



Campus Improvement Plan

Graciela Garcia Elementary 2026-2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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MISSION STATEMENT

Graciela Garcia Elementary, in partnership with families and our community, is committed to educating the whole child through a meaningful, rigorous, and inclusive learning environment that inspires academic excellence, celebrates multiculturalism, and nurtures international-mindedness. We empower caring, compassionate, and service-minded lifelong learners to embrace all perspectives, think critically, act with purpose, and make a positive difference in their community and the world.

VISION STATEMENT

Graciela Garcia Elementary School envisions a vibrant learning community where students, families, educators, and community partners actively engage in meaningful learning and shared growth. We envision learners who are empowered to be curious, creative, independent, and collaborative thinkers who inquire, explore, question, and take ownership of their learning. Through innovative and rigorous instruction, we nurture students' intellectual, social, emotional, and cultural growth, inspiring them to think deeply, embrace diverse perspectives, and apply their learning to make a positive difference in their community and the world.

Strategic Direction



Campus Executive Summary

Demographics:

Pharr-San Juan-Alamo ISD serves students from three different cities, who come from similar backgrounds and way of life.

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

	Male	Female	SPED	LEP	Mig	ECD	GT	At Risk
Count	183	205	69	275	8	375	26	354
Percent	47.16%	52.84%	17.78%	70.88%	2.06%	96.65%	6.70%	91.24%

With the district's proximity to Mexico, 70.88% of Garcia'

Comprehensive Needs Assessment:

Graciela Garcia has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at 93. In Domain II, School Progress (91), Academic Growth (93), and Relative Performance (92), with an Eco Dis at 98%. And last, in Domain III, Closing the Gaps, Garcia scored a 92.

The overall 2026 Accountability Rating for Graciela Garcia was a score of 93. In grades 3-5, all tested STAAR subjects, 386 tests were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Graciela Garcia offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified elementary teachers. All teachers on staff who serve emergent bilinguals possess Dual/ESL certifications; a growing number have completed master's degrees or are currently working on master's degrees.

Students attending Graciela Garcia all participate in the two-way dual language program, the IB PYP (International Baccalaureate Primary Years Programme), and can participate in UIL-sponsored organizations, Fine Arts, and Athletics as well as many other extracurricular opportunities.

In addition, students in need of additional after-school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

Graciela Garcia is a high-performing elementary school with a tradition of excellence focused on educating the whole child. The campus has earned an A rating for the past five years and has received all available state accountability distinctions. Garcia has also achieved the highest TELPAS growth rate among emergent bilinguals in the district at 66% and maintains a 94% attendance rate. Building on this success, Garcia will strive to achieve a 95 A rating across all STAAR domains, increase Special Education achievement to 63% Meets in Reading and 65% Meets in Math, and meet all federal long-range targets. Additionally, the campus will target 75% composite linguistic growth among emergent bilinguals on TELPAS and increase attendance to 98% to earn the state attendance distinction.

Graciela Garcia Educational Improvement Committee Members

Focus Area One: Effective Teaching and Learning	
Name	Role
Dr. Jennifer Burden	Principal
Rene Trevino	Assistant Principal
Debbie Lopez	Counselor
Maria Sinapuelas	IB Coordinator
Esmeralda Chavez	CLL
Maureen Ibarra	Reading Interventionist
Rosio Garcia	Parent
Larissa Flores	Parent
Jessie Garcia	Business Owner

Focus Area Two: Student Supports	
Name	Role
Dr. Jennifer Burden	Principal
Rene Trevino	Assistant Principal
Debbie Lopez	Counselor
Maria Sinapuelas	IB Coordinator
Alejandro Sanchez	Special Education Teacher
Esmeralda Chavez	CLL
Maureen Ibarra	Reading Interventionist
Rosio Garcia	Parent
Larissa Flores	Parent
Jessie Garcia	Business Owner

Focus Area Three: Leadership Growth	
Name	Role
Dr. Jennifer Burden	Principal
Rene Trevino	Assistant Principal
Debbie Lopez	Counselor
Maria Sinapuelas	IB Coordinator
Alejandro Sanchez	Special Education Teacher
Esmeralda Chavez	CLL
Maureen Ibarra	Reading Interventionist
Rosio Garcia	Parent
Larissa Flores	Parent
Jessie Garcia	Business Owner

Focus Area Four: Family And Community Empowerment	
Name	Role
Dr. Jennifer Burden	Principal
Rene Trevino	Assistant Principal
Debbie Lopez	Counselor
Maria Sinapuelas	IB Coordinator
Claudia Cavazos	Parent Educator
Esmeralda Chavez	CLL
Maureen Ibarra	Reading Interventionist
Rosio Garcia	Parent
Larissa Flores	Parent
Jessie Garcia	Business Owner

Data Sources Reviewed

1. 2024-2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2025 TELPAS Performance
6. 2026 TELPAS Performance
7. 2025 STAAR Performance special pops at federal target
8. 2026 STAAR Performance special pops at federal target
9. 2026 Kindergarten Readiness
10. RTI/504 referrals
11. PEIMS demographics
12. T-TESS Evaluation/Teacher Incentive Allotment & walkthrough data
13. Teacher Certifications
14. Technology Inventories
15. District/Campus Climate Survey

16. Professional development plan

17. Parental Involvement Data

Campus Overall Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		93	A	
Student Achievement		91	A	0%
STAAR Performance	62	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		93	A	70%
Academic Growth	86	93	A	✓
Relative Performance (Eco Dis: 96.9%)		92	A	
Closing the Gaps	78	92	A	30%

Identification of Schools for Improvement

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

Distinction Designations



Retrieved on 8/12/2026, from <https://rptsvr1.tea.texas.gov/>

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	85%	85%	100%	100%	85%	86%	62%	100%	89%	73%	79%	-	100%	75%
At Meets GL Standard or Above	64%	63%	100%	100%	61%	64%	39%	100%	67%	54%	71%	-	100%	67%
At Masters GL Standard	36%	35%	90%	94%	33%	35%	15%	33%	41%	22%	36%	-	0%	42%
Number of Tests														
At Approaches GL Standard or Above	324	314	10	35	212	245	58	3	263	61	11	-	2	9
At Meets GL Standard or Above	244	234	10	35	152	182	36	3	199	45	10	-	2	8
At Masters GL Standard	138	129	9	33	82	99	14	1	120	18	5	-	0	5
Total Tests	379	369	10	35	250	284	93	3	296	83	14	-	2	12
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	87%	86%	100%	100%	87%	88%	62%	100%	91%	71%	86%	-	100%	83%
At Meets GL Standard or Above	66%	65%	100%	100%	63%	67%	36%	100%	68%	60%	71%	-	100%	67%
At Masters GL Standard	39%	38%	80%	100%	35%	39%	10%	100%	44%	23%	14%	-	0%	17%
Number of Tests														
At Approaches GL Standard or Above	139	134	5	15	93	106	24	1	114	25	6	-	1	5
At Meets GL Standard or Above	106	101	5	15	67	80	14	1	85	21	5	-	1	4
At Masters GL Standard	63	59	4	15	37	47	4	1	55	8	1	-	0	1
Total Tests	160	155	5	15	107	120	39	1	125	35	7	-	1	6
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	86%	85%	100%	100%	86%	88%	67%	100%	89%	74%	71%	-	100%	67%
At Meets GL Standard or Above	64%	63%	100%	100%	62%	64%	44%	100%	70%	46%	71%	-	100%	67%
At Masters GL Standard	36%	34%	100%	87%	34%	34%	23%	0%	40%	23%	57%	-	0%	67%
Number of Tests														
At Approaches GL Standard or Above	137	132	5	15	92	105	26	1	111	26	5	-	1	4
At Meets GL Standard or Above	103	98	5	15	66	77	17	1	87	16	5	-	1	4
At Masters GL Standard	58	53	5	13	36	41	9	0	50	8	4	-	0	4
Total Tests	160	155	5	15	107	120	39	1	125	35	7	-	1	6

5th Grade Science

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	
Percent of Tests															
At Approaches GL Standard or Above	81%	81%	-	100%	75%	77%	53%	100%	83%	77%	-	-	-	-	
At Meets GL Standard or Above	59%	59%	-	100%	53%	57%	33%	100%	59%	62%	-	-	-	-	
At Masters GL Standard	29%	29%	-	100%	25%	25%	7%	0%	33%	15%	-	-	-	-	
Number of Tests															
At Approaches GL Standard or Above	48	48	-	5	27	34	8	1	38	10	-	-	-	-	
At Meets GL Standard or Above	35	35	-	5	19	25	5	1	27	8	-	-	-	-	
At Masters GL Standard	17	17	-	5	9	11	1	0	15	2	-	-	-	-	
Total Tests	59	59	-	5	36	44	15	1	46	13	-	-	-	-	

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	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	3
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									4			

Student Achievement: 2026 STAAR Performance

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	160	160	59	-	379	
Approaches GL or Above	139	137	48	-	324	85%
Meets GL or Above	106	103	35	-	244	64%
Masters GL	63	58	17	-	138	36%
Total Percentage Points						185%
Component Score						62

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	199.0	1	199.00
Accelerated Learning Points Earned	27	0.25	6.75
Sum of Annual Growth plus Accelerated Learning Points			205.75
Total Tests Evaluated			238
Academic Growth Score			86

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	32	0	0
Tests Earning 0.5 Points	14	0.5	7.0
Tests Earning 1 Point	192	1	192
Annual Growth Points Earned			199.0
Total Tests Evaluated			238
Annual Growth Score			84

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	19	0	0
Tests Earning 1 Point	27	1	27
Accelerated Learning Points Earned			27
Total Tests Evaluated			46
Accelerated Learning Score			59

School Progress: Relative Performance

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	96.9%	62	92
College, Career, and Military Readiness			
Relative Performance			92

School Progress: Closing Gaps

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

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile +	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	66%	65%	100%	100%	63%	67%	36%	100%	68%	60%	71%	-	100%	67%
2026 # at Meets GL Standard or Above	106	101	5	15	67	80	14	1	85	21	5	-	1	4
2026 Total Tests (Adjusted)	160	155	5	15	107	120	39	1	125	35	7	-	1	6
2025 % at Meets GL Standard or Above	58%	57%	--	--	57%	57%	29%	--	62%	51%	--	-	-	50%
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 % at Meets GL Standard or Above	64%	63%	100%	100%	62%	64%	44%	100%	70%	46%	71%	-	100%	67%
2026 # at Meets GL Standard or Above	103	98	5	15	66	77	17	1	87	16	5	-	1	4
2026 Total Tests (Adjusted)	160	155	5	15	107	120	39	1	125	35	7	-	1	6
2025 % at Meets GL Standard or Above	53%	52%	--	--	51%	53%	32%	--	56%	47%	--	-	-	100%
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	84%	83%	100%	100%	83%	84%	56%	100%	86%	79%	100%	-	100%	100%
2026 Growth Points	100.00	96.00	4.00	10.00	64.00	76.00	15.75	1.00	78.00	22.00	3.00	-	1.00	2.00
2026 Total Tests	119	115	4	10	77	90	28	1	91	28	3	-	1	2

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile +	Foster	Homeless	Migrant
2025 Academic Growth Score	83%	83%	--	--	85%	85%	76%	--	82%	83%	--	-	-	100%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	89%	88%	100%	80%	90%	88%	78%	100%	92%	79%	100%	-	100%	100%
2026 Growth Points	105.75	101.75	4.00	8.00	69.25	79.25	21.75	1.00	83.75	22.00	3.00	-	1.00	2.00
2026 Total Tests	119	115	4	10	77	90	28	1	91	28	3	-	1	2
2025 Academic Growth Score	76%	76%	--	--	75%	76%	76%	--	73%	81%	--	-	-	100%
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					67%									
2026 TELPAS Progress					111									
2026 TELPAS Total					165									
2025 TELPAS Progress Rate					57%									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile +	Foster	Homeless	Migrant
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	62	61	97	98	60	62	39	78	66	50	62	-	67	61
2026 % at Approaches GL Standard or Above	85%	85%	100%	100%	85%	86%	62%	100%	89%	73%	79%	-	100%	75%
2026 % at Meets GL Standard or Above	64%	63%	100%	100%	61%	64%	39%	100%	67%	54%	71%	-	100%	67%
2026 % at Masters GL Standard	36%	35%	90%	94%	33%	35%	15%	33%	41%	22%	36%	-	0%	42%
2026 Total Tests	379	369	10	35	250	284	93	3	296	83	14	-	2	12
2025 STAAR Component Score	54	54	--	94	53	54	32	--	56	49	--	-	-	73
School Quality (College, Career, and Military Readiness Performance)														
2026 Target	63%	56%	n/a	n/a	n/a	51%	64%	45%	67%	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	73%	66%	n/a	n/a	n/a	61%	74%	55%	76%	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	93%	86%	n/a	n/a	n/a	81%	94%	75%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement														
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2025 Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation 2025-26														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%
# Participants	167	161	6	16	112	125	39	2	128	39	7	-	1	6
Total Students	167	161	6	16	112	125	39	2	128	39	7	-	1	6
Mathematics														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%
# Participants	167	161	6	16	112	125	39	2	128	39	7	-	1	6
Total Students	167	161	6	16	112	125	39	2	128	39	7	-	1	6

Comprehensive Needs Assessment

Area Leads



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

Graciela Garcia provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district develops and adjusts the curriculum after analyzing district content-based assessments and benchmark data. 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.

STRENGTHS:

- Curricula 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 curriculum 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 2025 STAAR Performance results indicate academic gaps in mathematics.

CHALLENGES

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 66%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 66%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 63%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 36%.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 64%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 64%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 62%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.

Goal Area 1: Effective Teaching and Learning Garcia Elementary

Annual Goal 1: By the end of the current year, students' achievement will improve from a 91 (A) to a 97 (A) demonstration a 6% 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 who score at grade level or above on STAAR combined Reading and Mathematics will increase from 66% in Reading to 70% and 64% in Math to 70% by June 2027.

Strategy 1: Curriculum writing initiatives with in-person learning for Reading Language Arts RLA and Math, based on needs assessment using data and trends, will be executed.

Timeline: September 2026-May 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, Principal, Assistant Principal, CLL, Reading Coach, and Content Teachers

Action Steps:

- 1) Conduct ongoing walkthroughs, intervisitation, and coaching opportunities to ensure curriculum implementation meets interim assessment data goals(benchmarks, common assessments).
- 2) Conduct ongoing professional development sessions on best practices in implementing the newly written curriculum, focusing on differentiation, lesson planning, and using formative data to guide instruction through weekly CLCs.
- 3)Meet with students and parents to review performance and goals after each assessment.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•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 •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization CLC agendas - Student goal sheets	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BM's] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •I Ready Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: District and 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: Asst. Supt. For Academics, Executive Officers, Program Directors/Coordinators, Principals, Content Teachers, CLL

Action Steps:

- 1) Create a walkthrough schedule that aligns with all PD and trend data that is supported in the CLCs
- 2) Provide a consistent structure for walkthrough feedback that is actionable and aligned to the guaranteed and viable curriculum.
- 3) Hold structured debriefs with grade-level teams to review trends, provide targeted feedback, and set action steps for improving curriculum delivery

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Walk-through documents •Pacing Guides •Curriculum •Instructional Rounds Documentation •Coordinator/Direct or Feedback Forms •Lesson Plans - Regular calibration training for administration. •PSJA LIFE (Literacy Impact for Excellence) •I-Ready	•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 •I Ready Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 3: Ongoing support for the implementation of the RLA and Math curriculum through CLCs with targeted tutorials and supports for Tier 2 and 3 students to enhance learning and close the gaps.

Timeline: September 2026 - May 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLL

Action Steps:

- 1) Increased training opportunities for teachers that include conferences and Region One
- 2) Work with counselor and strategists to ensure the needs of special populations are met
- 3) Ensure special education students and parents are served through regular meetings and support.

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 • Power Up • I-Ready - Lead4ward Training	• 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

Strategy 4: Ongoing support for the implementation/ integration of technology into the curriculum

Timeline: September 2026 - May 2027

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

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Principals, Program Directors/Coordinators/Strategists, CLLs

Action Steps:

- 1.) Campus computer labs: Students will work in the computer lab at least 4 times a week for 30-45 minutes
- 2.) Programs will be used asynchronously during virtual teaching and learning
- 3.) Three-year computer hardware replacement for all campus computer labs which are using computer assisted instruction.

Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
I Ready, Summit K12 Age of Learning Footsteps2Brilliance	September 2026 - August 2027	Computer Lab Schedules Usage reports.	Increased scores on technology benchmarks and state tests. Increase in student achievement	BOY, MOY, & EOY Assessments and State Assessments, Reports , Walk-throughs

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 80% 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 ongoing • Saturday Academies • Sci Tech program to enhance vocabulary of content	• 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's] • 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 weekly 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 [BMs] • 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 make adjustments to 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 52.6% to 60%.

OBJECTIVE 1: Increase the percentage of Early Literacy students scoring **below Kinder Readiness** from **52.6% to 60%** by the end of the academic year, demonstrating a **7.4% 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	• 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	• 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: Names



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

Graciela Garcia provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district develops and adjusts the curriculum after analyzing district content-based assessments and benchmark data. 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. 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:

STRENGTHS

- Curricula 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 curriculum 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. Although Garcia has shown significant gains in literacy development across the population, there is a continued effort to ensure that gaps are closed for all students. Additionally, the 2025 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students have improved but still have not met long-range federal targets in all areas.
- Low Masters-Level Performance
- Master's levels for SPED students are consistently in single digits in 2026, suggesting a need for urgent Tier 2 and Tier 3 interventions.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 64%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 64%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 62%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level was 44%

Goal Area 2: Student Supports

Annual Goal 2: School Progress

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

OBJECTIVE 1: Implement targeted language acquisition for English 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 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 [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

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 • SciTech program • Technology usage 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

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:

- o Think-Pair-Share: Students think individually, share with a partner, then with the group.
- o 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 [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

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

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 • LexiaCore5 • 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

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 • LexiaCore • 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

AREA LEADS:



GOAL AREA 3: Leadership Growth

Areas Reviewed: Student Performance

Strengths

Graciela Garcia 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. Additionally,

the 2025 STAAR Performance results indicate academic gaps in mathematics.

- Both SPED and EB students show moderate gains in performance from 2023 to 2025 across Approaches, Meets, and Masters levels.
- Masters levels for SPED students are consistently in single digits, suggesting a need for urgent Tier 2 and Tier 3 interventions.

Professional development for teaching writing must be provided at all grade levels.

- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 66%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 66%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 63%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.

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 [BM's] • 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 2025 – May 2026

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	•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	• 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 2026.

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 [BMs] •STAAR/TELPAS •Results Driven Accountability •IReady Diagnostic

Goal Area 3: Leadership Growth

Strategy 3: Recognize and Reward High Performance to Boost Retention

Timeline: September 2025 – May 2026

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

Graciela Garcia provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district develops and adjusts the curriculum after analyzing district content-based assessments and benchmark data. The Curriculum & Instruction Department leads the development and adjustment of the district curriculum 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:

- Curricula 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 curriculum 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, especially for special education students.

- Both SPED and EB students showed moderate gains in performance from 2023 to 2025 across Approaches, Meets, and Masters levels.
 - Low Masters-Level Performance, suggesting a need for urgent Tier 2 and Tier 3 interventions.
- Professional development for teaching writing must be provided at all grade levels.

- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 66%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 66%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 63%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 44%.

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 and sessions and distribute it to all parents at the beginning of each month. (e.g., Literacy Night, Telpas Night, Curriculum Night)
- **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.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters • Campus-based weekly SMORE newsletters	• 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

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Content Teacher • Community Recruiters Campus-based weekly SMORE newsletters	• 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**, and **Christmas Play**, 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 Campus-based SMORE newsletter	• 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.

- **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 • Classroom banners • 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 • Classroom banners • 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 • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

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. Schoolwide 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 schoolwide 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, pupil 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 literacy 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 Staterun preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

ADDENDUM

2026-2027 Parent & Family Engagement (PFE) Program

What is it?	Graciela Garcia Elementary School is committed to our vision: every student at Graciela Garcia Elementary School is prepared to participate, compete, and excel in a global society, thus promoting multigenerational prosperity. As a PSJA family, we strive to provide high-quality, individualized education for each student through the development and maintenance of relationships with families and the community. The state Title I, Part A program provides funds to schools with high populations of low-income students; 97.9% of all students at Graciela Garcia Elementary School are coded as socioeconomically disadvantaged. This allows us to meet the expectations required 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 support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan.

	It is essential that parent educators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. • Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs • Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).
Family Trainings/Activities	Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events 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) • High Skill Course for Parents (Harvard Law) • Grandparent's Day (August 2026) • 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) *PFE • Campus Plan Feedback Meetings (April 2027) • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Understanding Assessment Meetings (January 2027) • Mother's Day (May 2027)
Curriculum	Graciela Garcia Elementary utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Lead4ward • SAVVAS • I-Ready • Mosaic Magnetic • Estrellita • Edusmart Science • Summit K-12 • Carnegie • AVID XL • Beanstack • Vocaroo • McGraw Hill • Bluebonnet • Blended Learning • District-created Curriculum • Footsteps2Brilliance • Mosaic • Age of Learning
Forms of Academic Assessments	Graciela Garcia Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by the TEKS Resource System, which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. 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/taar/taarperformance-standards Graciela Garcia Elementary tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Graciela Garcia Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parental Support	Graciela Garcia 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. • 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	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child’s learning through ongoing dialogue, homework assistance, and active listening. • Attend parent meetings where educational and extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	• Be open to new ideas and learn from others. • Attend school daily and be punctual. • Behave responsibly and follow all school rules. • Always strive to improve academically and personally. • Work collaboratively with others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	To maintain strong home–school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website, Parent Website, and Campus Websites • Parent–Teacher conferences and phone calls • Monthly parent meetings, trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks

	variety of relevant topics: Assessments, Technology Resources, Sustainability, College Academies, etc.			
<i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i> This policy is also available in Spanish. (Esta política también está disponible en español.)				

Póliza de Participación Escuela, Padres y Familia Ciclo Escolar 2026-2027	
¿Qué es?	La Escuela Primaria Graciela Garcia está comprometida con nuestra visión: cada estudiante de la Escuela Primaria Graciela Garcia, está preparado para participar, competir y sobresalir en una sociedad global, fomentando así la prosperidad multigeneracional. Como familia de PSJA, nos esforzamos en proporcionar una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y el mantenimiento de relaciones con las familias y la comunidad. El programa estatal de Título I, Parte A proporciona fondos a escuelas con alta población de estudiantes bajos recursos, el 97.9% de todos los estudiantes de la Escuela Primaria Graciela Garcia están codificados como socio-económicamente en desventaja. Esto nos permite cumplir con las expectativas que nos requiere la Agencia de Educación del Estado de Texas y el Departamento de Educación de los Estados Unidos.
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 del Título I, los campus realizan reuniones familiares sobre una variedad de temas que apoyan, informan y empoderan a las familias al proporcionar información valiosa y aumentar la conciencia sobre cuestiones que fortalecen la conexión hogar-escuela. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que se comparta información esencial y que los padres se sientan valorados como socios en la educación de su hijo. Las reuniones de padres se llevan a cabo mensualmente. En agosto, el personal del campus se reúne con educadores de padres y voluntarios para

	padres para discutir la importancia de la unidad familiar y revisar los requisitos del Título I. Durante este tiempo, los maestros y el personal reciben formación sobre el valor y la utilidad de las contribuciones de los padres y la familia, y sobre cómo comunicarse, interactuar y colaborar de manera efectiva con las familias como socios iguales. En septiembre, cada campus debe realizar dos reuniones del Título I en diferentes días y horarios. Los educadores de padres planifican y dirigen estas sesiones, revisando todos los componentes del Título I con los padres. En el semestre de primavera, los padres se reúnen para proporcionar comentarios sobre la Política de Participación de Padres y Familias del Campus. Además de esta política, también se realizan reuniones a lo largo del año para revisar y actualizar el Compromiso Escuela–Padre y el Plan de Mejora del Campus. Es esencial que los educadores de padres planifiquen, desarrollen, evalúen y revisen la documentación del Título I de manera consistente a lo largo del año para garantizar el cumplimiento y una participación significativa de las familias.
¿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 la escuela y la familia	Las capacitaciones familiares son oportunidades para que los miembros de la familia aprendan nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. La participación en estas capacitaciones y en eventos escolares permite a las familias apoyar el aprendizaje de sus hijos en casa, fortalecer las relaciones con la comunidad escolar y convertirse en socios activos en el éxito académico y social de sus hijos.

	- Noche de Conocer al Maestro/Jornada de Puertas Abiertas en los Campus de Primaria y Secundaria (agosto de 2026 y marzo de 2027) - Reuniones de Padres y Maestros (Todos los Niveles de Grado - agosto 2026 - mayo 2027) - Curso de Alta Habilidad para Padres (Harvard Law) - Día de los Abuelos (agosto de 2026) - Noche Familiar Cultural (septiembre de 2026) - Noche Familiar de Trunk/Treat de Halloween (octubre de 2026) - Desfile Red Ribbon (octubre de 2026) - Exhibición de la Conferencia del Distrito (octubre de 2026) - Día Nacional de la Participación de los Padres (noviembre de 2026) - Reuniones de Asesoramiento de Salud Escolar (noviembre 2026, marzo 2027, mayo 2027) - Conferencia de Padres de Educación Especial (septiembre de 2026) - Sesiones de Café con Consejeros (septiembre 2026-mayo 2027) - Evento Familiar de Posada Navideña (diciembre de 2026) - Reuniones de Oficiales del Consejo Asesor del Distrito para todos los Oficiales de Padres de todos los Campus (octubre de 2026, diciembre de 2026 y marzo de 2027) - Reuniones del Campus del Título I (septiembre de 2026) - Política del campus Reuniones del campus (noviembre de 2026) - Reuniones de Campus Compact (febrero de 2027) *PFE - Reuniones de Retroalimentación sobre el Plan del Campus (abril de 2027) - Día de las Madres (mayo 2027) - Reuniones de asistencia (octubre de 2026) - Reuniones de Currículo (diciembre de 2026) - Entender las reuniones de evaluación (enero de 2027)
Currículo	La Escuela Primaria Graciela Garcia utiliza un plan de estudios de alta calidad que apoya el éxito estudiantil, como: - TEKS Sistema de Recursos (Conocimientos y Habilidades Esenciales de Texas) - Lead4ward - SAVVAS - I-Ready - Mosaic Magnetic - Estrellita - Edusmart Science - Summit K-12 - Carnegie - AVID XL - Beanstack - Vocaroo - McGraw Hill - Bluebonnet

	• District reated Curriculum • Footsteps2Brillance • Age of Learning			
Formas de Evaluaciones Académicas	La Escuela Primaria Graciela Garcia) 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 esperados en 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 (NOMBRE DE LA ESCUELA) 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 tutores pueden llevar sugerencias, ideas o preocupaciones a las reuniones mensuales de padres. Si algún padre/tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, pueden acudir a la escuela, enviar un correo electrónico o llamar al campus. La Escuela Primaria Graciela Garcia da la bienvenida a cualquier idea, comentario y/o preocupación; valoramos a cada familia en nuestro distrito escolar.			
Apoyo Adicional para los Padres y las Familias	La Escuela Primaria Graciela Garcia 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 currículo 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 a los padres múltiples	• Proporcionar un espacio de aprendizaje dedicado en casa para estudiar, hacer la tarea y usar tecnología. • Apoye el aprendizaje de su hijo mediante un diálogo continuo, asistencia con la tarea y escucha activa. • Asista a reuniones de	• Esté abierto a nuevas ideas y aprenda de los demás. • Asista a la escuela a diario y sea puntual. • Comporte de manera responsable y siga todas las reglas de la escuela. • Siempre esfuerce por	Para mantener sólidas asociaciones entre el hogar y la escuela, PSJA asegura una comunicación constante y continua a través de: • El sitio web del Distrito PSJA, el sitio web para padres y los sitios web de los planteles • Conferencias y llamadas telefónicas entre padres y maestros

	oportunidades para ser voluntarios en cualquier campus del distrito o en un sitio de alfabetización para padres. • Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. • Involucrar a los padres a través de diversas actividades de participación familiar. • Implementar sesiones orientadas al trabajo en equipo ofreciendo estrategias de alfabetización para todos los padres. • Organizar reuniones que cubran una variedad de temas relevantes: Evaluaciones, Recursos Tecnológicos, Sostenibilidad, Academias Universitarias, etc.	padres donde se discuten decisiones educativas y extracurriculares. • Colabore con otros padres y personal escolar, manteniendo una mentalidad abierta y siendo receptivo a nuevas ideas.	mejorar académica y personalmente. • Trabaje de manera colaborativa con otros para mejorar las experiencias de aprendizaje. • Trate a los demás con respeto y dignidad. • Pida ayuda cuando necesite apoyo en el aprendizaje.	• Reuniones mensuales de padres, capacitaciones, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios y días para acomodar a todas las familias • Informes de progreso cada tres semanas • Boletines de calificaciones cada seis semanas
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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 español . (This policy is also available in English).