-	121		
2026 Total Tests (Adjusted)	199	-	199	-	-	-	-	-	198		
2025 % at Meets GL Standard or Above	48%	-	48%	--	-	-	-	-	48%		
Total Points										18	24
Academic Growth Status											
RLA 2026 Target	64%	59%	62%	68%	62%	80%	62%	67%	61%		
RLA Next Interim Target (2027-28 through 2031-32)	74%	69%	72%	77%	72%	85%	72%	76%	71%		
RLA Long Term Target (2037-38)	94%	89%	92%	95%	92%	95%	92%	95%	91%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	75%	-	75%	-	-	-	-	-	75%		
2026 Growth Points	106.25	-	106.25	-	-	-	-	-	105.25		
2026 Total Tests	141	-	141	-	-	-	-	-	140		

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Texas Education Agency
2026 Closing the Gaps

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^A	Total Earned Points	Total Possible Points
2025 Academic Growth Score	84%	-	84%	--	-	-	-	-	84%		
Mathematics 2026 Target	69%	61%	68%	74%	69%	88%	70%	71%	66%		
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	71%	77%	81%	78%	90%	78%	79%	76%		
Mathematics Long Term Target (2037-38)	95%	91%	95%	95%	95%	95%	95%	95%	95%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	74%	-	74%	-	-	-	-	-	74%		
2026 Growth Points	104.25	-	104.25	-	-	-	-	-	103.25		
2026 Total Tests	141	-	141	-	-	-	-	-	140		
2025 Academic Growth Score	76%	-	76%	--	-	-	-	-	76%		
Total Points										18	24
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Graduated	-	-	-	-	-	-	-	-	-		
2025 # Graduated	-	-	-	-	-	-	-	-	-		
2025 Total in Class	-	-	-	-	-	-	-	-	-		
2024 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									40%		
Next Interim Target (2027-28 through 2031-32)									42%		
Long Term Target (2037-38)									46%		
Points Earned for Accountability Rating									4		
Points Evaluated for Federal School Improvement									4		
2026 TELPAS Progress Rate									58%		
2026 TELPAS Progress									109		
2026 TELPAS Total									187		
2025 TELPAS Progress Rate									37%		
Total Points										4	4
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2026 Target	47	36	41	58	46	72	49	55	40		

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Texas Education Agency
2026 Closing the Gaps
MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Next Interim Target (2027-28 through 2031-32)	57	46	51	68	56	80	59	65	50		
Long Term Target (2037-38)	77	66	71	88	76	95	79	85	70		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 STAAR Component Score	57	-	57	-	-	-	-	-	57		
2026 % at Approaches GL Standard or Above	83%	-	83%	-	-	-	-	-	83%		
2026 % at Meets GL Standard or Above	59%	-	59%	-	-	-	-	-	59%		
2026 % at Masters GL Standard	30%	-	30%	-	-	-	-	-	30%		
2026 Total Tests	480	-	480	-	-	-	-	-	477		
2025 STAAR Component Score	48	-	48	--	-	-	-	-	48		
Total Points										9	12
School Quality (College, Career, and Military Readiness Performance)											
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 Total Students	-	-	-	-	-	-	-	-	-		
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
Total Points											
Participation 2025-26											
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA											
% Participation	100%	-	100%	-	-	-	-	-	100%		
# Participants	202	-	202	-	-	-	-	-	201		
Total Students	202	-	202	-	-	-	-	-	201		
Mathematics											
% Participation	100%	-	100%	-	-	-	-	-	100%		
# Participants	201	-	201	-	-	-	-	-	200		
Total Students	201	-	201	-	-	-	-	-	200		

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Texas Education Agency 2026 Closing the Gaps

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Groups															
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant	
Academic Achievement Status															
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	0		3						
2026 % at Meets GL Standard or Above	61%	60%	* 100%	50%	52%	23%	*	60%	64%	45%	-	-	45%		
2026 # at Meets GL Standard or Above	121	119	* 22	55	60	9	*	100	21	5	-	-	5		
2026 Total Tests (Adjusted)	199	197	* 22	111	116	39	*	166	33	11	-	-	11		
2025 % at Meets GL Standard or Above	53%	53%	-- 96%	45%	46%	29%	--	53%	55%	33%	-	-	33%		
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a	
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		3						
2026 % at Meets GL Standard or Above	61%	61%	* 95%	51%	53%	46%	*	63%	52%	64%	-	-	64%		
2026 # at Meets GL Standard or Above	122	120	* 21	57	61	18	*	105	17	7	-	-	7		
2026 Total Tests (Adjusted)	199	197	* 22	111	116	39	*	166	33	11	-	-	11		
2025 % at Meets GL Standard or Above	48%	48%	-- 96%	41%	42%	31%	--	50%	41%	33%	-	-	33%		
Academic Growth Status															
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a	
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a	
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a	
Points Evaluated for Federal School Improvement	3	3				3	3		3						
2026 Academic Growth Score	75%	75%	* 100%	68%	71%	53%	*	76%	71%	75%	-	-	75%		
2026 Growth Points	106.25	104.25	* 16.00	50.00	55.00	15.75	*	89.25	17.00	6.00	-	-	6.00		
2026 Total Tests	141	139	* 16	73	78	30	*	117	24	8	-	-	8		
2025 Academic Growth Score	84%	84%	- 100%	78%	78%	82%	--	81%	90%	58%	-	-	58%		
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a	
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a	

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Texas Education Agency
2026 Closing the Gaps
 MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	74%	74%	*	81%	72%	73%	85%	*	76%	66%	97%	-	-	97%
2026 Growth Points	104.25	102.25	*	13.00	52.75	56.75	25.50	*	88.50	15.75	7.75	-	-	7.75
2026 Total Tests	141	139	*	16	73	78	30	*	117	24	8	-	-	8
2025 Academic Growth Score	76%	76%	-	87%	75%	75%	77%	--	73%	83%	56%	-	-	56%
Federal Graduation Rate Status														
2026 Target	90.0%	86.7%	n/a	n/a	n/a	80.0%	79.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	92.7%	90.5%	n/a	n/a	n/a	86.0%	85.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	98.0%	98.0%	n/a	n/a	n/a	98.0%	98.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Graduated	-	-	-	-	-	-	-				-	-	-	-
2025 # Graduated	-	-	-	-	-	-	-				-	-	-	-
2025 Total in Class	-	-	-	-	-	-	-				-	-	-	-
2024 % Graduated	-	-	-	-	-	-	-				-	-	-	-
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					58%									
2026 TELPAS Progress					109									
2026 TELPAS Total					187									
2025 TELPAS Progress Rate					37%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	57	57	93	94	50	51	38	*	59	52	53	-	-	53

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Texas Education Agency 2026 Closing the Gaps

MARCIA R GARZA (108909134) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile+	Foster	Homeless	Migrant
2026 % at Approaches GL Standard or Above	83%	83%	100%	100%	77%	78%	69%	*	83%	80%	89%	-	-	89%
2026 % at Meets GL Standard or Above	59%	59%	100%	98%	50%	51%	34%	*	60%	56%	52%	-	-	52%
2026 % at Masters GL Standard	30%	30%	80%	85%	24%	25%	10%	*	33%	20%	19%	-	-	19%
2026 Total Tests	480	475	5	53	264	277	93	*	400	80	27	-	-	27
2025 STAAR Component Score	48	48	--	85	45	46	33	--	49	48	31	-	-	31
School Quality (College, Career, and Military Readiness Performance)														
2026 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	*	100%	100%	100%	100%	*	100%	100%	100%	-	-	100%
# Participants	202	200	*	22	112	117	39	*	167	35	13	-	-	13
Total Students	202	200	*	22	112	117	39	*	167	35	13	-	-	13
Mathematics														
% Participation	100%	100%	*	100%	100%	100%	100%	*	100%	100%	100%	-	-	100%
# Participants	201	199	*	22	111	116	39	*	166	35	13	-	-	13
Total Students	201	199	*	22	111	116	39	*	166	35	13	-	-	13

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

+ Ever HS EBs are included in the Federal Graduation Rate.

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

-- Indicates that the student group did not meet minimum size in the prior year.

⬆ As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

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

Challenges

Although overall campus performance improved in 2026, achievement gaps remain for Special Education and Emergent Bilingual students, particularly at the Meets and Masters levels.

- In ELA/Reading, 61% of all students reached Meets compared with 23% of SPED students; at Masters, the gap was 36% compared with 8%.
- In Mathematics, 61% of all students reached Meets compared with 51% of EB students and 46% of SPED students.
- In Science, 50% of all students reached Meets compared with 33% of SPED students, while only 7% of SPED students reached Masters.
- Continued emphasis is needed on differentiated Tier 1 instruction, Tier 2 and Tier 3 interventions, progress monitoring, and professional development to strengthen literacy and close achievement gaps among identified student groups.

Goal Focus Area 1: Student Achievement

Annual Goal 1: All identified student groups in Domain I Reading STAAR Performance will increase 5% in all levels by June 2027.

OBJECTIVE 1: All identified student groups will increase 5% in all levels by end of June 2027.

Strategy 1: Plan to show differentiated Instruction.

Timeline: - August 2026 - June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Unpack of TEKS Implementation of detailed lesson plan to show differentiated Instruction
- 2) Student groups' data will be disaggregated at campus levels to determine student progress and increase performance at all levels.
- 3) Use assessment data to drive intervention/acceleration plans during blended learning daily.
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

• District Curriculum • i-Ready Reading/Math • Summit K12 • STAAR Release Assessments (BM I & II) • Teacher-Created Materials Leveled Readers, Story works, CIF • Strategies, Nursery Rhymes, Fairy Tales, Novel Sets, Bilingual • Dictionaries • Lake shore manipulatives • TEKSING Toward STAAR, RTI, SIOP model, MTSS • Mosaico/Magnetic • Bluebonnet • TPRI/Tejas Lee • IXL • Age of Learning • Footsteps to Brilliance	• District Review Sessions (DRS) • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • LPAC notes • Lesson Plans/Internalization • Language Acquisition Monitoring • TX KEA/LION Reports • LION/LEÓN Reports • Data Walls in Data walls • Growth walls in classrooms • Student Growth Setting Reflections • Student Growth Measures • TPRI/TEJAS LEE • Student Agency Books	• Increase of students to meets and masters • Increase academic performance of all student groups in all BM *STAAR tested subjects	• Weekly Assessments • CBA I • BM I & II • STAAR/EOC • TELPAS • TEJAS LEE • TPRI • Age of Learning • LION/LEÓN • TX KEA • i-Ready BOY/MOY/EOY
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Strategy 2: Daily small group intervention and acceleration, Blended Learning

Timeline: August 2026 - June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Allocate resources (e.g., IReady, Magnetic, Mosaico to facilitate reading development for student groups
- 2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
- 3) Ensure that campus schedules allow for instructional time for program implementation
- 4) Enrichment Camps in spring and summer 2026

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• District Curriculum • IReady Reading/Math • Summit K12 • STAAR Release Assessments (BM I & II) • ELPS strategies • Magnetic • Mosaico • Saavas • SDG Goals • IXL • Age of Learning • Footsteps to Brilliance	• Student Agency Books • DMAC Reports • Campus Data Reports • Campus Performance Reviews (CPR) • Weekly assessments • CLC • Walkthroughs • TX KEA Reports • LION Reports • Data Walls CLC Room • Growth walls in classrooms • Student Growth Setting Reflections • TPRI/TEJAS LEE • Student Journey Books	• Student achievement gains • Closing achievement gaps • Increase in the percentage of students at all levels	• Formative assessments • CBAs • Benchmarks • STAAR/EOC • TELPAS • TX KEA • LION/LEÓN
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Annual Goal 2: All identified student groups in Domain I Math STAAR Performance will increase 5% in all levels by June 2027.

Objective 1: All identified student groups will increase 5% in all levels by end of June 2027.

Strategy 3: Differentiation of Instruction

Timeline: August 2026 - June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Unpack of TEKS Implementation of detailed lesson plan to show differentiated Instruction
- 2) Student groups data will be disaggregated at campus levels to determine student progress and increase performance at all levels
- 3) Use assessment data to drive blended learning daily
- 4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps/tutoring, academies, summer school)

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
*District Curriculum * Math * STAAR Release Assessments (BM I & II) *Teacher Created Materials *Leveled Readers *CIF strategies * Lake Shore manipulatives * TEKSING Toward STAAR *Calendar Math * Blended Learning Groups	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans/Internalization *Language Acquisition Monitoring *TX KEA Reports *LION/LEÓN Reports *Data Walls in Data walls *Growth walls in classrooms *Student Growth Setting Reflections *Student Growth Measures *Student Agency Books *Age of Learning	*Increase percentage of students to Meets and Masters' level *Increase academic performance of all students groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR

Strategy 4: Daily small group intervention and acceleration, Blended Learning

Timeline: August 2026 - June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Allocate resources to facilitate math development for student groups
- 2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
- 3) Ensure that campus schedules allow for instructional time for program implementation
- 4) Certified Teacher tutors
- 5) Enrichment Camps in spring and summer 2026

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

*District Curricula *STAAR Release Assessments (BM I & II) *Teacher-Created Materials *Leveled Readers * Story works *CIF Strategies *Lake Shore manipulatives *TEKSING Toward STAAR *Calendar Math *Flocabulary *iReadyMath/Reading *IXL	*Student Agency Books *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs *TX KEA Reports *LION/LEÓN Reports *Data Walls in TCLC room *Growth walls in classrooms *Student Agency Books	*Student achievement gains *Closing achievement gaps *Increase in the percentage of students at the Meets and Master's levels on STAAR	*Formative assessments *CBAs *Benchmarks *STAAR
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Annual Goal 3: All identified student groups in Domain I Science STAAR Performance will increase 5% in all levels by June 2027.

Objective 1: All identified student groups will increase 5% in all levels by end of June 2027.

Strategy 1: Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meetings and grade-level planning meetings

Timeline: August 2026 – June 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Science Lab Teacher

Action Steps:

- 1) Teachers will disaggregate data on all assessments and use the information to plan instruction and intervention.
- 2) Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices.
- 3) Teachers will collaborate to do lesson internalization and increase rigor with implementation of HQIM and instructional strategies that promote the use of higher order thinking skills and correlate it to sustainability goals.
- 4) Teachers and leadership team analyze data reports to create target groups and action plans.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- DMAC Reports (Printed in Color) - Progress Monitoring - Science Lab - iReady - SAVVAS - IXL	- Lesson Plans - Tracking Sheets - DMAC Reports - Agenda and Sign-in Sheets - Planning meetings - Walkthroughs	Increased academic performance of all students	- District Benchmarks - Weekly assessments - STAAR Assessment - CBA's

Strategy 2: Teacher will closely collaborate with Science Lab teacher to support students with an accelerated instruction plan.

Timeline: August 2026 – June 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL, Science Lab Teacher

Action Steps

- 1) Additional instructional minutes will be provided during small group interventions and after school tutorials.
- 2) Science Lab Teacher will work with a small group of students during interventions to meet requirements of accelerated instruction plan.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Science Curriculum - DMAC Reports (Printed in Color) - Progress Monitoring - Science Lab - IReady - SAVVAS - Science Academies - IXL	- Lesson Plans - Tracking Sheets - DMAC Reports - Agenda and Sign-in Sheets - Planning meetings Walkthroughs	Increased academic performance of all students	- District Benchmarks - Weekly assessments - STAAR Assessment - CBA's

AREA LEADS:



GOAL AREA 2: Student Supports
Areas Reviewed: Student Performance

Strengths

Marcia R. Garza Elementary provides the teachers 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.
- 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.

Challenges

Although overall campus performance improved in 2026, achievement gaps remain for Special Education and Emergent Bilingual students, particularly at the Meets and Masters levels.

- In ELA/Reading, 61% of all students reached Meets compared with 23% of SPED students; at Masters, the gap was 36% compared with 8%.
- In Mathematics, 61% of all students reached Meets compared with 51% of EB students and 46% of SPED students.
- In Science, 50% of all students reached Meets compared with 33% of SPED students, while only 7% of SPED students reached Masters.
- Continued emphasis is needed on differentiated Tier 1 instruction, Tier 2 and Tier 3 interventions, progress monitoring, and professional development to strengthen literacy and close achievement gaps among identified student groups.

Goal Area 2: Closing the Achievement Gap

Annual Goal 2: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2027.

Objective 1: All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided with high-quality, research-based instruction throughout the 2026-2026 school year.

Strategy 1: Prioritize high quality professional development directly tied to data analysis and identified student needs

Timeline: - August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) ELPS training will be provided for all members to meet the needs of our EB students
- 2) Inclusion, supplemental aids, modified instructions, and RTI training will be provided for all staff members to meet the needs of students in special education.
- 3) Provide Lead4ward training for all teachers on Data Analysis/Differentiated Instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Curriculum - iReady Reading - Summit K12 - STAAR Release Assessments (BM I & II) - Teacher-Created Materials - Leveled Readers - CIF Strategies - Novel Sets - Bilingual Dictionaries - Lake Shore manipulatives - TEKSING Toward STAAR - RTI - SIOP - Lead4Ward	- District Review Sessions (DRS) - DMAC data reports - Campus Performance Reviews (CPR) - Progress Monitoring Reports - Walk-through feedback - LPAC notes - Lesson Plans - Language Acquisition Monitoring Application - Individual Student	Closing the achievement gap among English Learners and all student groups	- Weekly Assessments - CBA I - BM I & II - STAAR - TELPAS - Summit K12 BOY/MOY/EOY - iReady Reading/Math

• MTSS • iReady Tool Box	Growth Plans		
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Strategy 2: Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate progress.

Timeline: August 2026 - June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Serve the academic and social needs of subgroups through tutorials, counseling, extra-curricular and school organizations such as UIL Robotics, CHES, Student Council, Technology club, Choir, Book Clubs, drama, and environmental clubs
- 2) Provide Dyslexia services to students identified with dyslexia characteristics by Provider of Dyslexia Intervention (PDI)
- 3) Using data room, teachers will monitor assessment results and lead data analysis discussions and plan appropriate targeted instructional interventions.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Chief of Academics • Executive Officers • Executive Directors • District Directors (DL, Sp. Ed, Migrant, • 504/RTI • Title I Coordinator • Content Coordinators • Principal and Assist. Principal	• Student Agency Books • DMAC Reports • Campus Data Reports • Campus Performance Reviews (CPR) • Weekly assessments • CLC • Walkthroughs • TX KEA Reports • LION/LEÓN Reports • Data Walls in TCLC room • Growth walls in classrooms • Student Growth Setting Reflections • TPRI/TEJAS LEE • Student Journey Books • Age of Learning	• District Curriculum • iReady Reading - Study Sync • RTI • Fluency Progress Monitoring • STAAR Release Assessments (BM I & II) • Individual Student Growth Plans	• Weekly Assessments • CBA I • BM I & II • STAAR • TELPAS • LION/LEÓN • TX KEA • Fluency Checks • Age of Learning • Footsteps to Brilliance

	• Footsteps to Brilliance	• MTSS	
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Annual Goal 2: All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 1: All students in 1st-3rd Grades will perform at approaches, meets, and master’s level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments.

Strategy 1: Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.

Timeline: August 2026 – August 2026

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

Persons Responsible: Classroom Teacher, Instructional Aides, Principal, Assistant Principal, CLL, Reading Coach, Reading Interventionist

Action Steps:

- 1) 1st-3rd grade teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation, and phoneme manipulation in their literacy block and reading intervention groups.
- 2) Teachers will explicitly teach early reading strategies using the Florida Center and TPRI/TEJAS LEE activities
- 3) Second, third, and any new teacher to the grade level will complete Texas Reading Academy Modules and implement strategies during instruction

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Reading Phonics Resource • Mosaico/Magnetic • District Adopted Reading Curriculum • Texas Reading Academies Resources • District Fluency Books • Heggerty Eng./Sp.	• Student Agency Books • DMAC Reports • Campus Data Reports • Campus Performance Reviews (CPR) • Weekly assessments • CLC	• Increased academic performance of all students	• District Benchmarks • Weekly Assessments • STAAR Assessment • TPRI/Tejas Lee/TxKEA Assessments

	• Walkthroughs • TX KEA Reports • LION/LEÓN Reports • Data Walls in Data Room • Growth walls in classrooms • Student Growth Setting Reflections • Student Agency Books		
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Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 1: All students in 1st-3rd Grades will perform at approaches, meets, and masters level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments

Strategy 2: Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction to provide quality education.

Timeline: September 2026 – August 2026

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

Persons Responsible: Classroom Teacher, Instructional Aides, Principal, Assistant Principal, CLL, Reading Coach, Reading Interventionist

Action Steps:

- 1) RLA/SLA teachers will utilize ELAR to incorporate balanced literacy components in their daily schedules
- 2) Campus leadership team will monitor the implementation of the balanced literacy components and provide feedback
- 3) New PK-1st grade teachers will participate and complete Reading Academies & TXRL training

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Reading Phonics Resource • District Fluency Books • i-Ready • Mosaico • Magnetic • CRC	• Lesson Plans • Tracking Sheets • DMAC Reports • Agenda and Sign-in Sheets • CLC Work Planning meetings walk-throughs	• Increased academic performance of all students	• District Benchmarks • Weekly assessments • STAAR Assessment • ALI • TPRI/Tejas LEE

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 2: Objective 2: All students in kindergarten will meet district and state goals on Texas-KEA (Kindergarten Entry Assessment) assessments and show adequate progress on beginning, middle, and end-of-year assessments.

Strategy 1: Implement explicit phonemic awareness and phonics instruction to build reading fluency and decoding strategies

Timeline: September 2026 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL Reading center, Paraprofessional

Action Steps:

- 1) Teachers will supplement the district curriculum with SSRW and Florida Center activities during whole and small group instruction
- 2) Teachers will incorporate these activities into their lesson plans to ensure the provision of explicit and systematic phonemic awareness and phonics instruction
- 3) Evaluators will monitor the implementation of instruction during walkthroughs

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Phonics Resource, District Adopted Reading Curriculum - Texas Reading Academy Resources - iReady - Mosaico - Magnetic - Age of Learning	- Lesson Plans - Tracking Sheets - DMAC Reports - Agenda and Sign-in Sheets CLC work - Planning meetings - Walkthroughs	Increased academic performance of all students	- District Benchmarks - Weekly assessments - Texas KEA Assessment - Circle-PreK - TPRI - Tejas LEE

Annual Goal 2: All student groups in grades PK-5 will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.

Objective 3: All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY LION/LEÓN-Engage assessments

Strategy 1: Monitor progress of students' ability to rapidly name/produce letter names/sounds

Timeline: August 2026 – June 2027

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

Persons Responsible: Classroom Teacher, Paraprofessionals, Principal, Assistant Principal

Action Steps:

- 1) Teachers will include phonological awareness instruction in their lesson plans. Teachers will teach phonological awareness skills during whole group instruction and small group instruction and attend pertinent district-mandated teacher training.
- 2) Teachers will use progress monitoring and fluency assessment data to drive instruction by providing appropriate interventions for students in need during school-wide intervention block.
- 3) Teachers will create a print-rich learning environment to stimulate language acquisition and children's natural curiosity while engaging children in lessons.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Frog Street Press - LION/LEÓN-Engage Activities - Age of Learning - I-Ready Reading - Magnetic - Mosaico - PSJA Fluency Checklist (bi-monthly). PSJA - Fluency Assessment (BOY, MOY, EOY) - Parent Communication Log	- Teachers will turn in six weeks' progress monitoring and BOY, MOY, and EOY assessments to Assistant Principal - Phonological awareness block in lesson plans (whole group, small group, and school-wide intervention block) - Parent Communication/Class Dojo	Increased academic performance of all students	- Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments - Formative: daily work and exit tickets

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from August 2026 to August 2026

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2026-2026 TELPAS assessment.

Strategy 1: Incorporate differentiated ELPS strategies that target listening proficiency level descriptors (PLDs) into lesson plans.

Timeline: September 2026 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will use Student Profile Sheet to determine students' writing proficiency based on 2024-2026 TELPAS scores.
- 2) Teachers will incorporate writing strategies into their lessons from the ELPS Instructional Tool.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Lesson plans will be monitored on a weekly basis to ensure the language objective is included.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Proficiency Level Descriptors • ELPS Instructional Tool • TELPAS Strategies Journal • Footsteps to Brilliance • Summit K-12 • Copy Graphics • Canon • Cielo • Rays' business supplies • PSJA warehouse	• Lesson Plans • ELPS • TELPAS Progress Monitoring Holistic Data • Summit K-12 Reports	• TELPAS Progress Monitoring Holistic Data • 2026 TELPAS Writing Scores	• Teacher Observations • Summit K-12 Assessments • TELPAS

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from August 2026 to June 2027

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2026-2026 TELPAS assessment.

Strategy 2: Review TELPAS progress monitoring holistic data during CLC and create a campus-wide Summit K12 calendar of activities

Timeline: September 2026 – August 2026

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will implement ELPS writing strategies through the daily language objective.
- 2) Teachers will review holistic data during CLC meetings to assess the impact of strategies
- 3) Teachers will adjust strategies as students make progress or need additional support for growth
- 4) Teacher will use TELPAS benchmark data and the Summit K-12 data to reflect through CLC and throughout the year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Progress Monitoring Form • Individual LEP strategic plans • List of ELPS strategies implemented • Summit K-12 • SIOP Strategies	• Lesson Plans • Objective Walls • TELPAS Progress Monitoring • ELPS	• Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	• Teacher Observations • TELPAS

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from August 2026 to June 2026

Objective 1: Three percent of EL students will move up on PLD in the writing domain of the 2026-2026 TELPAS assessment.

Strategy 3: Students will practice with TELPAS Online Modules to develop writing proficiency.

Timeline: August 2026 – June 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Students will have access to activities in TELPAS online tutorials from TEA on TFAR or Summit K-12.
- 2) Teachers will create a log on the implementation of TELPAS online modules on a timeline.

- 3) Administration will monitor teacher log for fidelity.
- 4) Student led conferences will be held to showcase to parents their progress in the Summit K-12 program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS online tutorials • Summit K-12 • Daily attendance log • Benchmark reports • TELPAS Writing Journal	• Students will show progress in the writing domain of TELPAS • Teacher/student conference log	• Attendance log • Summit K12 reports • Increase in students' English language writing proficiency	• Attendance log • Summit K12 reports • Increase in students' English language writing proficiency • TELPAS report

Annual Goal 3: English Learners will advance by at least one level of TELPAS composite rating from August 2026 to June 2027

Objective 2: Three percent of EL students will move up on PLD in the writing domain of the 2026-2026 TELPAS assessment.

Strategy 2: Review TELPAS progress monitoring holistic data during CLC

Timeline: August 2026 – June 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal, CLL

Action Steps:

- 1) Teachers will implement ELPS speaking strategies through all the disciplines taught.
- 2) Teachers will review holistic data during CLC meetings to assess the impact of strategies.
- 3) Teachers will adjust strategies as students make progress or need additional support for growth.
- 4) Teacher will provide multiple opportunities for students to practice speaking their 2nd language in class and through LOD (language of the day) model of the Dual Language program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TELPAS Progress Monitoring Form • List of ELPS strategies implemented • Summit K12 • TELPAS writing journals	• Lesson Plans • Objective Walls • TELPAS Progress Monitoring	• Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	• Classroom observations • TELPAS report

Annual Goal 4: By June 2027, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students and other subgroups such as Dyslexia, 504, Migrant, and Gifted and Talented at the Meets level on STAAR will close by 2% in all subjects.

Objective 1: By June 2027, the achievement gap between Special Education students will close by 2% on RLA/SLA STAAR.

Strategy 1: Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts and hands-on opportunities.

Timeline: August 2026 – June 2027

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

Persons Responsible: Classroom Teacher, Principal, Assistant Principal/CTC, CLL, GT Teachers, Dyslexia Teacher, Special Education Teachers, Reading Coach, Counselor

Action Steps:

- 1) Teachers will learn and roll out new vocabulary instructional strategies during teacher PLC meetings.
- 2) Campus leadership team will monitor strategy implementation during walk throughs.
- 3) Teachers will include the targeted ELPS objective on their objective wall.
- 4) Teacher will use RACE/RACES with fidelity and district strategies that are rolled out and turned around to them.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Reading Curriculum • Itty Bitty Book of CIF • Unique • TPSP • Reading by Design	• Lesson Plans • Walkthroughs • Student work samples • Student Agency Books	• Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned. • Growth in benchmarks taken	• District Benchmarks • STAAR • Classroom Talk • Classroom writings • Weekly Progress Monitoring Assessments • Computer program reports

AREA LEADS:



GOAL AREA 3: Teacher Leadership Growth
Areas Reviewed: Student Performance

Strengths

Marcia R. Garza Elementary provides the teachers 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.
- 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.

Challenges

Although overall campus performance improved in 2026, achievement gaps remain for Special Education and Emergent Bilingual students, particularly at the Meets and Masters levels.

- In ELA/Reading, 61% of all students reached Meets compared with 23% of SPED students; at Masters, the gap was 36% compared with 8%.
- In Mathematics, 61% of all students reached Meets compared with 51% of EB students and 46% of SPED students.
- In Science, 50% of all students reached Meets compared with 33% of SPED students, while only 7% of SPED students reached Masters.
- Continued emphasis is needed on differentiated Tier 1 instruction, Tier 2 and Tier 3 interventions, progress monitoring, and professional development to strengthen literacy and close achievement gaps among identified student groups.

Goal Area 3: Improving Safety, Public Support, Culture and Student Campus Safety/Climate Survey

Annual Goal 3: By June 2027, the campus culture and Student Campus Safety/Climate Survey will increase 10% on teachers and staff perception of staff-student relationships.

Objective 1: By June 2027, student social and emotional learning knowledge and skills will increase by 10%.

Strategy 1: All students will be provided with guidance lessons that build on the social emotional development of the student

Timeline: - Aug 2026-June 2027

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Implement Pre-K through 5 comprehensive counseling and guidance curriculum during counseling class
- 2) Encourage Migrant Students Attendance through uniform migrant vouchers
- 3) Implement weekly kindness challenge
- 4) PBIS

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Region One Conference - Training and Materials - Research Based Best Practices - District PreK-12 Counseling and - Guidance Curriculum - Structured and intentional Timelines - Feedback Surveys - SEL courses - Uniform Voucher Title I Part C - Bully Safety PD	- Attendance Reports - Walk Through/Observation Reports - Timelines - PowerPoint Presentations - Student SEL Profiles - Student Guidance Lessons - Completed Surveys - Social media weekly challenges	- Culture and LION/LEÓNm Survey (BOY, MOY & EOY) - Increase in student Participation - Increase attendance of special populations (EBs, migrants, SPED, 504) - Increase in Student Achievement	- Panorama Surveys and Needs - Assessments - SEL Skills Universal Screener - Participation - Performance - District Walk Through Software/Portal

Strategy 2: Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities

Timeline: September 2026 - May 2026

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Implement and address skills in their lessons such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- 2) Promote the five competencies in extracurricular activities such as art, physical education (sports), cheerleading, football, UIL academic events, Enrichment Camps, etc.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Sustainability goals - Research based best practices - Clubs - UIL - DI - Bus Safety Student PD Bullying Student PD	- Attendance Reports - Walk Through/Observation Reports - Timelines - PowerPoint Presentations - Student SEL Profiles - Student Guidance Lessons - Completed Surveys	- Attendance rosters by club/UIL - activity - Student feedback - Parent surveys - STAAR data - BM data - LION/LEÓN data - TX KEA data	- Panorama Student Campus Safety/Climate Survey Survey - Participation and Performance - Panorama SEL Skills Screener - District surveys "counselor's corner" - SEL check ins

Objective 1: Train 100% of staff on physical and psychological school safety to create a safe school culture and Student Campus Safety/Climate Survey

Strategy 1: Staff development on safety protocols.

Timeline: August 2026 – August 2026

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

Persons Responsible: Principal, Assistant Principal, School Nurse, Custodians, School Staff

Action Steps:

- 1) Stay updated with school district guidelines TEA guidelines and state mandates
- 2) Train staff in updated on TEA guidelines: lockdown procedures and active threat situation.
- 3) Staff members complete district required state mandated trainings.
- 4) Provide staff development for schoolwide personnel on safety procedures to increase school safety.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Health Services Mandatory Annual Staff Training - Fire Safety Procedures - Raptor - Security Cameras - Security Safety Audits - Night Locks - Shatter Proof Window Film - PSJA ICS	- Certificates and sign in sheets - PD Workshop Check-in - Agendas - Mobile Mind Certificates	All staff and students report to campus for the continuity of learning.	- Campus walk-through on safety checklist. - Fire Drills - End of training quizzes - Lockdown Drills

Strategy 2: Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.

Timeline: August 2026 – August 2026

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

Persons Responsible: Teachers, Counselor, Principal, Assistant Principal, School Staff, Community Members

Action Steps:

- 1 Training for staff on bullying/cyber-bullying awareness, de-escalation, and restorative practices.
- 2) Provide students with Student Code of Conduct policies.
- 3) Train teachers, students and inform parents of the Stop-it App.
- 4) Review number of behavior intervention forms.
- 5) Train teachers on how to use the Case Management App for Behavior Intervention forms and student notes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District approved bullying/cyberbullying presentations. - PSJA ICS	- Sign in sheets - Agendas - Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff	Providing a safe environment where they feel safe to come to school.	Decrease the number of bullying cases, behavior intervention reports.

Objective 3: Increase engagement of parents and community members by providing current public information resources

Strategy 1: Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures

Timeline: August 2026 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, School Nurse, Campus PR Representative, Teachers

Action Steps:

- 1) Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school's Facebook page, school website, and Class Dojo.
- 2) One hundred percent of teachers will connect Class Dojo to 100% of students and parents who have access to technology.
- 3) Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.
- 4) Administration will use Black Board. To connect with parents via e-mail, text messages, and phone calls in both English and Spanish.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Facebook account - Class Dojo - Access to PSJA PR information - Parent Communication Log - Monthly Calendars - Event Notices - School Website - Google Classroom	- Increase in the number of followers on Palmer Facebook page - Increase in parent-teacher communication via Class Dojo	Parents are consistently aware of school events, policies, and procedures	- Facebook Posts - Class Dojo Posts - School Website

Objective 3: Increase engagement of parents and community members by providing current public information resources

Strategy 2: Increase parent involvement promoting social school events to promote learning.

Timeline: August 2026 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, Campus PR Representative, Parental Liaison, Teachers

Action Steps:

- 1) School personnel will contact parents to inform them of curriculum meetings, literacy, and strategies to help develop a better understanding of the classroom setting.
- 2) Teachers will implement and inform parents of curriculum activities to motivate life learning skills.
- 3) Librarian will conduct Literacy Nights once every six weeks.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent Communication Log • PAC Meeting • Literacy Nights • Curriculum Nights • Counselor's Corner/Cafe	• Parent Communication Log • Sign In Sheets	• Increase parent and community involvement and engagement in school activities.	• Parent Communication Log • Sign In sheets

Objective 2: Achieve 98% of student attendance standard

Strategy 1: Establish a Student Attendance Committee to provide incentives for students who meet attendance goals and contribute to the positive school culture

Timeline: August 2026 – August 2026

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

Persons Responsible: Student Attendance Committee, Principal, Assistant Principal, School Secretary, PEIMS Clerk, Receptionist, Campus PR Representative

Action Steps:

- 1) Implement the use of attendance committee to come up with incentives.
- 2) The Attendance committee will schedule incentives every six weeks.
- 3) Attendance committee will advertise incentives on social media and on campus.
- 4) Classroom Shout Outs during Lunch

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Attendance Records - Incentives - Awards	Attendance Records	- Improve student achievement - Attendance goal met	Attendance Records

Objective 2: Achieve 98% of student attendance standard

Strategy 2: Faculty will implement and integrate social emotional learning activities with the students.

Timeline: August 2026 – August 2026

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

Persons Responsible: SEL Committee, Teachers, Principal, Assistant Principal, Counselor, School Secretary, PEIMS Clerk, Receptionist, Campus PR Representative

Action Steps:

- 1) SEL Committee will create and provide students and parents with monthly SEL activities.
- 2) Teachers will acknowledge student achievements with special awards, assemblies and celebrations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Attendance Records - Incentives - Awards	Attendance Records	- Improve student achievement - Attendance goal met	Attendance Records

Objective 2: Achieve 98% of student attendance standard

Strategy 3: Teachers and staff will communicate with parents using district protocols to prevent a student from being excessively absent.

Timeline: August 2026 – August 2026

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

Persons Responsible: Student Attendance Committee, Principal, Assistant Principal, School Secretary, PEIMS Clerk, Receptionist

Action Steps:

- 1) Staff will notify parents when students need to make up minutes in ARP program
- 2) Parent liaison/Parent educator contacts parents for students that have excessive absences, which may include home visits
- 3) Teacher contact parents when student is out and document in parent communication logs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District SEL resources	Students are provided with non-academic support so they can be successful in school.	Improve student achievement and student self-esteem.	- Students demonstrate an increase in executive function skills - Student engagement in lessons/activities increases

Objective 3: Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

Strategy 2: Foster a positive campus culture and support the appropriate social-emotional development of students.

Timeline: August 2026 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:

- 1) Counselor will provide students will SEL lessons to help student develop self-managing techniques.
- 2) Teacher will be aware of the importance of how SEL activities play an important role in classroom Student Campus Safety/Climate Survey-for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.
- 3) Campus expectations for common areas around the school.
- 4) Develop social skills during recess with organized play activities.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
District SEL resources	Students are provided with non-academic support so they can be successful in school.	Improve student achievement and student self-esteem.	- Students demonstrate an increase in executive function skills - Student engagement in lessons/activities increases

Objective 3: Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.

Strategy 1: Implement district wraparound services designed to give a child non-academic support he or she needs throughout the school day

Timeline: August 2026 – August 2026

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

Persons Responsible: Principal, Assistant Principal, Counselor, Teachers

Action Steps:

- 1) Wraparound committee will assist and provide resources for students in non-academic need.
- 2) Teachers will assist in identifying students that need wraparound services.
- 3) Counselor will provide community resources available to assist student and parent's needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- SEL activities/ lessons - Districts Counseling Curriculum	Counselor Curriculum of SEL lessons	Observation of student and teacher interaction while in common areas (cafeteria, gym, hallway, Google Classroom, etc.).	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases

AREA LEADS:



GOAL AREA 4: Family Community**Areas Reviewed:** Student Performance**Strengths**

Marcia R. Garza Elementary provides the teachers 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.
- 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.

Challenges

Although overall campus performance improved in 2026, achievement gaps remain for Special Education and Emergent Bilingual students, particularly at the Meets and Masters levels.

- In ELA/Reading, 61% of all students reached Meets compared with 23% of SPED students; at Masters, the gap was 36% compared with 8%.
- In Mathematics, 61% of all students reached Meets compared with 51% of EB students and 46% of SPED students.
- In Science, 50% of all students reached Meets compared with 33% of SPED students, while only 7% of SPED students reached Masters.
- Continued emphasis is needed on differentiated Tier 1 instruction, Tier 2 and Tier 3 interventions, progress monitoring, and professional development to strengthen literacy and close achievement gaps among identified student groups.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal 4: By June 2027, 80% of Marcia R. Garza Elementary teachers will be "Highly Effective".

Objective 1: By June 2027, student social and emotional learning knowledge and skills will increase by 10%.

Strategy 1: Monitor and review data

from Instructional Focus Walk-Throughs and the impact on highly effective instructional delivery.

Timeline: - Aug 2026-May 2026

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Track and record current walk-through form information from district personnel/programmers.
- 2) Compile data from walk throughs and previous year TTESS teacher evaluation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- TXCEE data - DMAC data - walk through feedback - Teacher learning walks. - Leadership Walks - TTESS Guide	- DMAC data reports - Campus Performance Reviews (CPR) - Progress Monitoring Reports - Walk-through feedback - LPAC notes - Lesson Plans - Language Acquisition Monitoring Application	- Closing the achievement gap among student groups - Increase academic performance of all student groups in all BM, STAAR tested subjects - Extended Conference Plan	- Weekly Assessments - CBA I - BM I & II - STAAR/EOC - TELPAS - SEL feedback - Counselors Corner feedback - Mindful check ins - iReady Math/Reading

Strategy 2: Conduct 10 walk throughs and follow up feedback sessions to focus on GROW and GLOW data.

Timeline: September 2026 - May 2026

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

Persons Responsible: Principal, Assistant Principal, Grade Level Chairs, CLL, Reading Coach, Teachers

Action Steps:

- 1) Revise/Update Walk-Through Form
- 2) Provide feedback from the administration team, and Collaborative Learning Leader (CLL) to chart progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Instructional Focus Walk-Throughs - TTESS Evaluation tool - TXCEE data - DMAC data - Walk through feedback - Teacher led learning walks.	- Walk through form for distance learning - Collect and review data. - Teacher reflection form	- Student engagement - Closing the achievement gap. - Student centered classrooms. - Positive classroom environment.	- Review walk-through focus - tool mid-year and end of year

Objective 1: Campus Lead Team will support the professional growth of teachers by coaching, monitoring, evaluating, providing feedback, & providing Social Emotional Support.

Strategy 1: Implement an effective instructional coaching system with ongoing feedback to monitor teacher effectiveness

Timeline: August 2026 – August 2026

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- 1) Administration and CLL will establish a calendar of walkthroughs for teachers who need support and develop an action plan.

- 2) Administration and CLL will conduct walkthroughs based on the calendar and provide teachers with timely feedback.
- 3) Use coaching and communication strategies for coaching sessions cycles
- 4) Provide clear, targeted and actionable feedback, and use Shout Outs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Coaching log - Teachers' PD goals - CLC Meetings - Google Classroom	- Observations - Informal Walkthroughs - Shout Outs - PD Goals	- Teacher implementation of effective strategies - Teacher receives shout outs - Increased quality instructional time	Informal observations and Walkthroughs

Objective 1: Campus Lead Team will support the professional growth of teachers by coaching, monitoring, evaluating, providing feedback, & providing Social Emotional Support.

Strategy 2: New teachers will be provided with a peer colleague to support their teacher effectiveness development. New teachers include teachers that are new to the profession, content, grade level, or school.

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Lead Teacher

Action Steps:

- 1) Create a schedule where new teachers and peer colleagues can meet and collaborate on curriculum and campus procedures.
- 2) Hold monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.
- 3) Peer colleague will provide feedback and guidance during these monthly meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
Mentorship within the school	- Designate planning time during the day for planning instructional best practices and procedures. - Meeting and Planning with mentor	- Teacher feedback - Effective instructional practices in the classroom - Meeting Sign-In Sheets	- Summative Conference - Increased teacher performance

Objective 2: Campus administrators will provide professional learning opportunities for staff based on observed data and identified Professional goals.

Strategy 1: Campus administrators will identify areas of growth by teachers.

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal,

Action Steps:

- 1) Campus administrators will review data to identify areas of need and growth.
- 2) Campus administrators will develop and monitor professional development goals to address areas of need and growth.
- 3) Campus administrators will review and monitor the achievement of professional development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Instructional walkthroughs focus tool • T-TESS observations • SGM data • Collaborative Learning Communities • Journal Reflections	• Walk-Through Data • Walk- Through schedule • CLC agenda and sign in sheets • Admin/teacher conferences • PD Goals	• Increased quality instructional time • Implementation of best practices • Observation of CIF	• Walk-Through Data Reviews • T-TESS Observation Rubric

Objective 2: Campus administrators will provide professional learning opportunities for staff based on observed data and identified Professional goals.

Strategy 2: Instructional leadership team members will calibrate on T-TESS rubric to identify areas of growth by teachers and provide effective feedback to teachers

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL

Action Steps:

- 1) Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the TTESS rubric.
- 2) The instructional leadership team will analyze ratings on TTESS rubric, observations, and calibrate after each joint walkthrough.
- 3) The instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.
- 4) Instructional leadership will train and update the staff on the TTESS Rubric.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
T-TESS Observation Rubric	- Observations - Walkthroughs - Professional Development	- Teacher implementation of effective strategies - Rolling out of TTESS Rubric - Implementation of best instructional Practices	- T-TESS Observation Rubric - Creation of Professional Development

Strategy 3: Campus administration will collect and monitor data supporting maximizing of instructional time.

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal

Action Steps:

- 1) Campus administrators will conduct meetings with staff to establish clear expectations for classroom instruction
- 2) Campus administrators will review walkthrough data to identify staff instructional needs and develop an action plan.
- 3) Implement monitor and revise action plan.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Instructional walkthroughs focus tool - T-TESS Observations - SGM Data - Collaborative Learning Communities	- Observations - Walkthroughs - Professional Development	- Teacher implementation of effective strategies - Increased quality instructional time	- T-TESS Observation Rubric - Walk-Through Data reviews

• Fluency Data • TPRI/Tejas LEE • STAAR Data • TELPAS Data • LION/LEÓN		• Implementation of best instructional Practices • Student Data Folders	
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Strategy 1: Provide teachers and students with access to appropriate technology resources encouraging the use of devices and programs such as Google Classroom, TEAMS, & other platforms

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- 1) Inform teachers and students about the technology resources that are available during monthly technology meetings.
- 2) Establish expectations and routines on the implementation of technology resources.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Curriculum - Google Classrooms - Microsoft Teams - E-school - Clever - DMAC	Professional Development Sessions	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Observation Rubric

Strategy 2: Provide resources for instructional staff to effectively integrate technology into the curriculum provided by the district to implement the TEKS.

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- 1) Develop goals and desired outcomes for the integration of technology into the curriculum.
- 2) Provide training based on the desired outcomes.
- 3) Purchase the technology resources needed to ensure the success of the desired outcomes. Equipment & materials for instructional purposes may include computers, chargers, headphones, printers, toner, ink, scanners, paper, Cricut, copier rentals... etc. from varied sources based on the educational need (ex. But not limited to – Lakeshore, Gateway, Scholastic, Cielo, Canon & Copy Graphics... etc.)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Classroom Technology - Technology Trainings - Educational Technology supportive devices and equipment - Newline - Ipads	- Google Classroom Lessons - Classroom Technology - Technology Training Sign-in Sheets	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Observation Rubric

Strategy 3: Utilize technology applications during staff development as a campus source of professional development experiences.

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, CLL, Campus Instructional Technology teachers

Action Steps:

- 1) Develop goals and desired outcomes for the integration of technology into the curriculum.
- 2). Provide training based on the desired outcomes.
- 3) Implement and model technology applications during staff development, staff meetings, and CLC meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Classroom Technology - Technology Trainings	- Walkthroughs - Classroom Technology - Sign Ins - Training Certificates	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	T-TESS Observation Rubric

Annual Goal 3: Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2026

Objective 1: Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)

Strategy 1: Provide CARE training for staff (instructional aides, office staff, nurse, librarian and counselor) on the Spirit of PSJA Evaluation Tool and set expectations as applicable to their roles

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal

- 1) Schedule the fall training
- 2) Monitor and review professional development goals to create training based on needs and goals.
- 3) Schedule Spirit of PSJA Categories and behaviors training

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Spirit of PSJA training materials - CARE Training	- Use of the Evaluation tool - One evaluation entered per staff member - Improved positive culture - Attendance - Enrollment increase	- Improved customer service - Increased efficiency - Happier employees	Spirit of PSJA Evaluation tool

Annual Goal 3: Campus Leaders will use evaluation systems to increase staff quality, recruitment, and retention by May 2027

Objective 1: Complete Spirit of PSJA Evaluations once a year of all staff not evaluated by T-TESS evaluation tool, this includes (instructional aides, office staff, nurse, Librarian and Counselor)

Strategy 2: Staff will create SMART Goals

Timeline: August 2026 – June 2027

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

Persons Responsible: Principal, Assistant Principal, Employee being evaluated, (instructional aides, office staff, nurse, librarian, and counselor)

- 1) Training staff on evaluation tool
- 2) Give staff timeline to complete the self-evaluation and goal setting
- 3) Offer growth opportunities to staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Spirit of PSJA Evaluation - Timeline	Evaluations enter the system	- Improved customer service - Increased efficiency - Happier employees	Goals enter the evaluation system

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

ADDENDUM:

Parent & Family Engagement (PFE) Policy

2026-2027 Parent & Family Engagement (PFE) Program	
What is It?	Marcia R. Garza Elementary is committed to our vision: Every student leaves this school with confidence, a love for learning, and a goal-oriented attitude to become influential global citizens. Our Mission Statement is: We will model and mold healthy mindsets, render real world learning experiences and grow great leaders. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House/Literacy Night) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners.

	In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the school–Parent Compact and the Campus Improvement Plan. It is essential that parent educators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. • Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs • Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).

**Family
Trainings/Activities**

Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empower families to support their children’s learning at home, strengthen relationships with the school community, and become active partners in their child’s academic and social success.

- Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2026 and March 2027)
- Peter Piper Family Night (August 2026 - May 2027)
- Parent-Teacher Conferences (All Grade Levels - August 2026 - May 2027)
- Attendance Celebrations-Every six weeks (September 2026 - May 2027)
- Cafe Sessions with Counselors (September 2026 - May 2027)
- Scholastic Book Fair (September 2026, January 2027, May 2027)
- Family Literacy Nights in the Library (September 2026 - May 2027)
- Huskie Family Fiesta Cultural Family Night (September 2026)
- Special Education Parent Conference (September 2026)
- Title I Campus Meetings (September 2026)
- Red Ribbon Parade (October 2026)
- Attendance Meetings (October 2026)
- Veteran’s Day Celebration (November 2026)
- Campus Policy Campus Meetings (November 2026)
- National Parent Involvement Day (November 2026)
- Huskie Festival of Lights (December 2026)
- Alamo Christmas Parade of Lights (December 2026)
- Curriculum Meetings (September, December 2026)
- Husky Angels (December 2026)
- Father-Daughter Dance (January 2027)
- Understanding Assessment Meetings (January 2027)
- Campus Compact Meetings (February 2027)
- Campus Plan Feedback Meetings (April 2027)
- Autism Walk (April 2027)

	• Easter <i>Eggstravaganza</i> (April 2027) • Mother-Son Dance (May 2027) • Huskie Alumni Scholarship Fund (May 2027) • Family Picnic (May 2027) • SDG Fair (June 2027) • Huskie Family Festival (October 2026) • Husky Career Fair (May 2026) • Drama/Musicals: Nutcracker: The Musical (December 2026); Moana: The Musical (May 2027) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027} • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Student Achievement Celebrations (by grading period) • Community Food Bank Drives (December 2026) • Thanksgiving Family Dinners (November 2026)
Curriculum	Marcia R. Garza Elementary utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 -TELPAS • IXL-Science • IXL-Math • IXL-Social Studies • IXL-Reading • iReady Reading • iReady Math • Reading by Design • Beanstack • Vocaroo • SAVAAS

	• Magnetic/Mosaico • Bluebonnet Math • Age of Learning • Foot Steps to Brilliance • Unique			
Forms of Academic Assessments	Marcia R. Garza Elementary School administers common formative assessments consistently across all classrooms. Regardless of the teacher, every student is assessed using the same assessments provided through the TEKS Resource System, which models each assessment after the State of Texas Assessments of Academic Readiness (STAAR) test. Previously released STAAR assessments are also utilized for both instruction and assessment purposes in addition to other curriculum resources. Additional student progress monitoring and language proficiency measures include the Texas Primary Reading Inventory (TPRI), Tejas Lee, preLAS/LAS Links, Texas English Language Proficiency Assessment System (TELPAS), LION/LEÓN, and Texas KEA assessments.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Marcia R. Garza Elementary tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Marcia R. Garza Elementary welcomes any ideas, feedback and/or concerns. We value each family in our school district.			
Additional Parent Support	Marcia R. Garza Elementary values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on	• Provide a dedicated learning space at home for studying,	• Be open to new ideas and learn from others.	To maintain strong home-school partnerships, PSJA ensures

	differentiation to support the growth of every student. • Implement lessons and activities aligned with sustainability goals. • Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. • Allow parents to participate in academic and extracurricular decisions affecting their children. • Engage parents through varied family engagement activities: • Implement team-oriented sessions offering literacy strategies for all parents. • Host meetings covering a variety of relevant topics,	completing homework, and using technology. • Support their child’s learning through ongoing dialogue, homework assistance, and active listening. • Attend parent meetings where educational and extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	• Attend school daily and be punctual. • Behave responsibly and follow all school rules. • Always strive to improve academically and personally. • Work collaboratively with others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	consistent and ongoing communication through: • The PSJA District Website, Parent Website, and Campus Websites • Parent–Teacher conferences and phone calls • Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks • Campus Monthly Calendar for Families • ClassDojo • Campus Messenger • Weekly Flyers on activities, testing dates, and celebrations
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We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!

This policy is also available in Spanish. (Esta política también está disponible en español.)

2026-2027 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Marcia R. Garza Elementary está comprometida con nuestra visión: Cada estudiante saldrá de esta escuela con confianza en sí mismo, amor por el aprendizaje y una actitud orientada a objetivos para convertirse en ciudadanos globales influyentes. Nuestra misión: Lo lograremos modelando y moldeando mentalidades saludables, realizando experiencias de aprendizaje del mundo real, guiando y creando líderes. Nuestro lema: Entrar para aprender, salir para lograr. Como parte de la familia PSJA, nos esforzamos en ofrecer una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y mantenimiento de relaciones con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a escuelas con alta población de estudiantes de bajos recursos. Esto nos permite cumplir con las expectativas establecidas por la Agencia de Educación de Texas (TEA, por sus siglas en inglés) y el Departamento de Educación de los Estados Unidos.
Fondos	Los fondos del Título I se asignarán para el programa de participación de padres y familias. Los programas, actividades y procedimientos se planificarán e implementarán con la consulta significativa de los padres de los niños participantes.
Revisión	Todo uso de fondos y actividades podrá ser revisado por la Agencia de Educación de Texas (TEA) si se solicita, para asegurar que cumpla con las necesidades del programa de participación de los padres.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de familias	Además de las reuniones de Título I, los planteles realizan reuniones familiares sobre una variedad de temas que apoyan, informan y empoderan a las familias, brindando información valiosa y promoviendo la conciencia sobre asuntos que fortalecen la conexión entre el hogar y la escuela. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que se comparta

	información esencial y que los padres se sientan valorados como socios en la educación de sus hijos. Las reuniones de padres se llevan a cabo mensualmente. En agosto, el personal escolar se reúne con los educadores de padres y voluntarios para analizar la importancia de la unidad familiar y revisar los requisitos de Título I. Durante este tiempo, los maestros y el personal aprenden sobre el valor y la utilidad de las contribuciones de las familias y cómo comunicarse y colaborar con ellas como socios iguales. En septiembre, cada plantel debe realizar dos reuniones de Título I en diferentes días y horarios. Los educadores de padres planifican y dirigen estas sesiones, revisando con los padres todos los componentes de Título I. En el semestre de primavera, los padres se reúnen para ofrecer retroalimentación sobre la Política de Participación de Padres y Familias del plantel. Además, se realizan reuniones durante el año para revisar y actualizar el Pacto entre la Escuela y los Padres y el Plan de Mejoramiento Escolar. Es esencial que los educadores de padres planifiquen, desarrollen, evalúen y revisen la documentación de Título I de manera constante durante el año para garantizar el cumplimiento y una participación familiar significativa.
Cómo participar	Los padres están invitados a convertirse en voluntarios escolares al completar los formularios de voluntariado y asistir a una orientación. Tanto los voluntarios como los padres que no lo son están invitados a participar en entrenamientos y actividades familiares. Se utilizan diversas herramientas de comunicación para invitar a los padres a las reuniones, tales como llamadas personales, Class Dojo, mensajes masivos y avisos personalizados.
Entrenamientos/ Actividades para familias	Los entrenamientos familiares son oportunidades para que los miembros de la familia adquieran nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. La participación en estos entrenamientos y eventos escolares empodera a las familias para apoyar el aprendizaje de sus hijos en casa, fortalecer relaciones con la escuela y ser socios activos en el éxito académico y social de sus hijos. Estos son ejemplos de actividades implementadas en todo el distrito: • Noche de Presentación de Maestros / Jornada de Puertas Abiertas en los planteles de Primaria y Secundaria (agosto de 2026 y marzo de 2027) • Noche Familiar en Peter Piper Pizza (agosto de 2026 – mayo de 2027) • Conferencias entre Padres y Maestros (Todos los grados: agosto de 2026 – mayo de 2027) • Celebraciones por Asistencia — Cada periodo de calificaciones (septiembre de 2026 – mayo de 2027) • Sesiones de Café con la Consejera (septiembre de 2026 – mayo de 2027) • Feria del Libro de <i>Scholastic</i> (septiembre de 2026, enero de 2027, mayo de 2027)

	• Noches de Alfabetización Familiar en la Biblioteca (septiembre de 2026 – mayo de 2027) • Fiesta Familiar Huskie — Noche Cultural Familiar (septiembre de 2026) • Conferencia para Padres de Educación Especial (septiembre de 2026) • Reuniones del Plantel acerca del Título I (septiembre de 2026) • Desfile del Listón Rojo (octubre de 2026) • Reuniones sobre Asistencia (octubre de 2026) • Celebración del Día de los Veteranos (noviembre de 2026) • Reuniones del Plantel sobre Políticas Escolares (noviembre de 2026) • Día Nacional de la Participación de los Padres (noviembre de 2026) • Festival de Luces Huskie (diciembre de 2026) • Desfile Navideño de Luces de Álamo (diciembre de 2026) • Reuniones sobre el Plan de Estudios (diciembre de 2026) • Ángeles Husky (diciembre de 2026) • Baile de Padres e Hijas (enero de 2027) • Reuniones para Comprender las Evaluaciones (enero de 2027) • Reuniones sobre el Pacto Escolar (febrero de 2027) • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027) • Caminata por el Autismo (abril de 2027) • <i>Eggstravaganza</i> de Pascua (abril de 2027) • Baile de Madres e Hijos (mayo de 2027) • Fondo de Becas para Exalumnos Huskie (mayo de 2027) • Picnics Familiares (mayo de 2027) • Feria de Metas de Desarrollo Sostenible (junio de 2027) • Festival Familiar Huskie (octubre de 2026) El Cascanueces: El musical (diciembre de 2026); Moana: El musical (mayo 2027) • Reuniones de directivos del Consejo Asesor del Distrito para todos los directivos padres de familia de todos los planteles (octubre de 2026, diciembre de 2026 y marzo de 2027) • Reuniones del Consejo Asesor de Salud Escolar (noviembre de 2026, marzo de 2027, mayo de 2027)
Currículo	Marcia R. Garza Elementary utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS • Sistema de Recursos TEKS (Conocimientos y Habilidades Esenciales de Texas) • Summit K-12 – TELPAS • IXL – Ciencias

	• IXL – Matemáticas • IXL - Estudios sociales • IXL - Lectura • Reading by Design • iReady Lectura • iReady Matemáticas • Beanstack • Vocaroo • SAVVAS • Magnetic/Mosaico • Bluebonnet Math (Matemáticas Bluebonnet) • Age of Learning • Footsteps to Brilliance • Unique
Formas de evaluaciones académicas	La Escuela Primaria Marcia R. Garza administra evaluaciones formativas comunes de manera consistente en todas las aulas. Independientemente del docente, cada estudiante es evaluado utilizando las mismas pruebas proporcionadas a través del Sistema de Recursos TEKS, el cual modela cada evaluación a partir del examen de Evaluación de Preparación Académica del Estado de Texas (STAAR, por sus siglas en inglés). Las evaluaciones STAAR publicadas anteriormente también se utilizan tanto con fines instructivos como evaluativos, además de otros recursos curriculares. Entre las medidas adicionales de seguimiento del progreso estudiantil y de competencia lingüística se incluyen el Inventario de Lectura Primaria de Texas (TPRI), preLAS/LAS Links, LION/LEÓN, Texas KEA, y el examen llamado Sistema de Evaluación de Competencia en el Idioma Inglés de Texas (TELPAS, por sus siglas en inglés).
Niveles de logro esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/taar/taarperformance-standards Marcia R. Garza Elementary monitorea el progreso de cada estudiante durante el año mediante las evaluaciones locales. Cada alumno mantiene una carpeta donde registra su propio crecimiento académico con el apoyo de sus maestros.
Formas de solicitar reuniones periódicas	Niveles de Logro Esperados en las Evaluaciones Académicas. Formas de Solicitar Reuniones Periódicas. Nuestra escuela da la bienvenida a todas las familias. Los tutores pueden traer sugerencias, ideas o inquietudes a las reuniones mensuales de padres. Si algún padre o tutor desea reunirse con un administrador o maestro en otro momento, puede visitar la escuela, enviar un correo electrónico o llamar al plantel. Maricia R. Garza Elementary valora las ideas, comentarios y preocupaciones de todas las familias de nuestro distrito.

Apoyo Adicional para los Padres y las Familias	Marcia R. Garza Elementary reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la escuela y los padres	Las responsabilidades de la escuela	Las responsabilidades del guardian	Las responsabilidades del Estudiante	Comunicación Continua
	• Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. • Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. • Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. • Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. • Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). • Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. • Realizar reuniones sobre diversos temas: evaluaciones,	• Proporcionar un espacio adecuado para el aprendizaje en casa. • Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. • Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. • Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	• Estar abierto a nuevas ideas y aprender de los demás. • Asistir a la escuela diariamente y ser puntual. • Comportarse responsablemente y seguir las reglas escolares. • Esforzarse siempre por mejorar académica y personalmente. • Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. • Tratar a los demás con respeto y dignidad. • Pedir ayuda cuando sea necesario.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: • Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. • Conferencias y llamadas entre padres y maestros. • Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. • Reportes de progreso cada tres semanas. • Boletas de calificaciones cada seis semanas. • Calendario del campus para las familias • ClassDojo • Mensajería del campus • Volantes sobre

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

recursos tecnológicos,
sostenibilidad, academias
universitarias, entre otros.

actividades, fechas de
exámenes, y
actividades.

Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA!
Esta política también está disponible en inglés.