Brownsville Independent School District

Garza Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 2, 2018
Public Presentation Date: October 2, 2018

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!

Value Statement

Garza Elementary stakeholders have high expectations to move each student towards a positive experience in the educational setting. Garza excels in producing responsible learners who will be able to thnk critically and become productive member of the community.

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Comprehensive Needs Assessment

Revised/Approved: April 4, 2018

Needs Assessment Overview

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the

data, best practices will be used to address the priority areas of need. Objectives of Garza Elementary Campus Improvement

Plan delineates a variety of research-based strategies and are used to address the areas of need.

School Year: 2018-2019

Data Sources Reviewed:
- Texas Accountability Inventory System (TAIS) - Texas Performance Reporting System (TPRS) - Federal Priority or Focus Progress - Accountability Ratings (Met Standard or Improvement required)/System Safe Guards/Report Cards - Texas Primary Reading Inventory (TPRI) and TEJAS LEE - 2017-2018 SAT 10/Aprenda II - CPALLS AND OWL Inventory - AR Reports - TELPAS - PDS Session Evaluations - Eduphoria Classroom observations (Ttess) - Texas Star Chart - Teacher/Parent/Student CNA Survey - PBMAS - Tango Reports - Benchmarks - LION testing Analysis - RTI review committee

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the District, including how federal and state program funds will be used?

	Data Sources Reviewed:		

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Data Sources Reviewed:

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Demographics	Campus Attendance percentages at state level	Reduce the identification of at-risk students by 25% through academic measurement indicators	SCE 162 Amount: $243,137
			Strategy and Action Step # 14
			Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by Campus Facilitator.
	3rd-5th Migrant and 1st and 2nd year Bilingual monitoring students meeting state assessment standards	Increase state assessment scores across all subpopulations with emphasis on ELL students (B, I, A) and work with the LPAC team BOY, MOY and EOY to update information.	
	75% of our 3rd-5th grade students met state standards on STAAR/STAAR-M/STAAR-Alt		State Bilingual 163 Amount:$4,980.00
		Reduce class size in order to increase the performance of all students with HQ student reduction teacher	**Strategy Action Step # 3** (LPAC substitutes) LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes will be paid for meeting members
		Continue to monitor all subpopulations in regards to attendance, performance and overall health so that they meet the performance standards necessary to be successful by providing additional classified and health services personnel.	Title II-A (TPTR) funds Amount: **Strategy and Action Step # 10**

				Class-size reduction teacher (CSRT)

Class-size reduction teacher (CSRT)

Special Programs will fund one highly qualified teacher on campus for the purpose of reducing class size in order to increase student performance.

Title I-A (fund 211) Amount:236,325.00

- $123,457 (Classified instructional)
- $16.673 (Library Aide)
- $17,367 (Campus Nurse)

Strategy Action Step # 9

Federal Programs will fund highly qualified teachers, 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.

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Student Achievement			
	1st and 2nd M1 M2 meeting Phase 2 level 2 standard	Increase Level II and III performance standards on 3rd-5th grade STAAR assessments to meet indexes 1-4 particularly in the areas of ELA/Reading by providing afterschool tutorials and Saturday Academies to all at-risk students	SCE 162 Amount: $38,575 extra duty, $9,238.00 extra duty 5th grade only **Strategy and Action Step # 13** To improve student achievement and increase Level II and III performance standards on STAAR scores for all At-risk students by providing afterschool tutorials and Saturday academics in Reading, Math and Science. As well as targeting at-risk 5th grade students the first month of school.
	K-5th grades all met AMAO's I & II		
	All 3rd-5th grade teachers have access to	Increase hands-on labs and modeled * Science instruction 40% to 60% in 3rd-5th grades	
	Eduphoria Aware and Tango assessment software	Texas TLI Summer Summit turn around trainings need to address ELA/Reading student performance	TLI Grant Amount: **Strategy and Action Step # 6** Lesson design, classroom organization and explicit instruction.
	90% 3rd-5th Migrant students met phase 2 level II standard		
	1st and 2nd grade percentages on SAT 10/Aprenda II reflect an increase in % of	As a TEA listed FOCUS school, Garza Elementary is required to 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	TI-A (FSG) Focus School Grant Amount:

students at 40% or higher.	between student performance groups and the 75%	TOTAL:17,000

Strategy and Action Step # 10

- professional development $6,000.00

Supplemental Resources (Mentoring Minds, Kamico, American Reading, Scholastic)

- $5,000.00

On-going Job Embedded Professional Development

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School Culture and Climate	PK-K child parent fair Fall & Spring) sessions are Incorporated twice a year for parents to learn strategies form campus early childhood PK-K certified teachers to which has increased parent involvement. 5th grade students also receive an opportunity to attend Besteiro to ease transition. A newsletter is sent home (English & Spanish) once a month. Campus administration, TLI and itinerate staff parents to parents monthly on Tuesday onside parent meetings. Parent survey results reviewed in May and meetings will be changed to 9:00 AM to accommodate parents.	Parent survey results reviewed in May and meetings will be changed to 9:00 AM to accommodate parents. Implement a positive behavior school wide discipline program and offer in-service training on (Bullying & Cyber bullying) to students, parents and teachers to decrease discipline issues and referrals. Behavior trends will be monitored every 3 weeks. Review 360 modules will guide the amounts of tangible reinforcements provided to each classroom teacher purchased by cooperative funding (federal and local). Increase Fry Word (K-3rd grade) participation to 100% so students reach a goal of reading 1000 words to increase rapid word recognition skills. Students who reach this goal will be awarded with a trophy at the end of the year.	**Strategy and Action Step # 17** Assisting with preschool children in the transition from early childhood programs to local elementary school-wide programs. As well as give 5th grade students to visit feeder MS to ease transition. **Strategy and Action Step # 5** Annual training on RtI 3 model for campus staff and bi-weekly meetings to address RtI documentation and early interventions for learning and behavior.

| | | Recognize students with a special certificate/plaque for cumulative perfect attendance and award incentives every six weeks and at the end of the year to increase academic achievement and meet 99%attendance goals. | |

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| **Staff Quality/ Professional Development** | All teachers are Highly-Qualified

PK full day program

Establish a calendar for regular recognition of staff achievements and efforts every 6 wks for teacher motivation.

Review teacher assessment scores and student progress results during weekly monthly grade-level meetings and Aware/Tango software available for all teachers.

TLI co-teaches and models district imitative cognitive strategy routines with PK-3rd grade teachers twice a week providing individualized trainings as needed. | Leadership team will more effectively provide immediate feedback, teacher support, and intervention to improve PDAS Instructional Domain by 25%

Teachers will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve students' achievement in the areas of ELA/Reading and increase Level II and III STAAR %'s for 3rd-5th grade will be provided.

Review teacher assessment scores and student achievement monthly to prescribe professional development (to include travel expenses, substitutes and materials from approved vendors) training that support teachers in meeting students' needs. | SCE 162 Amount: $82,545.00 2.0 1.0 FTE

Strategy and Action Step # 15

State Compensatory Education will fund Pre-K full day program 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.

Strategy and Action Step # 4

Build instructional capacity though the use of cohort groups, team leaders and college observations to adopt best practices for instruction.

Strategy and Action Step # 1

Instructional Support provided to campus staff following BISD District frameworks on research-based strategies, best practices data analysis of formative and |

	All teachers are Highly-Qualified		summative assessments for math, ELA, science, SS PE, Fine arts technology.

Data Sources Reviewed: Texas Accountability Inventory System (TAIS) Texas Performance Reporting System (TPRS) Federal Priority or Focus Progress Accountability Ratings (Met Standard or Improvement required)/System Safe Guards/Report Cards Texas Primary Reading Inventory (TPRI) and TEJAS LEE 2017-2018 SAT 10/Aprenda II CPALLS AND OWL Inventory AR Reports TELPAS PDS Session Evaluations Eduphoria Classroom observations (Ttess) Texas Star Chart Teacher/Parent/Student CNA Survey PBMAS Tango Reports Benchmarks LION testing Analysis RTI review committee			

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Curriculum, Instruction, Assessment	Implemented a coordinated systematic assessment plan to improve the STAAR performance of our special education students which resulted in a 75% increase in their Reading and Math scores.	Supplemental ELA/Reading HMH practice books that are supported by the district curriculum for 1st-5th grade will be purchased to improve student achievement in the areas of reading and writing.	Federal Bilingual 263 Amount: $3,652.00 (HMH Reading Practice books) **Strategy Action Step # 2** Instructional/Supplemental research-based resources are utilized to ensure all Gaza students are prepared to meet the demands of standardized assessments.
	Early acquisition of materials and resources delivered to every grade-level the first week of school.	Professional Development that offers a greater emphases on DOK questioning stems, vocabulary and GK spelling instruction to meet state performance standards and bridge-performance achievement gaps.	211 Title 1 Amount: (media center booklets)
	Analysis charts are submitted to track every child's progress in reading fluency and word recognition after every 6 weeks for k-3rd grade.	Provide students in grades 1st-5th additional novel based instruction by purchasing series sets that will improve fluency, comprehension and excitement in reading.	**Strategy Action Step # 2** Instructional/Supplemental research-based resources are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (LEI & II workbooks, SIOP activities and 6+1 writing traits booklets will be requested from media services).
	Progress monitoring/running records data to plan tiered instruction in reading and math is done every two weeks through RtI Committee meetings.	Provided off contract collaborative planning with PK-5th grade level teachers to target Tier II center instruction, afterschool tutorial	

District scope and sequence followed PK-5th grades in all subject areas. Data analysis CBLT monthly meetings drive all RtI instruction on this campus Continue the implementation of effective literacy instruction through literacy lines with Lopez cluster.	instruction and Saturday Academies where teachers receive a monetary stipend for their participation in hands-on curriculum "make and takes." Every 2nd-4th grade teacher will be required to submit writing samples to administration twice a month as evidence that wring assessment is being offered in STAAR format addressing expository and personal narrative essays that incorporate 6+1 Writing traits and EW techniques including the campus writing rubric.	**Strategy and Action Step # 1** Instructional Support provided to campus staff following BISD District frameworks on research-based strategies, best practices data analysis of formative and summative assessments for math, ELA, science, SS PE, Fine arts technology. **Strategy and Action Step # 5** Annual training on RtI 3 model for campus staff and bi-weekly meetings to address RtI documentation and early interventions for learning and behavior.

Data Sources Reviewed:

Texts centered:

Data Sources Reviewed:

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Family and Community Involvement	Parent meetings on campus once a week	Parent trainings will be offered in the morning (9:00 AM) to make monthly meetings more informative, productive and to improve attendance.	211 Title I-A Amount: $150.00 **Strategy Action Step # 19** Parent meetings and light refreshments will be provided
	District parent meetings once a month		
	Cluster parent meeting once a semester	STAAR upcoming assessment updates presented to parents more efficiently	211 Title I-A Amount: $150.00 **Strategy Action Step # 20** Funds allocated to provide payment for mileage for parental involvement responsibilities. 211 Title I-A Amount: $16,565.00 **Strategy Action Step # 18** A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Garza Elementary.

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School Context and Organization	Master schedules include mandated 90 min reading block	All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.	*NGS* Currently Enrolled Report Title I-C Amount: $850.00 **Strategy Action Step # 21** School supplies are provided to students to facilitate their transition in our school setting. This would come from local funds.
	SBDM meets once every 6 weeks		
	Counseling on campus to meet individualized student needs	3rd-5th grade team teaching and/or departmentalization	**Strategy Action Step # 8** Promote Physically and Emotional Healthy Students.
	Grade-level meetings every Monday to discuss weekly assessment, instruction and performance goals.	Build communication thru monthly surveys and discuss results regarding Health issues that may be affecting students' academic performance.	
	Students attend 21st Century community learning Centers at Lopez High school on Saturday's throughout the year.		

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Technology	Hand-held apparatus provides immediate assessment results	Additional technology training and up-to-date software is needed to implement TEKS based instruction	**Strategy Action Step # 7** A variety of technology offered to promote critical thinking skills, foster creativity and digital citizenship.
	HAC access and guidance provided to parents	Resources (ink cartridges) needed to print student reports to communicate with the parents	
	Campus website that gives updated information to parents and community	Additional professional development on different software programs to be utilized by teachers/students	
	Access to state recommended software 2x a week	computer labs, interactive tables, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) to support technology TEKS in the classroom,	
		Resources such as interactive Smart boards,	

		USB cables, VGA cables, headphones, speakers and projector lamp bulbs needed to maintain the proper performance of our existing capital outlay.	

Demographics

Demographics Summary

Garza Elementary School is located in Brownsville, Texas. Garza Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1976 and opened in 1977 with O classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions comprised of a library completed in the 1997-1998 school year. A newly built cafeteria was also completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 404 students it services. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 450 students in grades PK-3 through 5th. According to the2017-2018 PEIMS Student Data Review of our campus profile, of the student population 99% is Hispanic and 99% are identified as Economically Disadvantaged with 99% identified At-Risk. Only 8.2% are identified Gifted and Talented and 10.9% are receiving special education services. Many of our students are first generation Mexican immigrants, 55.9% are classified as Limited English Proficient and a majority is English/Spanish bilingual and 2.81% are Immigrants. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance 5.18% are classified Homeless. The Attendance Rate for the 2017-2018 school year was   % for all students and   % for At-Risk students. Moreover, the retention rate was 4% for all students and 4% for At-Risk students.

Garza Elementary School staff is comprised of 63 staff member. There are 42 teachers**,** 3 campus administrators, 4 professional support personnel, and 14 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 92% Hispanic, 7% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

Demographics Strengths

Being a high poverty area, Garza is on the rise as far as academics and achievements. The school along side the community work together to make sure students come first and have a variety of opportunities to advance out of poverty through education. We have added several programs to give each student a chance to be in a well rounded enviroment.

Needs:

1. Garza has a declining enrollment

2. Incentives for student success/attendance

3. Parental involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Garza has a declining enrollment **Root Cause:** No growth in the area and no new students coming into the area.

Student Academic Achievement

Student Academic Achievement Summary

On-Special Education rates of retention: *Kinder (.001 %), *Grade 1 (1%) and *Grade 2 (.009%).

STAAR Summary of 3rd – 5th Grades Tested 2018

A student group that performed less than or equal to the state average in a given STAAR tested content area is identified as a priority.

Reading – 3rd Grade (campus 71%, state76%), 4th Grade (campus 62%, state 72%), 5th Grade (campus 86%, state 78%)

Writing – 4th Grade (campus 58%, state61 %)

Math – 3rd Grade (campus 76%, state 76%), 4th Grade (campus 76%, state78 %), 5th Grade (campus 95%, state 84%)

Science – 5th Grade (campus 93%, state 75%)

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	ELL
All Subjects	76%	78%	*	66%	66%	13%	56%
Reading	67%	78%	*	66%	66%	13%	56%
Mathematics	76%	68%	*	68%	68%	25%	73%
Writing	58%	43%	*	59%	48%	0%	38%
							96%
Science	93%	90%	*	99%	90%	71%	

Student Academic Achievement Strengths

1st and 2nd M1 M2 meeting Phase 2 level 2 standard

K-5th grades all met AMAO's I & II

All 3rd-5th grade teachers have access to to the scores on Tango, in order to drive instruction.

Needs: 1. To increase the percent of all 3rd-5th grade students who attain the meets and masters standard on the staar in all areas.

2. To decrease the gap between all students and special education population for success in all areas

3. Vertical alignment in all areas to close the gap

4. Increase student attendance in order to help the success of our students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: To increase the percent of all 3rd-5th grade students who attain the meets and masters standard on the staar in all areas. **Root Cause:** Professional development specifically targeting these areas,along with continued afterschool interventions

School Processes & Programs

School Processes & Programs Summary

At Garza Elementary the goal is to stay on task and focused. The master schedule incorporates all the areas being taught. A schedule is built in for the physical education, fine arts, computer, library and other special assignments. This schedule is completed in order to stay on track. We also have the inclusion modelas well as resource to help support our sped students. Dyslexia support enhances our students success.

School Processes & Programs Strengths

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Needs:

1. Closely monitor all extra curricular activities

2. Encourage and promote activities for all students for a well- rounded individual with closely monitor observations

3. Implmentation of all programs and activities to ensure success

Grade-level meetings every Tuesday to discuss weekly procedures/activities

Perceptions

Perceptions Summary

Garza Elementary School is located in Brownsville, Texas. Garza staff members believe in the school and the stakeholders. They strive for excellence and network in order to make this a successful school. We pull together as a team to make the instruction happen.

Garza Elementary School staff is comprised of 58 staff member. There are 29 teachers, 3 campus administrators, 3 professional support personnel, and 14 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 92% Hispanic, 7% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

Perceptions Strengths

PK-K child parent fair (Fall & Spring) sessions are Incorporated twice a year for parents to learn strategies from campus early childhood PK-K certified teachers. To increased parental involvement, 5th grade students also receive an opportunity to attend Besteiro to ease transition.

A newsletter is sent home (English & Spanish) once a month.

Campus administration, itinerate staff meet monthly on Wednesday to hold informational onsite parent meetings.

Needs:

1. Continue to support and encourage staff members, community and all stakeholders

2. Pull together as a team for success

Priority Problem Statements

Problem Statement 1: Garza has a declining enrollment
Root Cause 1: No growth in the area and no new students coming into the area.
Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Equity Data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: May 27, 2018

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Garza student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 5 percentage points.

Evaluation Data Sources: STAAR performance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 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/LPAC 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 Write For Success target reading and math Brownsville Kids Vote Board approved literacy plan will be implemented. Including special education needs and supplies. SPP-2,3	**Nov**	**Feb**	**Apr**	**June**
	33%	5%	60%	100%

Population: Garza Elementary
Timeline: August 2018 - June 2019(Daily)
 	
    Strategy's Expected Result/Impact: The campus will have a 10% increase in the number students meeting phase II passing standard
 	
    Every 3 weeks a checkpoint will be administered and 6 weeks check point. Data will be collected. District Benchmark results. TPRI and TEJAS LEE 5 % increase (50% MOY and 70% EOY).
 	
    Walkthroughs indicate applications acquired during professional development
 	
    Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation
    Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
    journal collection
    checkpoints
    Monitor: Principal
    Dean of Instruction
    PK-5 teachers
    Special Ed and Dyslexia teachers
    Title I Schoolwide Elements: 2.4 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:** CSF 1
    Funding Sources: Training'testing substitutes - 199 Local funds - 19913611218124y99000y - $1,000, snacks for training - 199 Local funds - 19913649953124y99000y - $500, subs for professional devlopement - 199 Local funds - 19911611218124y99000y - $1,000, lpac substitutes - 163 State Bilingual - $3,290, resources for special education - 166 State Special Ed. - $1,855			

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 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 monitored, by lesson planning, an follow-ups. Walk through will be in place to ensure the implementation process.	**Nov**	**Feb**	**Apr**	**June**
*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 grade, 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. SAA 1,2 Popultaiton: Garza Elementary Timwline: August 2018-June 2019 (daiy) **Strategy's Expected Result/Impact:** The campus will have a 10% increase in the number students meeting phase II passing standard through weekly tests and 6 weeks checkpoints, Campus & District mid and end checkpoints, TPRI and TEJAS LEE % increase (50% MOY and 70% EOY) Weekly book clubs will be implemented to increase fluency, comperhension, & DOK for students in grades 1-5. Formative Assessments: Classroom walkthroughs, lesson plans, benchmark scores, student progress reports Summative Assessments: STAAR **Monitor:** Teachers Administration **Title I Schoolwide Elements:** 2.4 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 4 **Funding Sources:** copy paper - 162 State Compensatory - 16211639600124y30000 - $2,000, instructional materials to support ELL - 163 State Bilingual - 1630116399124y0000 - $2,000, Copy Paper - 199 Local funds - 199116396124y11000 - $500, General Supplies - 199 Local funds - 19911639900124y11000 - $1,500, General Supplies - 199 Local funds - 19911639951124y000 - $750, General Supplies - 199 Local funds - 19911639962124y11000 - $6,570, Instructional Resources - 199 Local funds - 19912639900124y99000 - $100, General Supplies - 211 Title I-A - 21111639900124y30Of2 - $259, Supplemental materials - 263 Title III-A Bilingual - 263 - $5,290, office supplies for teachers - 199 Local funds - 19923639900124y99000y - $1,697, counselor supplies as needed for instruction - 199 Local funds - 19931639900124y99000y - $100	33%	27%	65%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every 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.	**Nov**	**Feb**	**Apr**	**June**
	66%	45%	70%	→

Population: Garza Elementary

Timeline: August 2018-June 2019 (Daily)

    Strategy's Expected Result/Impact: Less referrals processed to special education compared to prior year

    A decrease 5%of Tier II students documented on PEIMS

    Formative Assessments: Professional Development Plans (including implementation and monitoring plans)
    Summative Assessments: STAAR Results, Intervention Decisions, RTI Tracking

    Monitor: Principal
RTI Coordinator for campus
Dean of Instruction
PK-5 teachers

    Title I Schoolwide Elements: 2.5 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 4

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
CNA page 6	33%	30%	65%	100%

Population: Title I and At Risk Students

Timeline: September through May (every 3 weeks) 2018-2019

Strategy's Expected Result/Impact: Formative Evaluation:
Benchmark test results, lesson plans, walk-throughs, classroom assessments, report cards grades, honor roll recipient list.

Summative Assessment:
Results from STAAR Assessments
Results from TELPAS

Monitor: Administration,
Dean
Teachers

Comprehensive Support Strategy - PBMAS - Critical Success Factors: CSF 1

Strategy 5 Details	Reviews			
Strategy 5: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.	**Formative**			**Summative**
	Nov	Feb	Apr	June
	33%	50%	65%	→

Population: Migrant Students
Timeline: August 2018 - June 2019 (Daily)

Strategy's Expected Result/Impact: Increase academic performance
PBMAS

Formative: Pretest

Summative: Post test
Monitor: Principal
Teachers

Critical Success Factors: CSF 1

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: 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.	Nov	Feb	Apr	June
	33%	64%	65%	100%

SPP- 1,3

Population: Title I and At-Risk Students

Timeline: August 2018- June 2019 (Daily)

Strategy's Expected Result/Impact: Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students

Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
Monitor: Campus Principal
Dean of Instruction
Classroom teachers
Title I Schoolwide Elements: 2.4, 2.5 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 3, CSF 4, CSF 6, CSF 7
Funding Sources: Extra duty pay for failed 5th grade - 162 State Compensatory - 16211611800124y24ssi - $8,690, Professional Extra Duty Pay - 162 State Compensatory - 16211611800124y30000y - $18,410, Professional extra duty pay-extended day - 162 State Compensatory - 16211611800124y30aspy - $24,900

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	
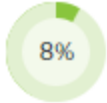
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Garza early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Assisting preschool children in the transition from early childhood programs to Garza Elementary program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and community to learn strategies from campus early childhood certified teachers.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
CNA Page 8 Population: PK and 5th grade students. Timeline: August 2018- June 2019 **Strategy's Expected Result/Impact:** Parent participation increase Attendance sign in sheets Title I Parent Survey result Session evaluation feedback Formative assessment: observations Summative assessment a written summary of what was accomplishment on visit to new school. **Monitor:** Administration Parent liaison PK, kinder teachers, 5th grade counselors **Title I Schoolwide Elements:** 3.1 - **Critical Success Factors:** CSF 1, CSF 5	0%	9%	25%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place:	**Nov**	**Feb**	**Apr**	**June**

Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria
(supports Board Goal #1 priority)
 	
CNA Page 8
 	
Population: PK-3-year-old students as of Sept. 1st
 	
Timeline: July 2018 - June 2019
    Strategy's Expected Result/Impact: Formative:
    Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs,
    Lesson Plans
    Summative:
    T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results
    +Improvement on CIRCLE-PM BOY to EOY
    improvement by 10%
    Note: CLI Engage state platform will track the C-PM data
    Monitor: Principals,
    Deans of Instruction
    PK K teachers
    Title I Schoolwide Elements: 2.5 - **Critical Success Factors:** CSF 1, CSF 4
	33%	8%	50%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Provide campus instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.	**Nov**	**Feb**	**Apr**	**June**
Language Enrichment (Niehaus) HEB Read3 Study Island Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software CNA Page 14 Population: PK 3-PK4-Kindergarten Timeline: July	33%	60%	75%	100%

Strategy's Expected Result/Impact: Formative Results: Benchmark data (Fall and Spring), data (walkthrough data), SOY, BOY and MOY PDS Session Evaluations, Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency
checks noted in elementary report cards
Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera
+The district will show a 5 point increase on summative performance assessments

Monitor: C&I
Principal
Dean
Early childhood Specialists,

PBMAS - Critical Success Factors: CSF 1, CSF 2

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students.	Nov	Feb	Apr	June
*Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. CNA Page 8 Population: 3-4 year old Migrant Students, Kinder Migrant students Timeline: August 2018 - June 2019 **Strategy's Expected Result/Impact:** Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program **Monitor:** Garza Principal	33%	44%	50%	→

Strategy 5 Details	Reviews			
Strategy 5: Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK 3-4 classrooms with support teachers for small group instruction as needed. This also applies to kindergarten.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
BOY testing will indicate that 70% if the students entered Kindergarten school-ready. EOY testing will indicate that 90% of students have mastered all skills. (supports Board Goal #1 priority) CNA Page 8 Population: PK-3-year-old students as of Sept. 1st Timeline: July 2018 - June 2019	33%	47%	75%	100%

Strategy's Expected Result/Impact: Formative:
Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs,
Lesson Plans
Summative:
T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results
+Improvement on CIRCLE-PM BOY to EOY
improvement by 10%
Note: CLI Engage state platform will track the C-P

Monitor: Principals,
Deans of Instruction
PK Teachers

Critical Success Factors: CSF 1

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically.	Nov	Feb	Apr	June
CNA Page 8 Population: Elementary PK-K students Timeline: August 2018- June 2019 **Strategy's Expected Result/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate **Monitor:** administration **Title I Schoolwide Elements:** 2.6	33%	55%	65%	100%
0% No Progress	100% Accomplished		Continue/Modify	Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 90% of students will be on grade level and 85% will be at Approaches Grade Level for all STAAR assessments.

    Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Garza Elementary migrant students will receive grade appropriate school supplies as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

PFS migrants students will receive supplemental services before other migrant students
Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade
Academic progress monitored and strategies shared with parents every six weeks
 	
CNA Page 13
 	
Population: PFS/Migrant Students
 	
Timeline: August 2018 - May 2019 (Daily)
    Strategy's Expected Result/Impact: State, local and campus assessment increase 10% or greater for migrant students
    Pk-2nd grade test results increase
 	
    Formative and Summative Assessments
    Monitor: Special Programs
    Administrator
    Campus
    Principal
    MIgrant teacher
    Title I Schoolwide Elements: 2.6
	33%	33%	60%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.	**Nov**	**Feb**	**Apr**	**June**

CNA Page 13
 	
Population: PFS Migrant Students
 	
Timeline: August 2018 - June 2019 (Daily)
   Strategy's Expected Result/Impact: Fewer PFS students are identified due to increased performance.
 	
   Formative: observation and documentation of supplemental support.
 	
   Summative: Final results on testing.
   Monitor: Principal
   Migrant Funded:
   Teachers
   Campus Clerks
Title I Schoolwide Elements: 2.5 - **Critical Success Factors:** CSF 1
	33%	31%	60%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).
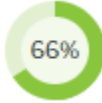
Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing at Garza in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

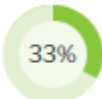**Evaluation Data Sources:** Regional and state competition participation numbers

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Fine Arts students and teachers will be provided professional development training annually	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: students faculty and staff at Garza Timeline: August 2018 - June 2019 (Daily) **Strategy's Expected Result/Impact:** Formative: observation Summative: Performance ratings, attendance, participation numbers **Monitor:** Fine Arts teachers Principal	33%	54%	65%	100%
Strategy 2 Details	Reviews			
Strategy 2: Garza fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Choir,ballroom dancing and DI Population: students at Garza Timeline: August 2018 - June 2019 (Daily) **Strategy's Expected Result/Impact:** Formative: Lesson plans Summative: performance ratings, audience, student and community reaction or response **Monitor:** Fine Arts teachers Principal **Critical Success Factors:** CSF 1	33%	54%	65%	100%

Strategy 3 Details	Reviews			
Strategy 3: The art teacher and music teacher will purchase supplemental supplies to enhance the program and make students more aaware of the fine arts in education. The success of the program could also result in higher achievement in academics. Population: Garza Students Timeline: August 2018- May 2019 **Strategy's Expected Result/Impact:** Formative: lesson plans Summative-operfomrance based. within the school and community **Monitor:** Administration Dean of Instruction Music teacher. Art teacher **Title I Schoolwide Elements:** 2.4 - **Critical Success Factors:** CSF 1	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	33%	52%	65%	100%

Strategy 4 Details	Reviews			
Strategy 4: Science Fair Sponsor and Coordinator will be provided with training and materials to promote participation at Garza, and district level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. CNA Page 10 Population: Grades 3-5 teachers and students Timeline: August 2018 - December 2018 **Strategy's Expected Result/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes **Monitor:** Science Fair Coordinator, Teachers Principal Dean **Critical Success Factors:** CSF 1	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	100%

Strategy 5 Details	Reviews			
Strategy 5: Elementary teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities.	Formative			Summative
	Nov	Feb	Apr	June
Population: Grades 3-5th teachers	33%	54%	100%	100%
Timeline: August 2018 - May 2019 **Strategy's Expected Result/Impact:** Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries +10% increase in campus entries fBrownsville Kids Voting at the district level. **Monitor:** Campus Administrators, **Title I Schoolwide Elements:** 2.4 - **Critical Success Factors:** CSF 1				

Strategy 6 Details	Reviews			
Strategy 6: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which Garza will participate in.	Formative			Summative
	Nov	Feb	Apr	June
Population: All 3-5th grade students Timeline: November 2018 - February 2019	66%	62%	100%	100%
Strategy's Expected Result/Impact: Formative Results: Spelling Bee results for district, Summative Impact: +participation in Spelling Bee by Garza **Monitor:** Campus Principal Spelling Bee Coordinator **Critical Success Factors:** CSF 1				

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Garza will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: all grade 4-5th grade students Timeline: August 2018 - May 2019	**Nov**	**Feb**	**Apr**	**June**
	66%	56%	80%	100%

Strategy's Expected Result/Impact: Formative Results:
1. Club rosters
2. Payroll forms
3. Classroom projects
4. Student competitions
5. Test scores
Summative Impact:
+EOY data for student competition participation and performance

Monitor: Technology Services
Coding Sponsor
Principal

Title I Schoolwide Elements: 2.5 - **Critical Success Factors:** CSF 1

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades K-12 teachers and students (especially G/T identified students) Transportation may need to be acquired for desired activities. SPP 1,2,3 Timeline: August 2018 - May 2019 **Strategy's Expected Result/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. +Stock Market Games(4th-5th) 10% increase in student participation at the district level. +UIL Academics (4th-5th) 10% increase in student participation at the district and state level. **Monitor:** Campus Administration Campus teachers **Title I Schoolwide Elements:** 2.5 **Funding Sources:** transportation - 199 Local funds - 19911649400124y11000y - $2,000	Nov 66%	Feb 78%	Apr 85%	June 100%

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Awards and incentives will be given to the students that participate in the activities during the 2018-2019 school year. This will acknowledge the hard work and dedication from the students at Garza. D-2 Timeline: August 2018 - May 2019 **Strategy's Expected Result/Impact:** Formative: Observation Summative: Participation in various activities. **Monitor:** Principal Assistant Principal Dean teachers counselor **Funding Sources:** Awards - 199 Local funds - 19911649800124y11000y - $1,500	Nov 33%	Feb 62%	Apr 80%	June 100%
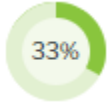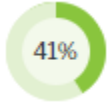
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Garza Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Garza will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All campus facilities
 	
Timeline: August 2018- June 2019
 	
Need: Board approved goal priority
SBDM added 11-29-2017
    Strategy's Expected Result/Impact: Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year.
    Formative: Monthly comparison of energy usage
    Summative: Annual comparison of energy usage
    Monitor: Campus Administration
    teachers
    custodians
    Critical Success Factors: CSF 6
	33%	41%	50%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to Garza include prioritizing based on safety and needs of the campus.	**Nov**	**Feb**	**Apr**	**June**
Population: All campus facilities Timeline: December 2017- June 2018 Need: Board approved goal priority SBDM 11-29-2017 SPP-2 Timeline: August 2018-May 2019	33%	38%	65%	→
Strategy's Expected Result/Impact: Facilities and maintenance campus committee indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
Monitor: Campus Administration				
Funding Sources: custodial supplies - 199 Local funds - 19951631500124y99000y - $1,550				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Garza will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The Campus will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
CNA Page 8 Population: Campus Stakeholders Timeline: December 2018- June 2019 Need: Board approved goal priority SBDM added 11-29-2017 　**Strategy's Expected Result/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. 　Formative: monthly expenditure reports compared CIP 　Summative: end of year expenditure reports 　**Monitor:** Campus Administration 　SBDM Committees	33%	35%	95%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Garza will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, campus climate surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Garza's SBDM committee will create and participate in employee incentives and recognitions to improve employee morale and climate. This can include refreshments for inservice days and special occasions to recognize the teachers.	**Nov**	**Feb**	**Apr**	**June**
Population: all Garza faculty and staff Perc.- 1 Timeline: July 2018 to June 2019	33%	27%	80%	→

Strategy's Expected Result/Impact: Formative result:
    Campus CNA survey and district/campus climate survey data related to support and retention
    Summative impact:
    PEIMS and TAPR report showing increased years of experience and decreased turn over rates				

Monitor: Campus SBDM Committees				
Title I Schoolwide Elements: 3.2 - **Critical Success Factors:** CSF 7				
Funding Sources: teacher incentives and awards - 199 Local funds - 19923649800124y99000y - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
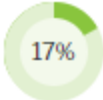
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Garza will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Website, enrollment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
Population: Campus Stakeholders	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority SBDM added 11-29-2017	33%	24%	60%	100%
Strategy's Expected Result/Impact: Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Monitor:** PIO Campus Administration **Critical Success Factors:** CSF 6				

Strategy 2 Details	Reviews			
Strategy 2: Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
Population:Garza Stakeholders	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority Edit Remove	33%	16%	60%	100%
Strategy's Expected Result/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases **Monitor:** PIO campus administration TST **Critical Success Factors:** CSF 6				

Strategy 3 Details		Reviews			
		Formative			**Summative**
Strategy 3: Garza will update websites at least monthly including showcasing student and community activities.		**Nov**	**Feb**	**Apr**	**June**
Population: Campus Stakeholders Timeline:August 2018- June 2019 Need: Decreasing enrollment/ Board approved goal priority **Strategy's Expected Result/Impact:** Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Monitor:** PIO Campus Administration **Critical Success Factors:** CSF 5, CSF 6		33%	17%	50%	100%
	0% No Progress	100% Accomplished		Continue/Modify	Discontinue

Goal 4: 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)

Performance Objective 2: Garza will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The District along with Garza Elementary will provide information through various media on the District of Innovation Plan. Population: BISD Stakeholders Timeline: July 2018 - June 2019 Need: Decreasing enrollment/ Board approved goal Edit Remove	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	33%	39%	70%	→
Strategy's Expected Result/Impact: Formative: draft Academic Calendars Summative: Adopted Academic Calendar **Monitor:** EIC Calendar subcommittee, School Administrator **Title I Schoolwide Elements:** 3.1 - **Critical Success Factors:** CSF 5, CSF 6				

Strategy 2 Details	Reviews			
Strategy 2: The DEIC Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. Population: BISD Stakeholders Timeline: November 2018 - March 2019 Need: Decreasing enrollment/ Board approved goal	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	100%
Strategy's Expected Result/Impact: Formative: draft Academic Calendars for campus Summative: Adopted Academic Calendar for campus **Monitor:** SBDM Committee **Title I Schoolwide Elements:** 3.1, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				
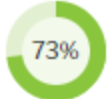
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)
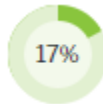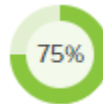
Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for the campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures	**Formative**			**Summative**
	Nov	Feb	Apr	June
CNA Page 8	66%	60%	90%	100%
Population: Students, parents, staff and community				
Timeline: August 2018 - June 2019 (Daily)				
Strategy's Expected Result/Impact: Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms				
Summative: Discipline Referrals				
Monitor: Campus Adm./staff Parental Involvement, Messenger				
Title I Schoolwide Elements: 3.1 - **Critical Success Factors:** CSF 5, CSF 6				

Strategy 2 Details	Reviews			
Strategy 2: Garza training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

CNA Page 14
 	
Population: all teachers
 	
Timeline: August 2018 to March 2019
    Strategy's Expected Result/Impact: Formative Results: eSchool discipline reports and RtI plans
    Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.
    Monitor: Campus RtI Administrator/committee
    Behavior Specialists
    Campus Counselor
    Title I Schoolwide Elements: 2.5 - **Critical Success Factors:** CSF 6
	33%	73%	90%	100%

Strategy 3 Details	Reviews			
Strategy 3: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.	**Formative**			**Summative**
Population: All Students	**Nov**	**Feb**	**Apr**	**June**

Timeline: August 2018 to June 2019
    Strategy's Expected Result/Impact: Formative Results:
    Training Sign In Sheets and Six weeks discipline reports
    Summative Impact:
    discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.
    Monitor: Campus PIEMS Administrator
    Safety Coordinator
    Critical Success Factors: CSF 3, CSF 6, CSF 7
	66%	43%	85%	100%
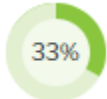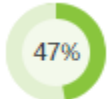
Strategy 4 Details	Reviews			
Strategy 4: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. CNA Page 13 Population: all students Timeline: August 2018 to June 2019	**Formative**			**Summative**
	Nov	Feb	Apr	June
	66%	30%	80%	100%

Strategy's Expected Result/Impact: Formative Results:
ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level
Summative Impact:
PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease

Monitor: RTI Administrator,
Campus Administration

Critical Success Factors: CSF 3, CSF 6, CSF 7

Strategy 5 Details	Reviews			
Strategy 5: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2018 to	**Formative**			**Summative**
	Nov	Feb	Apr	June
	33%	17%	75%	100%

Strategy's Expected Result/Impact: Formative Results:
copies of Presentations, Sign-In sheets and Agendas
Summative Impact:
+Decrease in the number of students discipline incidents compared to prior school year

Monitor: Counselor
administration

Critical Success Factors: CSF 5, CSF 6

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

    Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

    Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Fire dills, 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Formative: Safety Meeting Sign-In Sheets, Summative: Emergency operation plan
 	
    Monitor: Administration Counselor security BISD main office
 	
    Critical Success Factors: CSF 6
	66%	67%	75%	100%

Strategy 2 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative: Sign-In Sheets, Evaluations, Audits, Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Campus Documentation, Office Log-in Binders, Security Checks, Log of Sex Offenders Searches, Summative: Evaluation Sheets **Monitor:** Campus Administrators, Campus Faculty and Staff, Parental Involvement	33%	47%	75%	100%

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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 15% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
CNA Page 12 Population: Parents and Students Timeline: August 2018 - June 2019 **Strategy's Expected Result/Impact:** Formative: Job Description, Contact Log Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments **Monitor:** Campus Administration, SBDM committee ParentLiaison **Title I Schoolwide Elements:** 3.2	66%	68%	80%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Conduct and Comply with Title I A Parental Involvement Compliance Requirements:	**Nov**	**Feb**	**Apr**	**June**
-- Develop and Disseminate school-parent-students compact				
--Develop and Disseminate parent involvement policy	100%	100%	100%	100%
-- Conduct Annual Title I Meeting				
--Evaluate Effectiveness of Parental Involvement Program				
CNA Page 12				
Population: all stakeholders				
Timeline: August 2018-June 2019				
Strategy's Expected Result/Impact: Formative: Meetings sign-in sheets, teacher contact logs, home visits referrals, campus website				
Summative: State Assessments results, attendance rate, discipline referrals, Campus CNA and Title A Parent Surveys				
Monitor: Administration, Parent Liaison, Teachers				
Title I Schoolwide Elements: 3.1 - **Critical Success Factors:** CSF 5				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Conduct weekly parent meetings to inform and educate parents on the following:	**Nov**	**Feb**	**Apr**	**June**
--HAC (Home Access Center) --Parent Volunteer Orientation --Health Information --Student Code of Conduct --Emergency Operation Procedures --Homework Strategies --Content Areas Strategies/AR --State and Local Assessments and Expectations -a small helahty snack will be served during the meetings Population: staff, students and community CNA Page 12 Timeline: School year 2018-2019 **Strategy's Expected Result/Impact:** Formative: Weekly Meetings Documentations; Sign-in Sheets, Agendas, Flyer Summative: State Assessments Results, Attendance Rate, Discipline Referrals, teacher logs **Monitor:** Administration Teachers Counselors Nurse Parent Liaison	66%	57%	80%	100%

Strategy 4 Details	Reviews			
Strategy 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 music and art teacher and counselor.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: students and community members along with staff at Garza Timeline: school year 2018-2019 **Strategy's Expected Result/Impact:** Formative: Number of community partners Summative: Observed results from the community partnerships **Monitor:** Administration Parent Liaison Teachers Counselors **Critical Success Factors:** CSF 5	33%	10%	80%	→

Strategy 5 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
CNA Page 12 Population: All Garza stakeholders Timeline: August 2018-2019 **Strategy's Expected Result/Impact:** Formative: Observed results from the conferences. Family and community perception survey Campus Website Summative: Number of family/parent focus workshops and programs offered. Number of home visits Observed results from home visits Increased parent participation **Monitor:** Administration Parent Liaison Teachers **Critical Success Factors:** CSF 5	66%	66%	80%	→

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 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.	**Nov**	**Feb**	**Apr**	**June**
CNA Page 8	0%	36%	100%	100%
Population: Parents and Students				
Timeline: Fall 2018 and Spring 2019				
Strategy's Expected Result/Impact: Formative: Observed results from the parent conferences Survey Results				
Number of modes of communication used to inform families how to support their student academic growth.				
Summative: Number of family/parent focus workshops and programs offered. Increase student and parent participation rate.				
Monitor: Administration Parent Liaison PK,K Teachers				
Critical Success Factors: CSF 5				

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.	**Nov**	**Feb**	**Apr**	**June**
CNA Page 13	33%	28%	65%	→
Population: PFS/Migrant parents				
Timeline: August 2018 - June 2019 (Daily)				
Strategy's Expected Result/Impact: Academic success for all PK-2nd grade students EOY Promotion Rate. Formative: meeting provided to parents				
Summative: Academic success at the end of the year.				
Monitor: Parent Liaison Campus Adm				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)
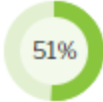
Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Professional Development that supports ELA/Reading comprehension and Math instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including EL, Special education, AT-Risk, and economically disadvantaged students.	**Nov**	**Feb**	**Apr**	**June**

LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes needed
Horizontal lesson planning
TELPAS Activities
Oral Language skills that increase listening/speaking, reading and writing proficiency
New Math TEKS and financial literacy components reviewing ELA TEKS
 	
Second language learning acquisition
Writing Academy attended by all fourth grade teachers/ sped/dean
 	
SAA 1-2
 	
Timeline: August 2018-May 2019
    Strategy's Expected Result/Impact: The campus will have a 10 percent increase in the number of students meeting phase II passing standard
    Identify exemplary classrooms per campus.
 	
    TELPAS fall and winter progress percent increase and reflect growth
 	
    Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation
    Checkpoint data
    Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments and checkpoints
    Monitor: Principals
    Dean of Instruction
    teachers
    Title I Schoolwide Elements: 2.6
    Funding Sources: travel for professional develiopment - 199 Local funds - 19923641123124y99000y - $1,000
	66%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative

Strategy 2: Build Instructional Capacity through the use of horizontal alignment and provide teachers with job-embedded staff development.
TOT training on campus by selected teachers (Pk - through 5th)
Data Informed Plan-including BOY, MOY, and EOY and checkpoints to track student performance. This is target but not limited to comprehensions and fluency.
Colleagues observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement
Data Wall and fluency tracker will also be observed and analyzed.
 	
CNA Page 13
 	
Populations all students
 	
Timeline: August 2018-May 2019
    Strategy's Expected Result/Impact: ERO evaluations and feedback
    The campus will have a 10% have a 10% increase in the number of students meetingmeets and masters standard
 	
    Formative Assessments: Classroom walkthroughs, fluency tracker
    Checkpoints
    Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
    Ttess
    Monitor: Principals
    Dean of Instruction
    teachers
	Nov
	
	66%
		Feb
		
		65%
			Apr
			
			100%
				June
				
				100%

Strategy 3 Details	Reviews			
	Formative			Summative

Strategy 3: 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.
 	
CNA Page 8
 	
Timeline: August 2018 through June 2019(monthly)
    Strategy's Expected Result/Impact: Sign-In Sheets
    Agendas,
    Time-Sheets,
    Lesson Plans,
    Walk-Throughs
 	
    Formative assessment:lesson plans, observations
 	
    Summative assessment: STAAR test results
    Monitor: Administration, Dean,
    Teachers,
    SBDM
    Comprehensive Support Strategy - PBMAS - Critical Success Factors: CSF 1
	Nov	**Feb**	**Apr**	**June**

	33%	51%	90%	100%

Strategy 4 Details	Reviews			
Strategy 4: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. CNA Page 10 Population: PK-3 to 4 faculty and staff Timeline: August 2018 to June 2019	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	66%	78%	90%	100%

Strategy's Expected Result/Impact: Formative Results:
    Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional
    Leaves, Purchase Orders, Walk-Throughs, Lesson Plans
    Summative Impact:
    Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional
    development activities.
    Monitor: PK 3 and PK4 teachers
    Principals,
    Deans of Instruction
    Critical Success Factors: CSF 7				

Strategy 5 Details	Reviews			
Strategy 5: Fine arts students and teachers will be provided professional development training annually.	**Formative**			**Summative**
Population: all K-5 students and teachers Timeline: August 2018 - June 2019	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Formative Results:
    Sign in sheets, PDS evaluations, student performance
    Summative Results:
    Increased EOY performance recognitions
    Monitor: Music teacher
    Art teacher
    Principal
    Dean
    Title I Schoolwide Elements: 2.5
	33%	56%	90%	100%

Strategy 6 Details	Reviews			
Strategy 6: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

CNA Page 13
 	
Population: faculty and staff
 	
Timeline: August 2018 - June 2019 (Daily)
    Strategy's Expected Result/Impact: Timely placement into Interventions
 	
    formative: report card every six weeks
 	
    Summative: progress to next grade level
    Monitor: Migrant Funded:
    Teachers
    Principal
    Dean
	33%	38%	55%	100%

Strategy 7 Details	Reviews			
Strategy 7: Professional development opportunities will be provided to campus to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention rate and Professional development opportunities include: -Identification of at-risk students via state and local criteria, - -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

CNA Page 6
 	
Population: Garza
 At-risk Students
 	
Timeline: August 2018- June 2019 (As needed)
    Strategy's Expected Result/Impact: Formative Results:
    PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports
    Summative Impact:
    increased STAAR/EOC and At-risk Retention
    Monitor: Principals
    Title I Schoolwide Elements: 2.6 - **Critical Success Factors:** CSF 2, CSF 7
	66%	62%	75%	100%
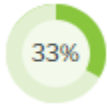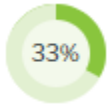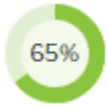
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Garza will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

> **Evaluation Data Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

> **Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	33%	33%	65%	→

Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Study Island, Prodigy Math, and Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers.

SA 1,2

Population: Garza

Timeline: August 2018-June 2019 (daily)students, faculty

    Strategy's Expected Result/Impact: The campus will have a 10% increase in the number of students in the meets and masters standards

    formative: six weeks report card

    Summative: Staar outcome

    Monitor: Principals
Dean
PK-5 teachers

    Comprehensive Support Strategy - PBMAS - Critical Success Factors: CSF 1

    Funding Sources: Second GradeTablets - 162 State Compensatory - 16211639862124y30tecy - $13,061, Second Grade software for new tablets for second grade - 162 State Compensatory - 16211639562124y30tecy - $4,813

Strategy 2 Details	Reviews			

Strategy 2: Instructional Technology resources (Ink) will be used for effective communication to district, campus personnel, parent, and teachers to disseminate data reports, progress reports, report cards, and student documents.
 	
CNA Page 13
 	
Population: Garza students, faculty members and parents
 	
Timeline: August 2018 - June 2019 (Daily)
    Strategy's Expected Result/Impact: Formative: monitoring of the use of technology
 	
    Summative: The campus will have a 10% increase in the number of students in the meets and exceeds standards on the state assessment.
    Monitor: Principals
    Dean of Instruction
    PK-5 teachers
    Title I Schoolwide Elements: 3.1
	Formative			**Summative**

	Nov	Feb	Apr	June
	33%	37%	70%	→

Strategy 3 Details	Reviews			

Strategy 3: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on , the prevention of Cyber Bullying and the integration of technology in the classroom.
 	
CNA Page 14
 	
Population: All Students and teaching faculty
 	
Timeline: August 2018 to June 2019
Need: District policy
    Strategy's Expected Result/Impact: Formative Results:
    1.Professional Development System evaluations
    2. Administrative walkthroughs
    3. Certificates of completion of training
    Summative Impact:
    1. +T-TESS evaluations
    2. +Application Management Reports
    3. +StarChart Surveys
    4. +Campus Technology Training records from PDS
    Monitor: Principals
    TST
    Critical Success Factors: CSF 7
	Formative			**Summative**

	Nov	Feb	Apr	June
	33%	35%	60%	100%

Strategy 4 Details	Reviews			
Strategy 4: Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2018 - June 2019 **Strategy's Expected Result/Impact:** Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report **Monitor:** Tech. Services Administrator Principals	**Formative**			**Summative**
	Nov	Feb	Apr	June
	33%	39%	65%	100%

Strategy 5 Details	Reviews			
Strategy 5: Third, Fourth and Fifth grade students will be provided with electronic tablets/desktops/printers that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. CNA Page 14 Population: Garza 5th grade students Timeline: August 2018 to June 2019 **Strategy's Expected Result/Impact:** Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores **Monitor:** Teachers, Principals TST **Critical Success Factors:** CSF 1, CSF 4	**Formative**			**Summative**
	Nov	Feb	Apr	June
	66%	66%	75%	100%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the attendance rate to 96.8% with a target of 97.5% for elementary schools, and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Supplement 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	**Formative**			**Summative**
	Nov	Feb	Apr	June
Timeline: August 2018-June 2019 (Daily) **Strategy's Expected Result/Impact:** Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports Summative: STAAR **Monitor:** Principal, Dyslexia teacher, Administrator for State Compensatory Education, Administrator for Special Programs **Title I Schoolwide Elements:** 2.6	33%	29%	50%	100%

Strategy 2 Details	Reviews			
Strategy 2: Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically and attendance for children in school.	**Formative**			**Summative**
	Nov	Feb	Apr	June
CNA Page 10 Population: all Students who meet the Pre-K criteria Timeline: August 2018-June, 2019 (Daily) **Strategy's Expected Result/Impact:** Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports, CPM (BOY and MOY) Summative: CPM (EOY) **Monitor:** Principal, **Title I Schoolwide Elements:** 2.6	33%	38%	70%	100%

Strategy 3 Details	Reviews			
Strategy 3: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, and attendance rate.	Formative			Summative
	Nov	Feb	Apr	June

--Identification of at-risk students via state and state and local criteria
--Identification and immediate enrollment of homeless
--Budget and Program Compliance
 	
CNA Page 6
 	
Population: Garza Elementary staff and students
 	
Timeline: August 2018 through June 2019
    Strategy's Expected Result/Impact: 0% increase in at-risk student achievement on STAAR
 	
5% decrease in Retention Rates
 	
    Formative:
ERO Session Evaluation Report
Benchmark Scores
Student Progress Reports
 	
Summative:
STAAR Scores
Retention Rates
    Monitor: Principal
Assistant Principal
    Title I Schoolwide Elements: 2.6
	33%	37%	70%	100%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: 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-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. This would help go along side of attendance. 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 processional development. Population: Title I and At-Risk Students Timeline: August 2018 June 2019 **Strategy's Expected Result/Impact:** Formative Evaluation Job Description/Evaluation Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports TAIS, TPRS Summative Evaluation State, local and campus assessment increase 10% or greater for At-risk students **Monitor:** Campus Principal	**Nov** 66%	**Feb** 70%	**Apr** 90%	**June** 100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: 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, along with attendance and kinder readiness 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. CNA Page 10 Population: Title I, At-Risk, and PK Timeline: August 2018 - June 2019 Edit Remove **Strategy's Expected Result/Impact:** Formative Evaluation: Classroom observations Review Data BOY/MOY/EOY for PK and K. Summative Evaluation: Attendance Rates MOY and EOY CPM results **Monitor:** PK Teachers Principal Dean of Instruction	**Nov** 66%	**Feb** 70%	**Apr** 80%	**June** 100%

Strategy 6 Details	Reviews			
Strategy 6: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. CNA Page 12 Population: Garza students PK to 5th grade Timeline: September 2018 to May 2019	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	66%	64%	80%	100%

Strategy's Expected Result/Impact: Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: Campus Attendance Percentage Rates **Monitor:** PEIMS Administrator Campus Administration Campus Attendance Personnel

Strategy 7 Details	Reviews			
Strategy 7: Grade Level classes will complete for weekly attendance trophy given by the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Daily , weekly attendance reports	**Nov**	**Feb**	**Apr**	**June**
Summative: Campus attendance rates improve **Monitor:** Teachers PK-5th Principal Data Entry Clerk **Title I Schoolwide Elements:** 2.6 - **Critical Success Factors:** CSF 4	66%	72%	95%	100%
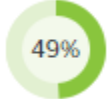
Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: At the end of each six weeks, students with perfect attendance every week will receive an award at the school.	**Nov**	**Feb**	**Apr**	**June**
CNA Page 9 Population: K-5th grade Garza students Timeline: August 2018-2019 **Strategy's Expected Result/Impact:** Six weeks awards ceremony **Monitor:** Principal Teachers Counselor **Title I Schoolwide Elements:** 2.6 - **Critical Success Factors:** CSF 4	66%	74%	90%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

    Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Accelerated instruction in the foundation curriculum will be provided during after school and/or Saturday extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate.
 	
CNA Page 7
 	
Population: Garza Students
 	
Timeline: August 2018 -June 2019 (At minimum 2x week)
 	
    Strategy's Expected Result/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress report, Benchmark Scores, Student Progress Reports
Summative: STAAR
    Monitor: Principal,
 Dean of Instruction,
assistant Principal,
    Title I Schoolwide Elements: 2.5 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:** CSF 1, CSF 2, CSF 4
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	33%	49%	65%	100%

Strategy 2 Details	Reviews			
Strategy 2: A food pantry and clothes closet will be avaliable at the campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes (as needed) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate. Population: Homeless and youth Timeline: August 2018 through June 2019 **Strategy's Expected Result/Impact:** Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Benchmark Scores Student Progress Reports Summative: STAAR Scores Attendance Rates Graduation Rates **Monitor:** Campus Homeless Youth Coordinator Principal	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	33%	5%	65%	→

Strategy 3 Details	Reviews			
Strategy 3: The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. CNA Page 10 Population: first grade students Timeline: August 2018 - June 2019(Daily) **Strategy's Expected Result/Impact:** No 1st grade retained Formative: monitor on report card every six weeks. Summative: Progress to next grade. **Monitor:** Principal Teachers Migrant Funded: Teacher Counselor Dean	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	33%	58%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative

Strategy 4: As per BISD policy, Garza Elementary will implement remediation instructional strategies during after school tutorials, extended day and Saturday academies in Reading, Math, writing and Science for 3rd-5th grade students in order to decrease the retention rate In addition, further instruction for the teachers will be taking place during horizontal 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)
    Strategy's Expected Result/Impact: Formative Assessments: Classroom walkthroughs, PDAS Teacher Evaluation
 	
    Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
 	
    Completed plan of action including alignement per grade level.
    Monitor: Principal
    Dean
    Classroom teachers
 	
    Title I Schoolwide Elements: 2.6 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:** CSF 1
	Nov
	
	33%
		Feb
		
		74%
			Apr
			
			80%
				June
				
				100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: 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. CNA Page 11 Population: Title I and At-Risk Students Timeline: August 2018- June 2019(Daily)	Nov	Feb	Apr	June
	33%	54%	75%	100%
Strategy's Expected Result/Impact: Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments **Monitor:** Campus Principal Dean of Instruction Classroom teachers **Title I Schoolwide Elements:** 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the Implementation of the district initiatives as well as the polices such as those on Dating Violence and sexual abuse of children.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
CNA Page 13 Population: All students, Staff and Parents Timeline: August 2018- June 2019 　**Strategy's Expected Result/Impact:** Formative Assessments: Number of parent/family parent focus workshops and programs offered. 　Summative: Observed results from the conferences. 　Participation results from workshops. 　**Monitor:** Administration 　PK-5 grade teachers, 　CATCH rep. 　PE specialist, 　Parent Liaison 　CATCH Team	33%	54%	70%	100%

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: 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 person between home and school.	**Nov**	**Feb**	**Apr**	**June**
	33%	54%	75%	100%

CNA Page 7

Population: Title I and At-Risk Students

Timeline: August 2018-2019

Strategy's Expected Result/Impact: Formative Evaluation:
Improvement on PK CPM tests
5% improvement on state assessments (STAAR/TPRI/Tejas LEE/CPM

Summative Evaluation:
Attendance increase, minimal health concerns and less accidents
Monitor: Para-professionals
(PK, Kinder, 1st-5th , librarian, Nurse, safety coordinator) health services
Principal
Title I Schoolwide Elements: 2.6 - **Comprehensive Support Strategy - PBMAS - Critical Success Factors:**
CSF 1

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for Garza Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
16211611800124y24SSI	6118 Extra Duty Stipend - Locally Defined	$8,690.00
16211611800124y30000asp	6118 Extra Duty Stipend - Locally Defined	$24,900.00
16211161800124y30000y	6118 Extra Duty Stipend - Locally Defined	$18,410.00
	6100 Subtotal:	**$52,000.00**
6300 Supplies and Services		
16211639562124y30tecy	6395 Supplies, DP Operations - Locally Defined	$4,813.00
16211639600124y30000y	6397 Other Equipment - Locally Defined	$2,000.00
16211639862124y30tecy	6398 Computer Supplies/Software - Locally Defined	$13,061.00
	6300 Subtotal:	**$19,874.00**

Personnel for Garza Elementary

Name	Position	Program	FTE
Carpio, Laura	Pre-K Teacher	State Comp	.50
Dickinson, Loretta	Dean of Instruction	State Comp	1.00
Hernandez, Bertha	Pre_k teacher	State Comp	.50
San Juanna De Leon	PK 4 teacher	State Comp	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before decideing how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2018-2019 and to increase the Level III percentages in all content areas. In addition, the committee will implement a plan of action to meet the Annual Measurement Achievement Objective System (AMAOS) indicators. 2018 TELL Survey results will be shared with staff members and used by SBDM to further assess areas of need. Garza offered the survey to all parents, students and teachers and looking at the current needs based on the new survey needs worked together as a SBDM to continue the needs of the campus. We met as a team to update any current needs and conitnue the meeting to close out the meeting on May 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Garza Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/enrichment program, for students who are AT-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserve populations; (4) include strategies to address the needs of all children in school, particularly the needs of low achieveing students, At-Risk, or not meeting the STATE student academic achievement standards; (5) address how the school will determine if such needs have been met. **(CIP 1.1.2) (CIP 1.2.1)   (CIP 2.1.1)** Garza SBDM met for final plan on April 4, 2018 with the appropriate committee in the end of the plan.

2.2: Regular monitoring and revision

Gaza SBDM will continously monitor and review the CIP every six weeks in order to maintain alignment with the acitivites on campus and funds being spent. If need to update the plan it will be done in a timely manner. May 27, 2019 the goals and needs were met on and evaluated during our May meeting. (May 27, 2019) The original start date would be May 2018.

SBDM meeting for the year:

8-24-18

8-27-18

10-15-18

11-13-18

1-24-19-

4-4-19

5-27-2019

2.3: Available to parents and community in an understandable format and language

Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool schildren from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments.   CIP will be offered in lanuage as needed.   The campus plan is located on the school website electronically and a hard copy is left in the Dean's room for need for anyone. The SBDM committee also has a hard copy for their grade level.   **(CIP 4.1.1)   (CIP 4.1.2) (4.1.3) (4.1.5)**

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on dialy exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition, Garza Elementary will collaborate with in-district and out of distrct campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

2.5: Increased learning time and well-rounded education

Garza Elementary provides high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as dtermined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or distrct identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences, campus webinars and workshiops which will be intensive and sustained. Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, higher oder questioning techniques, content area intervention strategies and bully free schools. **(CIP 1.1,3)(1.1.5) (1.2.2)**

2.6: Address needs of all students, particularly at-risk

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being

implemented are jointly funded with Special Services and Title I funds, e.g., after school tutorial programs. Professional Development activities are also paid from Title, I Parts A and C, and Local Funds. Title I Funds along wit Local State Compenesatory, State Bilingual, State Special Edare used to purchas supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services desgned to reduce the educational disruptons and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Garza Elementary. Support is provided using Migrant office informational flyers as well as support to students and prents regarding academic needs. Garza migrant students will receive school supplies upon their return from migrant travel to assist migrant students and their families with the financial stress and provide for a s smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and implement plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available/services opportunities in the school and or community. Fiction and Non-Fiction Readers will be ordered to support PFS student achievement in the area fluency and comprehension skills. Teachers will monitor progress of PFS migrant students and provide immediate remediation through small group instruction; computer based instruction; counseling's services and or referrals to nurse for needed assistance or services.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The Language Proficiency Assessment Committee at Garza Elementary meets periodically to identify bilingual students, monitor student assessment and provide recommendations based on data reviewed. TELPAS progress monitoring is conducted on a six weeks basis and documentation is kep in ELL Portfolios that are found in the students' PRC.

Garza Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in January 2018. Tutorials will be after school for 1.5 hours on Monday and Tuesday in Fall 2017 and Monday, Tuesday, and Wednesday in Spring 2018. Students will be provided cognitive based strategies as supported by TLI trainings for Tier I instruction. Garza Elementary will implement the BISD Fluency Initiative and Vocabulary Word of the Week to support this instruction. Interventions, supplemental materials, and support services will be provided using the 3 Tier Model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with additional 30 minutes of research based reading interventions and will be monitored every two weeks PMER, or PMBR tool. Struggling students will be indentified and an RTI plan will be developed. Tier III students will be provided explicit, individualized reading instruction. Additionally, supplemental instructional resources will be provided to identified at-risk students to improve acadeimic achievement.

Special Education funding provides Supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qulify for special education must receive services in accordance with a properly developed Individualized Educaiton Program (IEP) as per fedral and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the admission, Review and Dismissal Process. (CIP 1.1.2)

(CIP 1.1.4) (CIP 6.1.1)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as teh District's Parental involvement Center. Parent training on how to help their studetns be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool schildren from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments. **(CIP 4.1.1)   (CIP 4.1.2) (4.1.3) (4.1.5)** The family engagement meeting was completed during the May 27, 2019 to update and revised. The the plan was given out by paper copies, given out at parent meetings as well as electronically on the school website. The policy was given in both Spanish and English.

3.2: Offer flexible number of parent involvement meetings

Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as teh District's Parental involvement Center. Parent training on how to help their studetns be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool schildren from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments. **(CIP 4.1.1)   (CIP 4.1.2) (4.1.3) (4.1.5)** We offer several flexible times for parents to gain access to schoo information as needed. Open house, literacy day for parents and parent meetings every Wednesday in the school. Meetings are also held for fifth grade parents in order to look at reguirements for passing to the next grade level.

Title I Personnel

Name	Position	Program	FTE
De Luna, Martha	Nurse		.40
Garcia, Maria Ofelia	Parent Liaison		1.00
Ortiz, Flor	Library Aide		1.00
Solis, Rosario	Title-I Pre-K Aide		1.00
Vasquez, Norma	Title-I Kinder Aide		1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Maria Lara	Principal
meeting facilitator	Loretta Dickinson	Dean of Instruction
Non-classroom Professional	Elizabeth Castilleja	Assistant principal
Classroom Teacher	Bertha Hernandez	PreK teacher (Y1)
Classroom Teacher	Sandra Medina	Kinder Teacher (Y2)
Classroom Teacher	Rocio Perez	First grade teacher (Y2)
Classroom Teacher	Yolanda Wommack	Second GradeTeacher (Y1)
Classroom Teacher	Alma Garcia	Third grade Teacher (Y2)
Classroom Teacher	Perla Serrato	Fourth Grade Teacher (Y1)
Classroom Teacher	Maria H	Fifth grade Teacher (Y1)
Classroom Teacher	Rowena Capistrano	Special Education-Resource Teacher (Y2)
Student	Dezlyn Rios	student
Business Representative	Roberto Gomez	Business Owner
Business Representative	Ricardo Ayala	Business owner
District-level Professional	Melissa Garza	ELA Specialist
Parent	Elizabeth De loa Rosa	Parent
Parent	Isabel Garza	Parent
Community Representative	Arturo Rosales	Border patrol
Community Representative	Joe Cruz	Border patrol
Paraprofessional	Norma Torres	Secretary
Non-classroom Professional	Laura Borjas	Librarian
Classroom Teacher	Laura Carpio	PK 3 Teacher (Y1)

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training'testing substitutes	19913611218124y99000y	$1,000.00
1	1	1	snacks for training	19913649953124y99000y	$500.00
1	1	1	subs for professional devlopement	19911611218124y99000y	$1,000.00
1	1	2	Copy Paper	199116396124y11000	$500.00
1	1	2	General Supplies	19911639900124y11000	$1,500.00
1	1	2	General Supplies	19911639951124y000	$750.00
1	1	2	General Supplies	19911639962124y11000	$6,570.00
1	1	2	Instructional Resources	19912639900124y99000	$100.00
1	1	2	office supplies for teachers	19923639900124y99000y	$1,697.00
1	1	2	counselor supplies as needed for instruction	19931639900124y99000y	$100.00
1	4	8	transportation	19911649400124y11000y	$2,000.00
1	4	9	Awards	19911649800124y11000y	$1,500.00
2	1	2	custodial supplies	19951631500124y99000y	$1,550.00
3	2	1	teacher incentives and awards	19923649800124y99000y	$1,000.00
7	1	1	travel for professional develiopment	19923641123124y99000y	$1,000.00
				Sub-Total	$20,767.00
				Budgeted Fund Source Amount	$20,767.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	copy paper	16211639600124y30000	$2,000.00
1	1	6	Extra duty pay for failed 5th grade	16211611800124y24ssi	$8,690.00
1	1	6	Professional Extra Duty Pay	16211611800124y30000y	$18,410.00
1	1	6	Professional extra duty pay-extended day	16211611800124y30aspy	$24,900.00
8	1	1	Second GradeTablets	16211639862124y30tecy	$13,061.00
8	1	1	Second Grade software for new tablets for second grade	16211639562124y30tecy	$4,813.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$71,874.00
				Budgeted Fund Source Amount	$71,874.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	lpac substitutes		$3,290.00
1	1	2	instructional materials to support ELL	1630116399124y0000	$2,000.00
				Sub-Total	$5,290.00
				Budgeted Fund Source Amount	$5,290.00
				+/- Difference	$0.00

164 State Career and Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	resources for special education		$1,855.00
				Sub-Total	$1,855.00
				Budgeted Fund Source Amount	$1,855.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	21111639900124y30Of2	$259.00
				Sub-Total	$259.00
				Budgeted Fund Source Amount	$259.00
				+/- Difference	$0.00

199 G/T Advanced Academics

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

224 Federal Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

244 Perkins Grant (Fed. CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

255 Title II, Part A (TPTR/Class Size)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplemental materials	263	$5,290.00
				Sub-Total	$5,290.00
				Budgeted Fund Source Amount	$5,290.00
				+/- Difference	$0.00
XXX Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total	$105,335.00

Addendums

Activity Checklist	Notes/Clarifications	Date completed
Campus Leadership Team created	List CLT members and positions here: M. Lara, E. Castilleja, L. Dickinson, R. Capistrano, Bertha Hernandez, S Medina, R Perez, Y. Wommack, A, Garcia, P. Serrato, Maria H. garza, T Whittemore	08/13/2018
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used (refer to CSF Data Chart) here: STAAR Results, Texas Academic Performance Reports, TELPAS Reports, TPRI/Tejas Lee, PEIMS six weeks principal reports, TTESS Results, Teacher attendance, Teacher/Parent Conference Logs, Review 360 data, Failure reports (end of first six weeks)	08/27/2018
Needs Assessment: Problem statements selected	Recommendation to limit to 2 or 3 problems to be monitored all year long on a detailed and quarterly basis.	08/27/2018
Needs Assessment: Root cause analysis for each problem selected	Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem.	08/27/2018
One Annual Goal established for each problem	Make sure each goal is a SMART goal	08/27/2018
Overall strategy determined for each problem	Links the Annual goal with the root cause and prioritized problem(s)	08/27/2018
Quarter goals established	Make sure each goal is a SMART goal	08/27/2018
CSF/ESEA Turnaround selected	Check off for each activity based on Intervention in CIP	08/27/2018
Interventions selected	1 to 4 interventions for each problem for each quarter	08/27/2018
Monitoring tools/data sources determined	Need one form of data to use to determine success of each intervention for each quarter	08/27/2018
Initial plan uploaded	Deadline of October 16, 2018	10/16/18
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2018	11/10/18
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2019	04/04/2019
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2019	04/04/2019
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2019	06/10/2019
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	06/10/2019

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds are being used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.

Data Analysis Process and Summary of Findings

Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.	*We met as a Campus Leadership Team on August 13, 2018, to go over preliminary STAAR data from the 2016-2017 school year. Our focus was Index 1-4.*
Which student groups are in the greatest need of academic improvement (based on Index 1, 2, and 3 data and System Safeguards)?	*Primarily our Special Education students show the greatest gaps followed by the ELL students.*
Which student group(s) showed the least growth (Index 2)?	Special Education Students showed the least growth.
Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?	Special Education Students had the greatest gaps in the STAAR Reading, Math, and Writing.
Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?	Yes, The LEP (Not Served) in BE/ESL STAAR 3-8 passing rate was high.
Did your campus contribute to low performance levels for CTE for PBMAS? How?	N/A
Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?	N/A
Did your campus contribute to low performance levels for Special Education for PBMAS? How?	Yes, The Sped. Contributed to PBMAS

Problem Statement #1	Root cause #1	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
There is a significant gap between the all students passing STAAR Reading grades 3-5 and Special Education.	The majority of the students in Special Education are identified ID and their functional level is 2-3 grade levels below	Ensure professional development supports, monitor Research based strategies with differentiated instruction.
Annual Goal #1	**CIP Activity numbers:**	**CSFs/ESEA Turnaround Principles:**
Increase STAAR passing rate for Special Education students by 20% or better.	1.1.2	Make sure your CSF's for each strategy are included in your campus improvement plan.

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th
Do not complete this section until the end of the school year.

Quarter 1 Goal (August to October) Monitoring updates completed by November 10th
Increase AR tests by 5 percentage points from the 1st six weeks to the 2nd six weeks.

Q1: Intervention 1	Monitoring information	Intervention results
All teachers will help students set AR goals with 75% proficiency or above.	Six Weeks AR percentage of students 75% or above with at least 80% mastery.	Students AR results improved by 10 percent from the 1st Six Weeks to the 2nd Six Weeks.
Q1: Intervention 2	**Monitoring information**	**Intervention results**
1st-5th grade teachers will implement Fluency Routines with fidelity to improve reading proficiency.	Fluency Tracker 1st Six Weeks compared to 2nd Six Weeks.	Fluency tracker turned in by all teachers 1st-5th grade.
Q1: Intervention 3	**Monitoring information**	**Intervention results**
3rd-5th Grade Reading Tutorials will begin for All students on October 15, 2018 after school to support reading proficiency.	Six Weeks Failure Report Checkpoints District Benchmark IA Results	Failure percentage in Reading has very little increased from the 1st to the 2nd Six weeks.
Q1: Intervention 4	**Monitoring information**	**Intervention results**

Quarter 1 Goal met? / Changes for next quarter?
Goal met. No changes for next quarter.

Quarter 2 Goal (November to January) Monitoring updates completed by February 10th
Increase campus reading proficiency of 85% on AR tests by 5 percentage points from the 2nd to the 3rd Six weeks

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Q2: Intervention 1	Monitoring information	Intervention results
All teachers will help students set AR goals with 75% proficiency or above.	Six Weeks AR percentage of students 75% or above with 80% or better.	Students AR results improved by 10 percent from the 2nd Six Weeks to the 3rd Six Weeks.
Q2: Intervention 2	**Monitoring information**	**Intervention results**
1st-5th grade teachers will implement Fluency Routines with fidelity to improve reading proficiency.	Fluency Tracker 2nd/3rd Six Weeks	Fluency tracker turned in by all teachers 1st-5th grade.
Q2: Intervention 3	**Monitoring information**	**Intervention results**
3rd-5th grade Reading regrouping to take place in January to provide students instruction that is more specific.	Six weeks check point results and district benchmark results. Progress Monitoring	Failure percentage in Reading has increased from the 2nd to the 3rd Six weeks with benchmarks and end points
Q2: Intervention 4	**Monitoring information**	**Intervention results**

Quarter 2 Goal met? / Changes for next quarter?

Quarter 3 Goal (February to March) Monitoring updates completed by April 10th
Increase campus reading proficiency of 85% on AR tests by 5 percentage points from the 3rd Six Weeks to the 4th Six Weeks.

Q3: Intervention 1	Monitoring information	Intervention results
All teachers will help students set AR goals with 75% proficiency or above.	Six Weeks AR percentage of students 75% or above with 80% or better.	Students AR results improved by 10 percent from the 4th Six Weeks to the 5th Six Weeks.
Q3: Intervention 2	**Monitoring information**	**Intervention results**
1st-5th grade teachers will implement Fluency Routines with fidelity to improve reading proficiency.	Fluency Tracker 3rd/4th Six Weeks	Fluency tracker turned in by all teachers 1st-5th grade.
Q3: Intervention 3	**Monitoring information**	**Intervention results**
3rd-5th grade Reading regrouping to take place in January to provide students instruction that is more specific.	Six weeks check point results and district benchmark results. Progress Monitoring	Failure percentage in Reading has increased from the 4th to the 5th Six weeks with benchmarks and end points
Q3: Intervention 4	**Monitoring information**	**Intervention results**

Quarter 3 Goal met? / Changes for next quarter?
Goal met no changes for next quarter

Quarter 4 Goal (April to June) Monitoring updates completed by June 10th
Increase campus reading proficiency of 85% on AR tests by 5 percentage points from the 4th Six Weeks to the 5th Six Weeks.

Q4: Intervention 1	Monitoring information	Intervention results
All teachers will help students set AR goals with 75% proficiency or above.	Six Weeks AR percentage of students 75% or above with 80% or better.	Students AR results saw an increase from the 5th to end of the year.
Q4: Intervention 2	**Monitoring information**	**Intervention results**
1st-5th grade teachers will implement Fluency Routines with fidelity to improve reading proficiency.	Fluency Tracker 5th and 6th Six Weeks	All teachers turned in the fluency tracker for all six weeks.
Q4: Intervention 3	**Monitoring information**	**Intervention results**
3rd-5th grade Reading regrouping to take place in January to provide students instruction that is more specific.	Six weeks check point results and district benchmark results and the STAAR test Progress Monitoring	Six weeks end marks have improved from the 5th six weeks to the 6th six weeks. The failure rate was lower.
Q4: Intervention 4	**Monitoring information**	**Intervention results**
Quarter 4 Goal met? / Changes for next year?		
Goal met continue to monitor for next year.		

Problem Statement #2	Root cause #2	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
There is a large gap between the all students passing STAAR Reading Grades 3-5 and Special Education students.	An individualized approach must be followed to address the needs of all Special Education and ELL students	Ensure professional development supports, monitor Research based strategies with differentiated instruction.
Annual Goal #2	**CIP Activity numbers:**	**CSFs/ESEA Turnaround Principles:**
Increase the STAAR Passing rate for Special Education students by 20% or better from the 2017 results.	1.1.2	Make sure your CSF's for each strategy are included in your campus improvement plan.

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th
Do not complete this section until the end of the school year.

Quarter 1 Goal (August to October) Monitoring updates completed by November 10th
Reduce the failure rate by 10% each Six Weeks for Reading in grades 3rd-5th.

Q1: Intervention 1	Monitoring information	Intervention results
Teachers will team-teach in -5th grade for Reading and self-contained in 3rd and 4th grade.	Six Weeks Benchmark report Check point results Data wall	Failure percentage in Reading has not increased in 3rd, 4th, and 5th from 1st to 2nd six weeks
Q1: Intervention 2	**Monitoring information**	**Intervention results**
3rd-5th Grade Reading Tutorials will begin October 15th after school twice a week.	Six Weeks Failure Reports	According to the failure, report interventions have taken place by placing students on RTI as needed.
Q1: Intervention 3	**Monitoring information**	**Intervention results**
Co-planning sessions between Regular Ed teachers and Special Education teachers every six weeks to monitor student progress.	Six Weeks agenda and Sign-in Sheets	Co-planning has taken place as planned.
Q1: Intervention 4	**Monitoring information**	**Intervention results**

Quarter 1 Goal met? / Changes for next quarter?
Goal was not met. Continue with plan ensuring RTIs are in place for students failing.

Quarter 2 Goal (November to January) Monitoring updates completed by February 10th
Reduce the failure rate by 10% each six weeks for math in grades 3-5.

Q2: Intervention 1	Monitoring information	Intervention results

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Teachers will team-teach in -5th grade for Reading and self-contained in 3rd and 4th grade.	Six Weeks Benchmark report Check point results Data wall	Failure percentage in Reading has not increased in 3rd , 4th , and 5th from 3rd to the 4th six weeks
Q2: Intervention 2	**Monitoring information**	**Intervention results**
3rd-5th Grade Reading Tutorials will begin October 15th after school twice a week.	Six Weeks Failure Reports	According to the failure report interventions have taken place by placing students on RTI as needed
Q2: Intervention 3	**Monitoring information**	**Intervention results**
Co-planning sessions between Regular Ed teachers and Special Education teachers every six weeks to monitor student progress.	Six Weeks agenda and Sign-in Sheets	Co-planning has taken place as planned.
Q2: Intervention 4	**Monitoring information**	**Intervention results**
Quarter 2 Goal met? / Changes for next quarter?		
Goal was met. Continue with plan ensuring RTIs are in place for students failing.		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Q3: Intervention 1	**Monitoring information**	**Intervention results**
Teachers will team-teach in -5th grade for Reading and self-contained in 3rd and 4th grade.	Six Weeks Benchmark report Check point results Data wall	Failure percentage in Reading has not increased in 3rd , 4th , and 5th from 4th to the 5th six weeks
Q3: Intervention 2	**Monitoring information**	**Intervention results**
3rd-5th Grade Reading Tutorials will begin October 15th after school twice a week.	Six Weeks Failure Reports	According to the failure report interventions have taken place by placing students on RTI as needed
Q3: Intervention 3	**Monitoring information**	**Intervention results**
Co-planning sessions between Regular Ed teachers and Special Education teachers every six weeks to monitor student progress.	Six Weeks agenda and Sign-in Sheets	Co-planning has taken place as planned.
Quarter 3 Goal met? / Changes for next quarter?		
Goal was met. Continue with plan ensuring RTIs are in place for students failing.		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Q4: Intervention 1	**Monitoring information**	**Intervention results**
Teachers will team-teach in -5th grade for Reading and self-contained in 3rd and 4th grade.	Six Weeks Benchmark report Check point results Data wall	Failure percentage in Reading has not increased from 5th to 6th six weeks.
Q4: Intervention 2	**Monitoring information**	**Intervention results**

3rd-5th Grade Reading Tutorials will begin October 15th after school twice a week.	Six Weeks Failure Reports	RTI was successful during the year. Will continue to provide RTI assistance to students for the coming year.
Q4: Intervention 3	**Monitoring information**	**Intervention results**
Co-planning sessions between Regular Ed teachers and Special Education teachers every six weeks to monitor student progress.	Six Weeks agenda and Sign-in Sheets	Co-planning has taken place all year long.
Q4: Intervention 4	**Monitoring information**	**Intervention results**
Quarter 4 Goal met? / Changes for next year?		
Goal Met. Continue to move forward the next school year.		

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Problem Statement #3	Root cause #3	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
There is a large gap between the all students passing STAAR Writing and Special Education/ELL Students	*An individualized approach must be followed to address the needs of all Special Education and ELL students*	*Ensure professional development support, monitor Research based strategies with differentiated instruction.*
Annual Goal #3	**CIP Activity numbers:**	***CSFs/ESEA Turnaround Principles:***
Increase the STAAR Passing rate for Special Education students by 50 % or better from the 2016 STAAR results.	1.1.2	Make sure your CSF's for each strategy are included in your campus improvement plan.

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th
Do not complete this section until the end of the school year.

Quarter 1 Goal (August to October) Monitoring updates completed by November 10th
The percentage of students that fail Writing in 4th grade will decrease 1% point by the end of the quarter.

Q1: Intervention 1	*Monitoring information*	*Intervention results*
1st-5th grade teachers will implement daily writing journals in reading, writing and science	Journals	100% of teachers Kinder-5th grade are implementing daily writing journals in their classrooms.
Q1: Intervention 2	*Monitoring information*	*Intervention results*
4th Grade Tutorials for All students will begin October 9th after school twice a week.	Six weeks failure reports.	Tutorial attendance and lesson plans are being completed. Students are recommended to stay for supportive instruction.
Q1: Intervention 3	*Monitoring information*	*Intervention results*
Q1: Intervention 4	*Monitoring information*	*Intervention results*

Quarter 1 Goal met? / Changes for next quarter?
Goal was met. Continue RTIs for students failing and ensure they attend the tutorial program.

Quarter 2 Goal (November to January) Monitoring updates completed by February 10th
The percentage of students that fail 4th grade Writing will decrease 1% point by the end of the quarter

Q2: Intervention 1	*Monitoring information*	*Intervention results*

1st-5th grade teachers will implement daily writing journals in reading, writing and science	Journals	100% of teachers Kinder-5th grade are implementing daily writing journals in their classrooms.
Q1: Intervention 2	*Monitoring information*	*Intervention results*
4th Grade Tutorials for All students will begin October 9th after school twice a week.	Six weeks failure reports.	Tutorial attendance and lesson plans are being completed. Students are recommended to stay for supportive instruction.
Q2: Intervention 3	*Monitoring information*	*Intervention results*
Q2: Intervention 4	*Monitoring information*	*Intervention results*

Quarter 2 Goal met? / Changes for next quarter?
Goal was met. Continue to monitor students failing.

Quarter 3 Goal (February to March) Monitoring updates completed by April 10th
The percentage of students that fail 4th grade Writing will decrease 1% point by the end of the quarter

Q3: Intervention 1	*Monitoring information*	*Intervention results*
1st-5th grade teachers will implement daily writing journals in reading, writing and science	Journals	100% of teachers Kinder-5th grade are implementing daily writing journals in their classrooms.
Q1: Intervention 2	*Monitoring information*	*Intervention results*
4th Grade Tutorials for All students will begin October 9th after school twice a week.	Six weeks failure reports.	Tutorial attendance and lesson plans are being completed. Students are recommended to stay for supportive instruction.
Q3: Intervention 3	*Monitoring information*	*Intervention results*
	Monitoring information	*Intervention results*

Quarter 3 Goal met? / Changes for next quarter?
Goal was met. Continue to monitor students failing.

Quarter 4 Goal (April to June) Monitoring updates completed by June 10th

Q4: Intervention 1	*Monitoring information*	*Intervention results*
1st-5th grade teachers will implement daily writing journals in reading, writing and science	Journals	100% of teachers Kinder – 5th implemented daily writing journals.
Q1: Intervention 2	*Monitoring information*	*Intervention results*
4th Grade Tutorials for All students will begin October 9th after school twice a week.	Six weeks failure reports.	Tutorial attendance/lesson plans have been completed for the year.

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Q4: Intervention 3	Monitoring information	Intervention results
Q4: Intervention 4	**Monitoring information**	**Intervention results**
Quarter 4 Goal met? / Changes for next year?		
Goal met.		