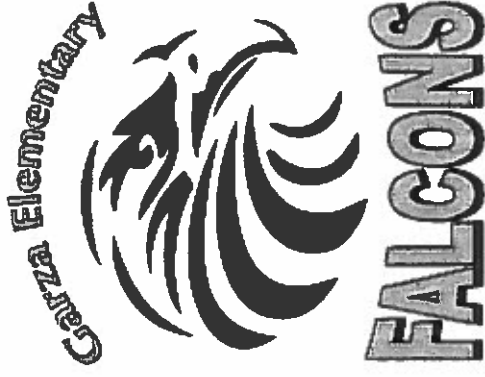


Brownsville Independent School District

Garza Elementary

2017-2018 Goals/Performance Objectives/Strategies



Mission Statement

EMPOWERING a CULTURE-Garza Elementary is committed to providing rigorous, engaging, and diversified instruction in a safe environment that will embrace every student of the community while cultivating parental involvement where students will take pride in developing a passion for life-long learning in a competitive and technologically advancing world.

Vision

Recognizing Brilliance in Every Student!



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Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education. Edit Remove 16

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Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education. 24

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning. Edit Remove 28

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 11-29-2017 30

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) SBDM added on 11-29-2017 31

Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) SBDM added on 11-29-2017. 33

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System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments. SIOP ELPS strategies Circle Components & OWL Math & Science Pearson adoption Revised Math TEKS Financial literacy component at every grade-level Inquiry-centered math and conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Review 360 Write For Success target reading and math Brownsville Kids Vote Board approved literacy plan will be implemented. Population: Garza Elementary Timeline: August 2017 - June 2018 (Daily)
1	1	2	Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitoring, by lesson planning, an followups. Walk thrus will be in place to insure the implementation process. *Kamico, Motivational(Rdg, Writing, Math, & Science), Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, Living with Science, Tango Central/Tango , Best Buy, Office Depot, GF Educators(In order to improve comprehension and oral expression of PK through 1st grades, listening stations will be used to supplement Tier II instruction),Forde-Ferrier, Lonestar Learning Products for At-Risk TTM electronically, and Target Math Electronically Students in order to practice and support strategies and new math TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper. Population: AR, TI, MI, LEP Timeline: August 2017 - June 2018 (Daily)
1	1	3	Professional Development that supports ELA/Reading comprehension and Math instruction for all subpopulations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students. LPAC will meet to review TEPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes Vertical/Horizontal lesson planning TEPAS Activities Oral Language skills that increase listening/speaking, reading and writing proficiency New Math TEKS and financial literacy components Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations Second language learning acquisition Empowering writers will be attended by fourth grade writing teacher to strengthen program Population: Garza Elementary Staff Timeline: August 2017 - June 2018 (Daily)
1	1	4	Build Instructional Capacity through the use of cohort groups of team leaders and provide teachers with job-embedded staff development. TOT trainings on campus by selected teachers (kinder, 4th grade and 5th grade teacher selected) Data Informed Plan-including BOY, MOY, and EOY to track studnet performance. This is target but not limited to comprehensions dn fluency. College observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading and increase level II and III STAAR % for 2nd-5th grade Population: Garza Elementary Timeline: August 2017 - June 2018 (Daily)

Goal Objective		Strategy	Description
1	1	5	Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every third week meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs. Population: Garza Elementary Timeline: August 2017-June 2018 (Daily)
1	1	6	Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the implantation of the district initiatives as well as the polices such as those on Dating Violence and sexual abuse of children. Population: All students, Staff and Parents Timeline: August 2017- June 2018
1	1	7	Federal Programs will fund , campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance. Campus Parent liaison will also be involved in relaying the attendance initiative and being the contact between home and school. Population: Title I and At-Risk Students Timeline: August 2017- June 2018
1	1	8	As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor. Population: Title I and At-Risk Students Timeline: August 2017- June 2018 (Daily)

Goal	Objective	Strategy	Description
1	1	9	<p>FOCUS Progress Status: For the next year, Garza Elementary will implement a needs assessment summary and improvement plan listing instructional interventions that target deficiencies to improve academic performance in ELA/Reading and close achievement gaps between student performance groups and the 75% federal target. The plan will be monitored by quarterly reports and monthly adjustments made with district assessment personnel, campus data teams and support from Region One Education Service Center. CSF 1: Improve Academic Performance Teachers will participate in Curriculum Alignment (both vertical and horizontal) planning the first two weeks before the academic school calendar to create a logical consistent order of teaching the standards based on content at each grade level and collaboratively monitor student progress once every six weeks on a Saturday. CSF 1: Improve Academic Performance Supplemental resources addressing the TEKS that solely focus on Readiness Standards those students may have missed during whole group instruction, are utilized during afterschool school tutorials (math and reading) CSF 7: Teacher Quality On-going Job Embedded campus specific Professional Development for all teachers. Professional development stipends will be paid to the teachers. CSF 2: Use of Data to Drive Instruction Afterschool remediation and hands-on enrichment lessons during Saturday Academies will be immediately provided to students the 1st 6 weeks of school to improve student performance based on Spring 2014 state performance levels, disaggregated data of special populations, quarterly reports and ongoing communication with individual students regarding their academic achievement. Population: Title I and At-Risk students Timeline: August 2017 - June 2018</p>
1	1	10	<p>Assisting preschool children in the transition from early childhood programs to local elementary school-wide program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and head start community to learn strategies from campus early childhood certified teachers. 5th grade students attend a full day orientation at Besteiro MS to help ease the transition to middle school. Population: PK and 5th grade students. Timeline: August 2017- June 2018</p>
1	1	11	<p>As per BISD policy, Garza Elementary will implement remediation instructional strategies during after school tutorials, extended day and Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4. In addition for further instruction the teachers will be taking place with vertical alignment in all subject areas through coordinated meetings, therefore substitutes will be needed to enhance this task. Population: Title I and At-Risk students Timeline: August 2017 - June 2018 (Daily)</p>
1	1	12	<p>ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students. Population: Title I and At Risk Students Timeline: September through May (every 3 weeks) 2017-2018</p>
1	1	13	<p>ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Populations: At-Risk, Migrant, ELL, Special Education. Timeline: August 2017 through June 2018(monthly)</p>
3	1	2	<p>Supplemental the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: AR Students, Dyslexic Students Timeline: August 2017-June 2018 (Daily)</p>

Goal	Objective	Strategy	Description
3	1	6	State Compensatory Education will fund a campus Dean of Instruction to assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-founded academic program to improve academics. In addition, the Facilitator will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development. Population: Title I and At-Risk Students Timeline: August 2017 June 2018
3	1	7	State Compensatory Education will fund Pre-K full day program with highly qualified teachers so that the needs of PK at-risk students can be met by providing phonological and language development skills using hands-on approaches in order to meet APK guidelines and CIRCLE components. State Comp funds .50 of this salary. Population: Title I, At-Risk, and PK Timeline: August 2017 - June 2018
8	1	1	Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship. Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers. Population: Garza students, faculty Timeline: August 2017- June 2018 (daily)



Goal 4: By improving attendance, students will be encouraged and challenged to meet their full educational potential.

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Establish and refine safety plan at the campus to ensure students are safe in the event of a crisis or emergency situation

Evaluation Data Source(s) 1: Administration, Counselor and district personnel in charge of emergency management plans

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews				
				Formative		Summative		June
				Nov	Jan	Apr	June	
<p>Critical Success Factors CSF 6</p> <p>1) Fire drills, lock down drills and evacuation drills will be maintained monthly on campus or as needed. The emergency management plan will be updated as needed for the campus.</p>	10	Administration Counselor security BISD main office	<p>Formative: Safety Meeting Sign-In Sheets, Summative: Emergency operation plan</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Develop and maintain an Emergency Operations Plan for Garza Elementary. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus. Population: All Students and staff Timeline: August, 2017 through June, 2018</p>	1, 2, 3, 4	Campus Administrators, Campus Faculty and Staff, BISD Police and Security, Parental Involvement	<p>Formative: Sign-In Sheets, Evaluations, Audits, Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Summative: Campus Documentation, Office Log-in Binders, Security Checks, Log of Sex Offenders Searches, Summative: Evaluation Sheets</p>					

= Accomplished → = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue





Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

Performance Objective 1: There will be a 10% increase of parents involved in a campus/district parental involvement activities during each school year.







Evaluation Data Source(s) 1: Garza Elementary will increase a 10% parent participation in monthly meetings and school wide activities as per sign in sheets.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process, increase student achievement and conduct home visits.</p> <p>Population: Parents and Students Timeline: August 2017 - June 2018</p>	1, 6	Campus Administration, SBDM committee ParentLiaison	<p>Formative: Job Description, Contact Log</p> <p>Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments</p>				
Funding Sources: 211 Title I-A - \$17,488.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Conduct and Comply with Title I A Parental Involvement Compliance Requirements:</p> <ul style="list-style-type: none"> -- Develop and Disseminate school-parent-students compact --Develop and Disseminate parent involvement policy — Conduct Annual Title I Meeting --Evaluate Effectiveness of Parental Involvement Program 	6	Administration, Parent Liaison, Teachers	<p>Formative: Meetings sign-in sheets, teacher contact logs, home visits referrals, campus website</p> <p>Summative: State Assessments results, attendance rate, discipline referrals, Campus CNA and Title A Parent Surveys</p>				

<p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Conduct weekly parent meetings to inform and educate parents on the following:</p> <ul style="list-style-type: none"> --HAC (Home Access Center) --Parent Volunteer Orientation --Health Information --Student Code of Conduct --Emergency Operation Procedures --Homework Strategies --Content Areas Strategies --State and Local Assessments and Expectations <p>-a small helathy snack will be served during the meetings</p> <p>Population: staff, students and community</p> <p>Timeline: School year 2017-2018</p>	<p>1, 2, 6</p> <p>Administration Teachers Counselors Nurse Parent Liaison</p>	<p>Formative: Weekly Meetings Documentations; Sign-in Sheets, Agendas, Flyer</p> <p>Summative: State Assessments Results, Attendance Rate, Discipline Referrals, teacher logs</p>	 	
<p>Funding Sources: 211 Title I-A - \$300.00</p>				
<p>Critical Success Factors</p> <p>CSF 1 CSF 5 CSF 6</p> <p>4) Businesses will be asked to adopt our school and the school will have a working relationship with them. Students will showcase their artistic skills to local business with the support of the art teacher and counselor.</p> <p>Population: students and community members along with staff at Garza</p> <p>Timeline: school year 2017-2018</p>	<p>6</p> <p>Administration Parent Liaison Teachers Counselors</p>	<p>Formative: Number of community partners</p> <p>Summative: Observed results from the community partnerships</p>	 	
<p>Funding Sources: No Funds Required - \$0.00</p>				



<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) A parent newsletter will be sent home on a monthly basis to increase the number of modes of communication used to inform families how to support their student academic growth</p> <p>Population: All Garza stakeholders</p> <p>Timeline: August 2017-2018</p>	<p>1, 2, 6</p> <p>Administration Parent Liaison Teachers</p>	<p>Formative: Observed results from the conferences. Family and community perception survey</p> <p>Campus Website</p> <p>Summative: Number of family/parent focus workshops and programs offered. Number of home visits Observed results from home visits</p> <p>Increased parent participation</p>		
<p>Funding Sources: 199 Local funds - \$0.00</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>6) PK-K child sessions will be incorporated twice a year Fall and Spring for parents to learn strategies from campus early childhood highly qualified PK-K certified teachers and resources will be purchased to implement successfully.</p> <p>Population: Parents and Students</p> <p>Timeline: Fall 2017 and Spring 2018</p>	<p>1, 3, 6</p> <p>Administration Parent Liaison PK,K Teachers</p>	<p>Formative: Observed results from the parent conferences Survey Results</p> <p>Number of modes of communication used to inform families how to support their student academic growth.</p> <p>Summative: Number of family/parent focus workshops and programs offered. Increase student and parent participation rate.</p>		
<p>Funding Sources: 199 Local funds - \$0.00</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>				