Garcia Elementary School

2026-2027 Campus Improvement Plan

Comprehensive Needs Assessment

Student Achievement

Spring 2026 data indicate:

- MAP Math: 49% of students performed below average or low.
- MAP Reading: 56% of students performed below average or low.
- DIBELS benchmark attainment: 40%.
- Lectura benchmark attainment: 37%.
- STAAR results pending.

Quality of Instruction

Instructional walkthrough and Spot Observation data indicate instructional scores ranging from 10.5–13, demonstrating a need for continued professional development focused on:

- Multiple Response Strategies (MRS)
- Student engagement
- Reading, writing, speaking, and thinking at rigorous levels
- Internalization of HQIM lessons

Special Education

Teachers and leaders require continued support in:

- Accommodation implementation
- IEP compliance

- ARD processes
- Monitoring and documentation systems

Emergent Bilingual Students

Additional support is needed in:

- Language acquisition strategies
- ELPS implementation
- Academic discourse
- TELPAS growth monitoring

Goal 1: Improve Mathematics Achievement in Grades 3–5

Performance Objective 1.1

By May 2027:

- 65% of Grades 3–5 students will earn S2 or above on DOL assessments.
- 65% of students will meet or exceed projected MAP Math growth.
- Campus average Spot Observation Instruction score will be at least 10/13.

Strategies

1. Weekly PLCs focused on TEKS unpacking.
2. DOL analysis and responsive planning.
3. Leadership coaching cycles.
4. Aggressive monitoring and checks for understanding.

5. Math journals and student justification practices.
6. HQIM implementation with lesson internalization.

Resources

- Title I funds
- Student trackers
- Whiteboards
- Response cards
- Professional development materials

Timeline

August 2026 – May 2027

Formative Evaluation

- Spot Observation Dashboard
- PLC artifacts
- DOL Tracker
- MAP BOY/MOY/EOY data

Goal 2: Improve Foundational Literacy Outcomes in Grades K–2

Performance Objective 2.1

By May 2027:

- 70% of K–2 students will be on or above grade level.
- DIBELS and Lectura benchmark attainment will increase to at least 40%.

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- 60% of K–2 teachers will earn an Instruction score of 10 or higher.

Strategies

1. High-Quality Instruction training.
2. Multiple Response Strategy implementation.
3. Sweet 16 instructional strategies.
4. Weekly Spot observations.
5. Data-driven coaching cycles.
6. Progress monitoring and targeted intervention.

Resources

- Literacy materials
- Whiteboards
- Markers
- Title I and General Funds

Timeline

August 2026 – May 2027

Formative Evaluation

- DIBELS
- Lectura
- Spot Dashboard
- PLC products

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Goal 3: Improve Outcomes and Compliance for Students Receiving Special Education Services

Performance Objective 3.1

By February 2027:

- Teachers serving Special Education students will earn Spot Observation scores of 11–13 points.
- 80% implementation rate of coaching feedback will be observed during follow-up checks.
- 100% compliance with accommodation and IEP implementation requirements.

Strategies

1. Monitor Frontline deadlines.
2. Ensure accommodation implementation.
3. Maintain student accommodation binders.
4. Internalize accommodations during PLCs.
5. Conduct compliance walkthroughs.
6. Track accommodations through PowerSchool systems.

Resources

- Special Education budget
- Binders
- Clipboards
- Monitoring documentation systems

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Timeline

August 2026 – May 2027

Formative Evaluation

- Frontline reports
- Spot Dashboard
- Accommodation logs
- Coaching logs

Goal 4: Increase Academic Achievement and Language Proficiency for Emergent Bilingual Students

Performance Objective 4.1

By May 2027:

- 70% of Emergent Bilingual students will demonstrate TELPAS growth.
- 65% will meet or exceed MAP Reading and Math projected growth.
- 100% LPAC compliance will be maintained.

Strategies

1. Sheltered instruction training.
2. ELPS-aligned lesson planning.
3. Academic discourse implementation.
4. Data meetings after assessment cycles.
5. Weekly walkthroughs focused on language acquisition.
6. Multilingual department coaching and intervention support.

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Resources

- Bilingual funding
- Instructional materials
- TELPAS resources
- Professional development

Timeline

August 2026 – May 2027

Formative Evaluation

- TELPAS data
- MAP data
- LPAC audits
- Walkthrough data