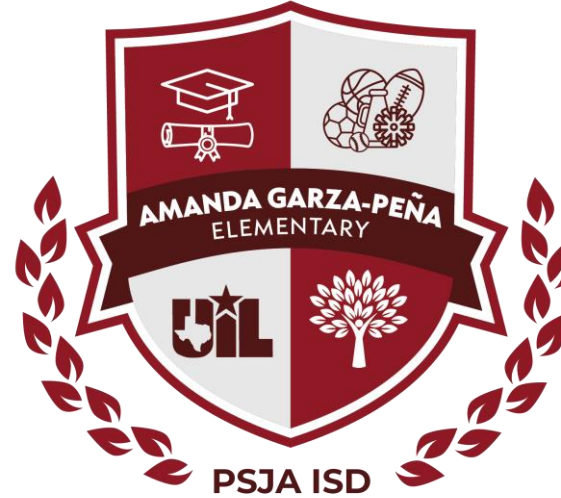




CAMPUS IMPROVEMENT PLAN AMANDA GARZA-PEÑA 2026-2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: Monday, September 28, 2026

Texas Accountability System



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Campus Vision

The vision of Garza-Peña Elementary is to provide an education that will ensure successful learning for students. The Garza-Peña students will be responsible individuals that will show respect and concern for one another. The teachers and staff will provide a quality instructional program implementing successful strategies and demonstrating leadership. The parents and community will be actively involved to ensure student success and responsibility. A positive school environment will contribute to every students' success at Garza-Peña Elementary.

Campus Mission

The mission of Garza-Peña Elementary is to provide a quality instructional program in a nurturing, positive, and creative learning environment which addresses the cognitive, affective, and physical needs of the children. The staff, parents, and community will be committed to provide successful educational experiences which will enable the students to become productive members of society.

Strategic Direction



Campus Executive Summary

Demographics:

The student body at Garza-Peña Elementary is majority Hispanic with the following breakdown of student populations:

Building	Building Name	Grade	All Students	Male	Male %	Female	Female %	SPED	SPED %	LEP	LEP %	M1	M1 %	M2	M2 %	M3	M3 %	M4	M4 %	M5	M5 %	Migrant	Migrant %	ECD	ECD %	GT	GT %	CTE	CTE %	At Risk	At Risk %
118	Garza-Pena Elementary	01	67	28	41.79%	39	58.21%	4	5.97%	29	43.28%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.48%	64	95.52%	1	1.49%	0	0.00%	66	98.51%
		02	71	36	50.70%	35	49.30%	9	12.68%	34	47.89%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.23%	70	98.59%	8	11.27%	0	0.00%	66	92.96%
		03	73	46	63.01%	27	36.99%	10	13.70%	37	50.68%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	4.11%	70	95.89%	4	5.48%	0	0.00%	70	95.89%
		04	91	37	40.66%	54	59.34%	15	16.48%	40	43.96%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	3.30%	88	96.70%	14	15.38%	0	0.00%	64	70.33%
		05	73	42	57.53%	31	42.47%	21	28.77%	22	30.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	69	94.52%	8	10.96%	0	0.00%	42	57.53%
		KG	68	27	39.71%	41	60.29%	7	10.29%	29	42.65%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	5.88%	65	95.59%	0	0.00%	0	0.00%	67	98.53%
		P3	32	13	40.62%	19	59.38%	1	3.12%	15	46.88%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	31	96.88%	0	0.00%	0	0.00%	32	100.00%
	PK	53	29	54.72%	24	45.28%	2	3.77%	17	32.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	1.89%	52	98.11%	0	0.00%	0	0.00%	50	94.34%	
Garza-Pena Elementary			528	258	48.86%	270	51.14%	69	13.07%	223	42.23%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	17	3.22%	509	96.40%	35	6.63%	0	0.00%	457	86.55%
Overall			528	258	48.86%	270	51.14%	69	13.07%	223	42.23%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	17	3.22%	509	96.40%	35	6.63%	0	0.00%	457	86.55%

Note: CTE counts are based on CTE calculations, not Schedules. Contact DEIMS for more information.

With the district's proximity to Mexico, 42.1% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Student Performance:

Garza-Peña Elementary has been rated an **"A"** Campus by the state of Texas on the 2025-2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a component score of a 58 and a scale score of 88 (B).

In Domain II, School Progress was (91-A) and Relative Performance was (91-A) with Eco Dis at a 93.6%. In Domain III- Closing the Gaps, Garza-Peña scale score was a 90(A).

The overall 2026 Accountability Rating for Garza-Peña Elementary was a score of 91(A). In grades 3-5, Garza-Peña administered 531 tests for all STAAR subjects and had 100% participation for the 2025-2026 school year.

Executive Summary Continued

Student Performance:

For the 2026-2027 school year, the Student Performance goals are the following:

- The percentage of all students that score meets grade level or above on STAAR combined Reading, Mathematics, and Science will increase from 56% (57% Reading, 59% Math, & 41% Science) in June 2026 to 61% by June 2027.
- The percentage of students who perform at meets grade level or above on STAAR Reading will increase by 5-10 percentage points by June 2027.
- The percentage of students who perform at MEETS grade level or above on STAAR Mathematics will increase 5-10 percentage points by June 2027.
- The percentage of students who perform at meets grade level or above on STAAR Science will increase by 5-10 percentage points by June 2027.

Effective Teaching and Learning:

Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in Masters and sustainability learning, a project/passion-based learning approach. Garza Peña now offers ten Dual Language classrooms: 1 in P3, 1 in PK, 1 in Kinder, 1 in 1st, 1 in 2nd grade, 2 in 3rd grade, 2 in 4th grade, 1 in 5th. These classrooms contain ELL students. The mission for our campus is to develop a culture of readers (both staff and students). Recognizing the need to engage students in authentic reading and meaningful practice, our focus will be on classroom libraries to promote the love of reading, as well as providing materials and professional development to support writing and reading workshops. Handwriting will also be a focus of literacy instruction so that students will be able to write legibly and fluidly.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5-10% in all subject areas and subgroups. Students in grades K-2 will show a 5-10% increase in the number of students performing in Tier 1 as determined by I-Ready reading and math. Each grade level will show a 5-10% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5-10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide PBIS and social emotional initiative. Increase the academic achievement of all students, in all subgroups by 5-10%. Close the achievement gap by 5-10% between the economically disadvantaged, special education and ELL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. Garza Peña will continue to partner with community stakeholders to ensure student/campus success.

Campus Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Judith Canales	Principal
Elda Barrios	Asst. Principal
Monica Lara	CLL
Nora Cavazos	Rdg Coach
Jose Rios	PK Chair
Angel Seawell	K Chair
Priscila Cardenas	1 st Chair
Sonia Champion	2 nd Chair
Alma Rivera	3 rd Chair
Yurani Ramirez	4 th Chair
Wensislado Jimenez	5 th Chair
Focus Area 2: Student Supports	
Name	Role
Judith Canales	Principal
Elda Barrios	Asst. Principal
Monica Lara	CLL
Nora Cavazos	Rdg Coach
Gloria Arismendi	Counselor
Jose Rios	PK Chair
Angel Seawell	K Chair
Priscila Cardenas	1 st Chair
Sonia Champion	2 nd Chair
Alma Rivera	3 rd Chair
Yurani Ramirez	4 th Chair
Wensislado Jimenez	5 th Chair
Elizabeth Palomo	Parent

Focus Area 3: Leadership Growth	
Name	Role
Judith Canales	Principal
Elda Barrios	Asst. Principal
Monica Lara	CLL
Nora Cavazos	Rdg Coach
Jose Rios	PK Chair
Angel Seawell	K Chair
Priscila Cardenas	1 st Chair
Sonia Champion	2 nd Chair
Alma Rivera	3 rd Chair
Yurani Ramirez	4 th Chair
Wensislado Jimenez	5 th Chair
Focus Area 4: Family & Community Empowerment	
Name	Role
Judith Canales	Principal
Elda Barrios	Asst. Principal
Monica Lara	CLL
Nora Cavazos	Rdg Coach
Gloria Arismendi	Counselor
Jose Rios	PK Chair
Angel Seawell	K Chair
Priscila Cardenas	1 st Chair
Sonia Champion	2 nd Chair
Alma Rivera	3 rd Chair
Yurani Ramirez	4 th Chair
Wensislado Jimenez	5 th Chair
Elizabeth Palomo	Parent
Mario Rodriguez	Printees

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. Discipline Referrals
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
AMANDA GARZA-PENA EL (108909118) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY
* Confidential *



Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		88	B	0%
STAAR Performance	58	88		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	81	91	A	✓
Relative Performance (Eco Dis: 93.6%)		91	A	
Closing the Gaps	75	90	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

Academic Achievement in Reading/ Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% : Comparative Academic Growth

Postsecondary Readiness

Top 25% : Comparative Closing the Gaps

Identification of Schools Improvement

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	-	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	1	3	-	1
2025	-	3	-	-	-	-	-	3	3	3	-	2
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	0	-	-	-	-	-	3	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	4	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	3	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									3			

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

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

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

Student Achievement: 2026 STAAR Performance

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	230	230	71	-	531	
Approaches GL or Above	190	188	53	-	431	81%
Meets GL or Above	139	142	32	-	313	59%
Masters GL	85	83	14	-	182	34%
Total Percentage Points						174%
Component Score						58

Student Achievement: 2026 STAAR Performance

Data Table: Additional Student Groups

Additional Student 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
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	95%	100%	73%	77%	58%	*	81%	80%	100%	-	-	100%
At Meets GL Standard or Above	59%	57%	80%	97%	53%	59%	42%	*	59%	57%	60%	-	-	60%
At Masters GL Standard	34%	32%	58%	80%	33%	39%	23%	*	35%	29%	30%	-	-	30%
Number of Tests														
At Approaches GL Standard or Above	431	393	38	60	150	187	61	*	355	76	10	-	-	10
At Meets GL Standard or Above	313	281	32	58	109	144	44	*	259	54	6	-	-	6
At Masters GL Standard	182	159	23	48	67	95	24	*	154	28	3	-	-	3
Total Tests	531	491	40	60	206	243	106	*	436	95	10	-	-	10
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	83%	81%	100%	100%	73%	77%	53%	*	82%	83%	100%	-	-	100%
At Meets GL Standard or Above	60%	58%	94%	96%	52%	58%	37%	*	61%	57%	80%	-	-	80%
At Masters GL Standard	37%	34%	71%	88%	33%	41%	21%	*	38%	31%	20%	-	-	20%
Number of Tests														
At Approaches GL Standard or Above	190	173	17	26	68	82	23	*	155	35	5	-	-	5
At Meets GL Standard or Above	139	123	16	25	48	62	16	*	115	24	4	-	-	4
At Masters GL Standard	85	73	12	23	31	44	9	*	72	13	1	-	-	1
Total Tests	230	213	17	26	93	107	43	*	188	42	5	-	-	5
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	82%	80%	100%	100%	73%	77%	63%	*	82%	79%	100%	-	-	100%
At Meets GL Standard or Above	62%	60%	82%	100%	57%	62%	51%	*	63%	57%	40%	-	-	40%
At Masters GL Standard	36%	34%	59%	85%	35%	41%	28%	*	38%	26%	40%	-	-	40%
Number of Tests														
At Approaches GL Standard or Above	188	171	17	26	68	82	27	*	155	33	5	-	-	5
At Meets GL Standard or Above	142	128	14	26	53	66	22	*	118	24	2	-	-	2
At Masters GL Standard	83	73	10	22	33	44	12	*	72	11	2	-	-	2
Total Tests	230	213	17	26	93	107	43	*	188	42	5	-	-	5
Science														
Percent of Tests														
At Approaches GL Standard or Above	75%	75%	67%	100%	70%	79%	55%	-	75%	73%	-	-	-	-
At Meets GL Standard or Above	45%	46%	33%	88%	40%	55%	30%	-	43%	55%	-	-	-	-
At Masters GL Standard	20%	20%	17%	38%	15%	24%	15%	-	17%	36%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	53	49	4	8	14	23	11	-	45	8	-	-	-	-
At Meets GL Standard or Above	32	30	2	7	8	16	6	-	26	6	-	-	-	-
At Masters GL Standard	14	13	1	3	3	7	3	-	10	4	-	-	-	-
Total Tests	71	65	6	8	20	29	20	-	60	11	-	-	-	-

School Progress: Academic Growth

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	244.0	1	244.00
Accelerated Learning Points Earned	39	0.25	9.75
Sum of Annual Growth plus Accelerated Learning Points			253.75
Total Tests Evaluated			313
Academic Growth Score			81

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	58	0	0
Tests Earning 0.5 Points	22	0.5	11.0
Tests Earning 1 Point	233	1	233
Annual Growth Points Earned			244.0
Total Tests Evaluated			313
Annual Growth Score			78

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	41	0	0
Tests Earning 1 Point	39	1	39
Accelerated Learning Points Earned			39
Total Tests Evaluated			80
Accelerated Learning Score			49

School Progress: Relative Performance

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	93.6%	58	91
College, Career, and Military Readiness			
Relative Performance			91

Closing the Gaps

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		88	B	0%
STAAR Performance	58	88		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	81	91	A	✓
Relative Performance (Eco Dis: 93.6%)		91	A	
Closing the Gaps	75	90	A	30%

Closing the Gaps Continuation

[illegible]

Closing the Gaps Continuation

[illegible]

Comprehensive Needs Assessment

AREA LEADS:



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Garza-Peña 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, 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.

Challenges

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics and science.

- The Spec Ed Group in ELA/Reading at Meets Grade Level Standard or Above was at 37%.
- Student reading on level by third grade is an area that we as the district continue to work on and monitor. 53% of students in grades 3-5 scored 0-4 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The Highly Mobile Group in Mathematics at Meets Grade Level Standard was at 40%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.
- The All-Student Group in Science at Meets Grade Level Standard or Above was at 45%.
- Emergent Bilingual Student Group in Science at Meets Grade Level Standard or Above was at 40%.
- Special Education (Current) Student Group in Science at Meets Grade Level Standard or Above was at 30%.

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

By the end of the current academic year, student achievement will improve from an average score of 88 (a B grade) to 93, demonstrating a 5% increase. This improvement will be measured through standardized assessments and report card grades, supported by targeted interventions such as tutoring and curriculum adjustments to ensure the goal is achievable and relevant to our mission of raising academic standards.

OBJECTIVE 1: The percentage of all students that score meets grade level or above on STAAR combined Reading and Mathematics will increase from 59% in June 2026 to 64% by June 2027. (demonstrating a 5% increase)

Strategy 1: Weekly lesson internalization sessions will be organized and assigned to teachers to ensure consistent preparation

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Develop and Share a Weekly Schedule:**
Create a consistent calendar of internalization sessions and distribute it to all teachers at the beginning of each week.
- **Assign Roles and Materials in Advance:**
Ensure each teacher receives their assigned lesson plans and guiding materials at least 48 hours before the session to allow for adequate preparation.
- **Facilitate Collaborative Planning and Feedback:**
Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide space for peer feedback and refinement

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • Age of Learning: PK • TPRI/TEJAS LEE • CLILION

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

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Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Create a Walkthrough Schedule and Rotation Plan:**
Develop a weekly or bi-weekly calendar that ensures all instructional areas are observed regularly, with leadership team members rotating to provide diverse perspectives.
- **Use a Standardized Walkthrough Tool:**
Implement a consistent observation form aligned to curriculum expectations (e.g., lesson objectives, instructional strategies, student engagement) to collect meaningful data.
- **Debrief and Provide Timely Feedback:**
After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Calibration training for administration	• Walkthrough documents • Feedback forms	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic • IReady Diagnostic • Age of Learning: PK • TPRI/TEJAS LEE • CLI LION • Student Growth Measures

Goal Area 1: Effective Teaching and Learning

Strategy 3: Providing tiers 2 and 3 students with tutorials to enhance the learning and close the gaps.

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Use Data-Driven Grouping and Scheduling
- Schedule tutorials during built-in intervention blocks, before/after school, or during lunch to minimize disruption to core instruction.
- Train and Support Intervention Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • Lexia Core 5 • I-Ready • Lead4ward • Blended Learning • TPRI/TEJAS LEE • Florida Center for Reading Research	• Training Agenda • Collaborative Learning Community Meetings • Tutorial lesson plans • Attendance sheets	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 86% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**
Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.
- **Tiered Intervention Implementation:**
All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.
- **Ongoing Teacher Collaboration and Planning:**
Grade-level teams will engage in weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data; plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions on going • Saturday Academies	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 3 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

All students performing below grade level will receive Tier 2 or Tier 3 interventions through RTI (Response to Intervention) systems, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Grade-level teams will engage in weekly CLCs (Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and adjust learning strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Student trackers provided by the district.	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 32% to 47%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from **32% to 47%** by the end of the academic year, demonstrating a **15% increase** through targeted instruction, early interventions, and consistent progress monitoring.

Strategy 1: Small group implementation to target students

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- Implement Tiered Literacy Instruction Using Small Group Rotations:
Use diagnostic assessments to group students based on specific literacy skill gaps (phonemic awareness, letter recognition, etc.).
- Develop and Schedule Daily Small Group Rotations:
Plan engaging, skill-focused lessons aligned to Kinder Readiness standards.
- Monitor Progress and Document Growth:
Maintain a data tracker to record student performance and instructional focus.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Estrellita/Escalera • SSRW	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Early Interventions for At-Risk Students**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- Provide Targeted Early Interventions for At-Risk Students:
Use research-based intervention programs tailored to each student's area of need.
- Identify At-Risk Students Using Early Literacy Screeners:
Administer baseline assessments within the first 4 weeks of school.
- Monitor Progress and Adjust Interventions as Needed:
Conduct bi-weekly progress monitoring using quick, targeted assessments.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty • Beanstack	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Engage Families Through Literacy-Focused Home Learning**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- Host Monthly Family Literacy Nights:
Organize interactive workshops where families learn simple literacy strategies
- Distribute Literacy Take-Home Kits:
Send home monthly kits with age-appropriate books, literacy games, and routine charts for reading practice.
- Communicate Weekly Literacy Tips via Digital Platforms:
Use tools like ClassDojo or school newsletters to share weekly reading tips.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: Early Childhood

OBJECTIVE 2: By the end of the school year, **80% of early childhood students** will demonstrate growth in foundational reading fluency skills — including **letter naming, phonological awareness, and oral language expression** — as measured by developmentally appropriate assessments.

Strategy 1: Implement Daily Phonological Awareness Activities

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- Plan Weekly Skill Focus and Daily Mini-Lessons:
Use consistent routines (e.g., “sound of the day,” chant, or interactive chart) to reinforce repetition.
- Integrate Spiral Review into Daily Literacy Routines:
Use a skill progression chart to guide instruction and ensure students revisit and build on prior knowledge.
- Reinforce Skills Across Centers and Small Groups:
Design literacy centers and small group activities that match the weekly skill focus using hands-on materials (e.g., picture sorts, matching cards, letter tiles).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • IPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Build letter recognition and sound association through targeted instruction**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- 1) Conduct Ongoing Letter-Sound Assessments to Group Students by Skill Level:
Update data every 4–6 weeks to ensure instruction stays responsive to student growth.
- 2) Deliver Daily, Small Group or Individualized Letter-Sound Instruction:
Deliver Daily, Small Group or Individualized Letter-Sound Instruction
- 3) Reinforce Letter-Sound Connections Through Literacy Centers and Play:
Rotate activities weekly to align with current letter-sound focus while maintaining exposure to previously taught letters.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Increase Oral Language Opportunities Through Interactive Read-Alouds**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- 1) Develop oral language expression and vocabulary
Use open-ended questions to encourage student talk (e.g., “What do you think will happen next?”).
- 2) Plan and Conduct Daily Interactive Read-Alouds with Rich Vocabulary:
Use expression, gestures, and visual supports to model fluent oral language and support comprehension.
- 3) Extend the Read-Aloud with Retelling and Oral Storytelling Activities:
Provide opportunities for students to create their own oral stories or endings using pictures or storyboards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Lion/Leon • Curriculum • Frog Street • Mosaico • Magnetic • Progress Monitoring • iPads • Heggerty	• Lion/Leon Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

AREA LEADS:



GOAL AREA 2: Student Supports**Areas Reviewed:** Student Performance**Strengths**

Garza-Peña 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

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

- Low Masters-Level Performance
- Meets levels for SPED students are lower compared to other high focus groups:
 - 3rd Math: 29%
 - 3rd Reading: 0%
 - 4th Math 36%
 - 4th Reading 22%
 - 5th Math 44%
 - 5th Reading 33%
 - 5th Science 17%
- Low Science performance (45% Meets, 20% Masters, 40% EB, 30% SPED)

Goal Area 2: Student Supports**Annual Goal 2: School Progress**

By May 2027, Garza-Peña Elementary will increase overall student progress by improving performance among special populations.

OBJECTIVE 1: Implement targeted language acquisition for English Language Learners (ELs), aligned with TELPAS domains and best instructional practices.

Strategy 1: Use Sentence Stems & Frames to Support Academic Language

Timeline: September 2026 – May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Embed Stems in Daily Content Objectives & Tasks:
Display sentence stems alongside your learning objective or essential question.
- Use Partner or Group Talk with Scaffolded Prompts:
During collaborative activities (like Think-Pair-Share, CIF or group discussions), assign stems to guide student responses.
- Create a Classroom Language Wall or Toolkit:
Build an interactive display or provide student folders with categorized sentence stems (e.g., for compare/contrast, summarize, justify, analyze).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • TPRI/TEJAS LEE • LION/LEON

Goal Area 2: Student Supports

Strategy 2: Integrate Visuals and Realia with Vocabulary Instruction.

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Pre-Teach Vocabulary with Visual Supports:
Before introducing new content, select key academic vocabulary and pair each word with a **picture, diagram, or gesture**.
- Use Realia and Hands-On Materials During Instruction:
Bring in **real objects** or **manipulatives** related to your lesson (e.g., a thermometer for a science lesson on temperature or fruits/containers for math measurement).
- Create Visual Word Walls or Interactive Vocabulary Journals:
Develop a content-based word wall with images, definitions, and translations (if applicable), or have students maintain journals where they draw and describe vocabulary. Include sentence frames for each word (e.g., “A ____ is used to ____.”)

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • District adopted curriculum • Summit K12 to enhance 4 domains	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Usage reports weekly	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • TPRI/TEJAS LEE • LION/LEON

Goal Area 2: Student Supports**Strategy 3: Incorporate Structured Collaborative Conversations****Timeline:** September 2026– May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Establish and Teach Conversation Norms & Roles:
Explicitly teach discussion norms (e.g., taking turns, active listening, asking questions) and assign roles like Speaker, Listener, Questioner, or Recorder.)
- Use Sentence Stems and Conversation Prompts:
Provide students with sentence starters to guide academic discussion.
- Implement Consistent Routines like Think-Pair-Share or Socratic Circles:
Build collaborative talk into daily instruction with routines such as:
 - Think-Pair-Share: Students think individually, share with a partner, then with the group.
 - Socratic Circles: Structured peer-led discussions around a text or topic.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Fluency checks	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • TPRI/TEJAS LEE • LION/LEON

Goal Area 2: Student Supports

OBJECTIVE 2: Implement individualized intervention plans aligned to each student’s IEP, with quarterly data reviews to adjust instruction and ensure all Special Education students are on track to meet their interim academic growth targets.

Strategy 1: Use Progress Monitoring Tools Aligned to IEP Goals

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Select and Implement Appropriate Tools Based on Goal Type and Skill Area:
Choose reliable progress monitoring tools that directly align with each student’s IEP goals in areas like reading, math, or writing.
- Establish a Biweekly or Monthly Progress Monitoring Schedule:
Follow district schedule for administering short assessments or collecting data samples to help track growth trends, identify areas of concern early, and keep students on track toward their interim goals.
- Record and Analyze Data to Adjust Instruction as Needed
Document data in an organized system and review results regularly to inform instructional changes.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • TPRI/TEJAS LEE • LION/LEON

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026– May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Schedule Quarterly Meetings and Invite Key Stakeholders:
Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.
- Prepare and Share Student Data in Advance:
Compile progress monitoring data, IEP goal updates, and classroom performance records ahead of the meeting. Use a standardized template for consistency.
- Develop and Document Action Plans Based on Data:
During the meeting, identify students who are on track and those needing instructional adjustments. Create specific next steps and assign responsibilities. Instruction is adjusted in a timely, targeted way, and all team members understand their roles in supporting student growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • Reading By Design5 • TXRL • monitoring system • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • TPRI/TEJAS LEE • LION/LEON

Goal Area 2: Student Supports**Strategy 3:** Conduct Regular IEP-Driven Small Group or 1:1 Instruction**Timeline:** September 2026– May 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Create an Instructional Schedule Based on Student IEP Service Minutes:
Review each student's IEP to determine required service minutes, then build a weekly schedule that protects time for small groups or 1:1 instruction.
- Plan and Deliver Targeted Lessons Aligned to IEP Goals:
Design weekly lessons using research-based strategies and materials that directly address each student's specific academic goals (e.g., phonics for decoding, manipulatives for math)
- Track Student Participation and Progress After Each Session:
Use a simple log or digital form to document attendance, instructional focus, student response, and any adjustments made.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Reading By Design • SuccessEd program • professional development on tier 2/3 instructions	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic • TPRI/TEJAS LEE • LION/LEON

AREA LEADS:



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Garza-Peña 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

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

- Low Masters-Level Performance
- Meets levels for SPED students are lower compared to other high focus groups:
 - 3rd Math: 29%
 - 3rd Reading: 0%
 - 4th Math 36%
 - 4th Reading 22%
 - 5th Math 44%
 - 5th Reading 33%
 - 5th Science 17%

Goal Area 3: Leadership Growth

Annual Goal 1: All teachers will deliver high quality, engaging lesson maximizing at least 95% of the instruction

OBJECTIVE 1: By the end of each instructional week, 100% of teachers will submit weekly lesson plans that include clear learning objectives, differentiated activities, and aligned formative assessments, ensuring instructional time is purposeful and standards-based.

Strategy 1: Provide a Clear, Streamlined Lesson Plan Template

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Develop and share a consistent lesson plan template that includes required components: learning objectives, differentiation strategies, and formative assessments.
- Include embedded prompts/examples to guide teachers in completing each section effectively.
- Offer training at the beginning of the year and refresher sessions as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • district lesson plans templates • Google drive folders • technology tool to revise, create, and edit lesson plans	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • annotated lesson plans using technology	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports • progress and report cards	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 2: Implement a Weekly Planning Support System

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Establish dedicated **CLC (Collaborative Learning Community)** or common planning time for teams to collaborate on lesson planning. Provide diverse perspectives.
- Assign an **instructional coach or team leads** to review, support, and provide feedback before plans are submitted.
- Use these sessions to align on pacing, instructional strategies, and data-driven instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Annotated lesson plans using technology • Designated subject days to effectively plan • Modeled strategies with team lesson planning	• Walkthrough documents	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth**Strategy 3: Monitor and Provide Timely Feedback****Timeline:** September 2026– May 2027**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Create a system for **weekly review of submitted plans** using a simple rubric or checklist.
- Provide timely feedback (within 48 hours), highlighting strengths and suggesting improvements.
- Recognize and share exemplar lesson plans in team meetings or newsletters to build capacity and celebrate quality planning.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • District Curriculum • Pacing guide • Year- at- a- Glance, • Weekly Lessons • State and Local Data • I-Ready reports • Progress monitoring folder	• Training Agenda • Collaborative Learning Community Meetings	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

Goal Area 3: Leadership Growth

OBJECTIVE 2: Campus leaders will use an evaluation system to increase staff quality, recruitment and retention by May 2027.

Strategy 1: Use Evaluation Data to Drive Targeted Professional Development

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Analyze evaluation trends (e.g., T-TESS domains) to identify common areas of growth across staff.
- Create personalized professional development plans aligned to evaluation feedback.
- Offer coaching cycles, model lessons, and peer observations tied to growth areas.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • campus instructional rounds	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • peer to peer observations	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 3: Leadership Growth**Strategy 2: Integrate Evaluation Insights into Recruitment and Hiring****Timeline:** September 2026– May 2027**Title I School Components:** Title I - IV, State Bilingual Funds, State Comp.**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- Use evaluation system data to identify traits and competencies of high-performing teachers.
- Design interview protocols that assess those same competencies.
- Involve high-performing teachers in the recruitment process to attract quality candidates and build leadership.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • TIA designated teachers • On going professional development	• Walkthrough documents • peer to peer observations • summative evaluations	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BM's] • STAAR/TELPAS • Results Driven Accountability • IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2026– May 2027

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

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- Celebrate evaluation growth and excellence through recognition (e.g., shout-outs, awards, leadership opportunities).
- Offer leadership roles or stipends based on evaluation performance (e.g., mentor teacher, PLC lead).
- Conduct mid-year check-ins to discuss evaluation progress and career development goals.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training Material/Agenda • TIA designated teachers • Banners for recognition for classrooms • Year- at- a- Glance, • Weekly Lessons • District wide contest • TEEMS platform for evaluations • I-Ready reports	• Training Agenda • Collaborative Learning Community Meetings • shout out wall	• BM1 and BM2 scores show increases in student achievement and student performance growth • Increase level of performance in STAAR/EOC	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability • I-Ready

AREA LEADS:



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

Garza-Peña 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

The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.

- Low Masters-Level Performance
- Meets levels for SPED students are lower compared to other high focus groups:
 - 3rd Math: 29%
 - 3rd Reading: 0%
 - 4th Math 36%
 - 4th Reading 22%
 - 5th Math 44%
 - 5th Reading 33%
 - 5th Science 17%

Goal Area 4: Family Community

Annual Goal 1: Family involvement and interaction with their child’s school will increase by 30%.

OBJECTIVE 1: Use events as consistent touchpoints to bring families into the school environment, foster trust, build relationships, and promote student success.

Strategy 1: Create predictable, themed monthly events that foster ongoing engagement and a sense of community.

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Design a monthly calendar:
Create a consistent calendar of events sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Cafe, Curriculum Night)
- Monthly Counselor Parent Café/Curriculum Nights/Counselor Newsletter
- Collaboration with Staff and Community Partners:
Form a planning team that includes teachers, administrators, and community members to coordinate event logistics and content.
- Promote Events and Encourage Participation:
Send consistent reminders before each event using multilingual communication and offer incentives such as student performances, light refreshments, or raffles to increase attendance.
- Facebook posts and videos highlighting events and offering invitations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Offer mini workshops for parents on topics like supporting homework and understanding the school curriculum, fostering collaboration and enhancing academic support at home.

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Identify Key Workshop Topics Through Family Input:
Distribute a short survey to families to determine interest in topics such as homework help, literacy strategies, math concepts, and using educational technology and use it to prioritize and schedule relevant workshops throughout the year.
- Schedule and Promote Monthly Parent Workshops:
Host monthly mini workshops led by teachers, instructional coaches, counselors, or guest experts offered in multiple languages.
- Send Home Resources for Continued Support:
After each workshop, provide simple take-home tools such as: Book lists by grade level, Math games using household items and Visual guides for helping with homework
- Utilize monthly counselor Café workshops

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3: Fostering family cultures: Use these events to strengthen relationships across diverse family groups and highlight students' involvement through music, art or storytelling.

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Plan Culturally Inclusive Events That Reflect the School Community:
Host family-centered celebrations such as a **Fall Festival**, **Posada**, **Annual Lunada** and **Christmas Program**, incorporating traditions, food, and customs from the school's diverse cultures.
- Showcase Student Talent and Cultural Expression:
Integrate student-led performances into each event and display art projects that reflect family traditions.
- Create Opportunities for Family Participation and Leadership:
Form a Family Culture Committee to help plan, organize, and lead events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By the end of the 2026–2027 school year, the campus will **increase and maintain an average daily student attendance rate of 95% or higher**, supported by **targeted family outreach, community partnerships, and student engagement strategies**, to enhance academic performance, social-emotional growth, and overall school success.

Strategy 1: Increase and maintain **student attendance at 95% or higher** by the end of the school year to support academic achievement, student engagement, and social-emotional development, through **collaborative efforts with families and the community**.

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Launch a Family & Community Attendance Awareness Campaign
- Host parent information sessions, send monthly newsletters to promote the importance of daily attendance
- Host Super Kodiak Parade every 6 weeks
- Host local restaurant incentives for attendance and academic celebrations
- Implement an Early Intervention & Support System

Monitor attendance weekly to identify students falling below 95% and engage families early through phone calls, conferences, and home visits to identify barriers and provide resources or referrals.

- Celebrate and Recognize Attendance Milestones

Acknowledge students and classrooms with high attendance through school announcements, certificates, school-sponsored incentives, and family-inclusive events like “Attendance Celebrations.”

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Establish consistent and meaningful partnerships with families and community organizations to **promote the value of daily attendance**, address barriers to attendance, and create a shared responsibility for student success.

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Family Nights:
Host family nights focus on building attendance habits and routines to increase awareness of how attendance impacts academic achievement.
- Communication Plan:
Include attendance updates and tips in monthly newsletters, social media, texts, phone calls to keep parents informed and engaged.
- Attendance Ambassadors program:
This program will include staff, families, and community volunteers who help reach out to families of students with frequent absences.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026– May 2027

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

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Attendance Data Tracking:
Implement attendance improvement plans for chronically absent students, including goal setting and progress monitoring.
- Weekly data:
Review attendance data weekly to flag students below 95%.
- Intervention Plans:
Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

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.

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?	Garza-Peña Elementary is committed to our vision: The vision of Garza-Peña Elementary is to provide an education that will ensure successful learning for students. The Garza-Peña students will be responsible individuals that will show respect and concern for one another. The teachers and staff will provide a quality instructional program implementing successful strategies and demonstrating leadership. The parents and community will be actively involved to ensure student success and responsibility. A positive school environment will contribute to every students' success at Garza-Peña Elementary. As a member of the PSJA Family, we are committed to providing every student with a high-quality education that meets their individual needs. We believe that strong partnerships among the school, families, and the community are essential to student success. 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, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
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) • 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 provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. 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. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. 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 a committee of parents, parent educators, and administrators 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 engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers 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) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Adult Literacy Courses for Parents (GED, English as a Second Language, Computer and Citizenship) (September 2026-May 2027) • High Skill Courses for Parents (Welding, Forklift, Phlebotomy, CPR, HVAC, Substitute Course, Etc.) • Cultural Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026) • School Health Advisory Meetings (November 2026, March 2027, May 2027) • Special Education Parent Conference (September 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026) • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2027) • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026)
Curriculum	Garza-Peña Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Beanstack

	• Vocaroo • McGraw Hill • I-Ready • Blended Learning • Bluebonnet			
Forms of Academic Assessments	Garza-Peña Elementary All students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
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 Garza-Peña 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	Garza-Peña Elementary values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Garza-Peña Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Garza-Peña 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 differentiation to support the growth of every student. Establish a consistent routine for homework, reading,	Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child’s learning through ongoing dialogue,	Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: The PSJA District Website, Parent Website, and Campus

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	studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. 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,	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.	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.	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
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Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the 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?	Primaria Garza-Peña está comprometida con nuestra visión: La visión de la Escuela Primaria Garza-Peña es brindar una educación que garantice un aprendizaje exitoso para los estudiantes. Los estudiantes de Garza-Peña serán personas responsables que demostrarán respeto y consideración los unos por los otros. Los maestros y el personal brindarán un programa de instrucción de calidad, implementando estrategias exitosas y demostrando liderazgo. Los padres de familia y la comunidad estarán activamente involucrados para garantizar el éxito y la responsabilidad de los estudiantes. Un ambiente escolar positivo contribuirá al éxito de cada estudiante en la Escuela Primaria Garza-Peña. Como parte de la familia de PSJA, nos esforzamos por brindar una educación de alta calidad, adaptada a las necesidades individuales de cada estudiante, mediante el desarrollo y fortalecimiento de relaciones positivas con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a las escuelas con un alto porcentaje de estudiantes en situación de desventaja económica. Estos fondos permiten que nuestra escuela cumpla con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos, al mismo tiempo que fortalece la participación de las familias para apoyar el éxito académico de todos los estudiantes.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
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 llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).

Entrenamientos/ Actividades Para Familias	Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2026 y marzo de 2027). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2026 a mayo de 2027). • Cursos de alfabetización para adultos, incluyendo: ○ GED ○ Inglés como Segundo Idioma (ESL) ○ Computación ○ Ciudadanía (septiembre de 2026 a mayo de 2027). • Cursos de capacitación laboral para padres, como: ○ Soldadura ○ Montacargas ○ Flebotomía ○ RCP (CPR) ○ HVAC ○ Curso para Sustitutos ○ Entre otros. • Noche Cultural Familiar (septiembre de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026). • Día Nacional de la Participación de los Padres (noviembre de 2026). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2026, marzo de 2027 y mayo de 2027). • Conferencia para Padres de Educación Especial (septiembre de 2026). • Cafecitos con los Consejeros Escolares (septiembre de 2026 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2026, y marzo de 2027). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar la Política del Plantel (noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). • Reuniones sobre Asistencia Escolar (octubre de 2026).
Currículo	Primaria Garza-Peña utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como

	el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Summit K-12 Science • Beanstack • Vocaroo • McGraw Hill • I-Ready • Blended Learning • Bluebonnet
Formas de Evaluación Académica	Primaria Garza-Peña Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
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/staar/staarperformance-standards Primaria Garza-Peña da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. Primaria Garza-Peña valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.
Apoyo Adicional para los Padres y las Familias	Primaria Garza-Peña 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 guardián	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, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	- 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.

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.