

Brownsville Independent School District

Garcia Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission : Cultivating global learners through academic excellence.

Vision

Vision: Academic excellence for Every Student

Value Statement

It is our mission at Dr. Juliet V. García Middle School to provide students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic achievement as determined by local, state, and national standards. This will be accomplished by using a support system involving school, parents, and community in a safe and structured environment.

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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). Los estudiantes de BISD recibiran oportunidades educativas que produzcan graduados completos que estan preparados para el futuro, estan preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).	19
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) La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y de bajo consumo energetico para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo del tablero 2)	44
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) El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)	46
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) Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas / marketing para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes. (Objetivo de la mesa directiva 4)	48
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) Los campus escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capitulo 4, Obj. 8)	52
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10) La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)	79
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) A traves de esfuerzos	

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Dr. Juliet V. Garcia Middle School

2020-2021 Campus Narrative

Dr. Juliet V. Garcia Middle School is located near the Port of Brownsville in Brownsville, Texas and serves students in 6th, 7th, and 8th grade. The school is named in honor of Dr. Juliet V. Garcia, President of the former UTB and Texas Southmost College partnership. Garcia Middle School opened its doors to the community in August 2002. The faculty and staff are committed to providing students with a diverse educational foundation consisting of high levels of academic, artistic, and athletic opportunities and has won many accolades as determined by local, state, and national standards. This is accomplished by using a support system involving school, parents, and community in a safe and structured environment.

The student population at Garcia Middle School is predominantly Hispanic. The student population is representative of the community with 96.6% Hispanic and 3.4% White. 89.7% are identified as economically disadvantaged, 25.4% English Learners (EL), 15.3% Gifted and Talented, 66.4% At-Risk, and 10.8% are special needs students. The student body is made up of 364 sixth graders, 367 seventh graders, and 354 eighth graders for 1,085 students. The attendance Rates for the 2019-2020 school year was 95.8% for all the students and 96.6% for at-risk students. The dropout rate for the 2019-2020 school year was 0.0% for all the students and for 0.0% for at-risk students. Moreover, the retention rate was less than 0.0% for all students and less 0.0% for at-risk students.

Garcia Middle School's leadership includes Luis G. Segura, Principal; Sandra Barron-Herrera, Dean of Instruction; Julio C. Martinez & Lupita Perez, Assistant Principals. The Faculty includes 69.6 (TAPR) certified teachers, 9.6 (TAPR) professional support and 11.5 (TAPR) educational aides 7.5 clerical and office personnel, service special education, migrant, PEIMS, library, health, matriculation and attendance. A nurse, librarian, three academic counselors, one At-Risk counselor, ten cafeteria employees, six custodians, and two security officers and one police officer that provide additional services. The faculty has an ethnic representation of 89.3% Hispanic, African American 1.4% and 9.3% White. Female teachers represent 70.4% and males 29.6% of the teaching staff.

Garcia Middle School is comprised of a diverse student population. The campus houses two Life Skills units for special education students and implements special education inclusion program as part of the school curriculum along with two BI units that provide social skills curriculum. Campus Band, Choir, Art, and Dance provide opportunities from the beginners' levels to the advanced levels. Garcia Middle School also offers a wide range of additional educational opportunities such as participation in the GT/Honors, STEM, Algebra EOC, University Interscholastic League, Athletics, Performing Arts Dance Ensemble, Destination Imagination, Chess, Spanish, Science Club, Art Club, cultural field trips, NJHS, Student Council, and the Gator Ecology Club. Our National Junior Honor Society provides our student leadership a platform for college and community awareness.

Note*Due to COVID-19 pandemic and CDC guidelines many of these opportunities were not available or cancelled for the 2020-2019 school year.

At Garcia Middle School, the main focus is on each student's individual academic progress. Due to COVID-19 classes were conducted virtual/face-to-face using technology (laptops, hotspots, and smartboards). In order to support student success, students are offered after school and Saturday tutorials, along with Credit Recovery both virtual/face-to-face. The teachers embraced professional development opportunities in both curriculum and the use of technology to develop and implement the lessons that would engage distance learning students. Academic Challenges in Reading and Math should be met through the additional strategies provided to teachers by the district curriculum specialist. Key deficiencies in students' mathematics and reading content knowledge and skills will be addressed so students will meet college readiness standards and achieve masters levels on the state exams.

The campus addresses health and nutritional issues through our campus award winning CATCH (Coordinated Approach to Child Health) committee. This committee offers a variety

of activities such as: Turkey Walk, Jump Rope for Life, Health Screening, monthly presentations, and staff Health Fair. Students also participate in Summer Bridge programs, ELA Camps, Poetry Night, Science Fair, History Day, Brainsville, and One Act Play.

Note*Due to COVID-19 pandemic and CDC guidelines many of these opportunities were minimal, not available or cancelled for the 2020-2021 school year.

Students are rewarded for academic accomplishments during the Academic Awards Ceremony held on May 7 (6th grade), May 8 (7th grade), May 9 (8th grade), 2021. In addition, our athletes were recognized during our Athletic Awards Ceremony held on May 5, 2021. Both ceremonies celebrated the great success our students achieved during this year with their teachers, parents, and family members. The above-mentioned dates were scheduled following the CDC guidelines for COVID-19 with the ceremonies being conducted with limited participation.

Dr. Juliet Garcia Middle School was awarded Distinction Designations in: ELA/Reading, Science, Social Studies and Postsecondary Readiness. Met Standard with a scaled score of 84 Overall, 77 Student Achievement, 89 School Progress and 71 Closing the Gaps. (2018-2019)

Due to COVID -19-STAAR was cancelled 2019-2020.

The Administration and Staff are determined to work very hard to earn Dr. Juliet Garcia Middle School additional State Distinctions.

Note: Due to COVID-19, all spring semester STAAR (2020-2021) testing was administered online on campus with the exception of the Writing test that was administered on paper.

Demographics

Demographics Summary

The SBDM committee will meet every other 6 wks to review the CIP goals and to amend the document appropriately to campus needs.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The student population at Garcia Middle School is predominantly Hispanic. The PEIMS Data review of our student population is representative of the community with 97.0% Hispanic and 2.9% White. 86.9% are identified as economically disadvantaged, 27.7% Emergent Bilinguals (EB), 14.0% Gifted and Talented, 61.6% At-Risk, and 12.1% are special needs students. The student body is made up of 374 sixth graders, 358 seventh graders, and 381 eighth graders for 1,113 students. The attendance Rates for the 2019-2020 school year was 95.4% for all the students and 96.34% for at-risk students. The dropout rate for the 2019-2020 school year was 0.0% for all the students and for 0.0% for at-risk students. Moreover, the retention rate was less than 0.0% for all students and less 0.0% for at-risk students.

Currently 6th grade has two academic teams, 7th grade has three academic teams, and 8th grade has two academic teams. Our elective positions are all filled and although the classes range from 25-35, instruction is well delivered.

6th -8th Grade

The following information originated from the 2018-2019/2017-2018 TAPR results.

*Please note that due to the cancellation of spring 2020 STAAR, due to COVID-19 pandemic the performance sections of this (2019-2020) report is not updated.

STAAR Summary of 6th – 8th Grades Tested

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

2018- 2019 TAPR: Reading - 6th grade (campus 64%, district 64%, state 68%), 7th grade (campus 76%, district 73%, state 76%), 8th grade (campus 92%, district 86%, state 86%)

2017- 2018 TAPR: Reading – 6th grade (campus 71%, district 65%, state 69%), 7th grade (campus 74%, district 72%, state 74%), 8th grade (campus 97%, district 85%, state 86%)

2018- 2019 TAPR: Math - 6th grade (campus 79%, district 81%, state 81%), 7th grade (campus 70%, district 73%, state 75%), 8th grade (campus 94%, district 90%, state 88%)

2017- 2018 TAPR: Math – 6th grade (campus 77%, district 77%, state 77%), 7th grade (campus 70%, district 70%, state 72%), 8th grade (campus 93%, district 88%, state 86%)

2018- 2019 TAPR: Writing - 7th grade (campus 72%, district 74%, state 70%)

2017- 2018 TAPR: Writing - 7th grade (campus 70%, district 68%, state 69%)

2018- 2019 TAPR: Science - 8th grade (campus 85%, district 78%, state 81%)

2017- 2018 TAPR: Science - 8th grade (campus 82%, district 72%, state 76%)

2018- 2019 TAPR: Social Studies - 8th grade (campus 80%, district 71%, state 69%)

2017- 2018 TAPR: Social Studies -- 8th grade (campus 80%, district 65%, state 65%)

Middle School End of Course (EOC) Results

2018- 2019 TAPR: Math--Algebra --- 8th grade (campus 100%, district 94%, state 85%)

2017- 2018 TAPR: Math—Algebra --- 8th grade (campus 100%, district 90%, state 83%)

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	White	Econ Disadv	At-Risk	Special Ed	EB
All Subjects	79%	80%	62%	78%	48%	58%	74%
Reading	77%	78%	53%	76%	65%	51%	71%
Mathematics	81%	82%	73%	81%	64%	58%	79%
Writing	72%	73%	53%	72%	62%	43%	65%
Science	85%	85%	67%	84%	56%	66%	78%
Social Studies	80%	80%	67%	78%	58%	84%	72%

Demographics Strengths

The following strengths have been identified after the SBDM Committee analyzed findings:

- Strong Special Education and ESL departments
- 21st Century Coordinator support
- Algebra I, English I/Creative Writing and Biology I advanced classes for 8th grade students
- STEMS Curriculum for math and science students in 6th, 7th, and 8th grade

Need Statements Identifying Demographics Needs

Need Statement 1: Parental Involvement :Increase the number of participation in parent meetings by sending parent flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent afternoon or night throughout the school year for additional parental involvement opportunities (Cricut/supplies/resources for activities) with light snacks. Include migrants. **Data Analysis/Root Cause:** Involving parents in the decision making process is paramount to all stakeholders buy in and input at Garcia M.S.

Need Statement 2 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 3: Professional development in the research based implementation of Response to Interventions (RtI) for struggling students to address academic and behavior issue and allow the teachers to implement the classroom interventions with fidelity and consistency to assist with student success. **Data Analysis/Root Cause:** Teachers, Counselors and Administration will work on Response to Intervention (RtI) for addressing academic and behavior issues as a preventative measure for struggling students.

Need Statement 4 (Prioritized): Need to increase supports for students and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 5 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Student Learning

Student Learning Summary

SBDM, Departments and Teams will meet regularly to review data and set goals in order to improve student achievement.

The campus goal is to meet the standards of College Readiness using the rigor of the STEM math and science curriculum. Using the training and curricular support from our Curriculum and Instruction specialist we will apply new training techniques, and meet more rigorous goals. The goal is to challenge all students with high expectations, to be prepared for class, and be able to utilize a broad range of technology in preparation for post-secondary challenges using critical thinking skills. Support sub-populations with additional supplies and resources as needed to encourage self-confidence, motivation and academic success.

Our campus scores :

At- Risk Student profile for Economically Disadvantaged : 89.7 %

English Language Arts : 77 %

Math : 81 %

Science : 85 %

Social Studies: 80%

Attendance Rate: 95.8 %

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Student Learning Strengths

The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

- Social Studies scores
- Attendance
- Academic Extracurricular/Fine Arts Participation
- District training for STEM
- Algebra I

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root**

Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 2: Provide Instructional Supplies and materials for classroom use (Cricut equipment/supplies), more parental involvement and to create more unity among the faculty, staff and administration. Investment was made on instructional supplies for teachers and for the parent involvement center to address this need. **Data Analysis/Root Cause:** Teachers need materials to address the varied learning needs of all students and parental involvement to increase unity among the faculty, staff and administration.

Need Statement 3 (Prioritized): The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 4: Professional development in the research based implementation of Response to Interventions (RtI) for struggling students to address academic and behavior issue and allow the teachers to implement the classroom interventions with fidelity and consistency to assist with student success. **Data Analysis/Root Cause:** Teachers, Counselors and Administration will work on Response to Intervention (RtI) for addressing academic and behavior issues as a preventative measure for struggling students.

Need Statement 5 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 6: Provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. We have provided students with guest speakers to address the issues of bullying, drugs, mental issues, and self-esteem. Furthermore, the district has invested in providing the campus with a disinfectant machine that helps promote a healthy environment for faculty and student body. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Garcia MS.

Need Statement 7 (Prioritized): Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 8 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

School Processes & Programs

School Processes & Programs Summary

Garcia M.S. conducted campus surveys to help provide the data needed for the adjustments in the Campus Improvement Plan. The survey results were reviewed by all departments and teams making all stakeholders aware of the results. The SBDM members and faculty analyzed survey results along with benchmark scores due to lack of STAAR Scores (COVID-19). The information from all committees were used to allocate funds in areas needed for activities and resources for 2021-2022 CIP.

Teacher training for STEM, Math and Science, STAAR, Curriculum Frameworks, DOK, TEKS Refinement math, ELAR, and social studies changes ensure that core subjects are prepared with rigorous curriculum for STAAR, EOC, and PreAP classes. Assessment is designed by the teaching staff based on the district curriculum. Teachers will use TANGO/Eduphoria to monitor student progress. ESL Reading Smart and Benchmarks occur in November and February, in addition to the Universal Screener (1st Benchmark) which provides additional student data.

Garcia teachers have an engaging Curriculum in all content areas. It is enhanced by providing students more opportunities to participate in extracurricular experiences such as: STEM training for math and science provided by district. Updated TEKS Curriculum for Science, ELAR, Social Studies, and Math. Teachers are up to date with the use of Tango Trainings and the updates on software.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

School Processes & Programs Strengths

The SBDM Committee analyzed the survey findings and noted that Garcia M.S. would need to work with HR Dept., ensure walkthrough data is analyzed, additional professional development for teachers and GT/Honors compliance is ensured. Classes are organized into Academic Teams for each grade level. Strong teachers are placed at each grade level for each content area to provide leadership for Horizontal Alignment. Departments meet weekly to review campus initiatives and plan for the coming week. Content is complemented by Career and College Readiness relationships. Hallways are decorated with pennants from various colleges and universities, and several events during the year are designed to bring awareness and focus on life after middle school. The 21st Century Coordinator provides students opportunities for enrichment, academics and college ready along with resources to engage parents and increase parental involvement. Students will be monitored on a six weeks basis by the 21st Century Coordinator.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Processes and program areas of improvement would be addressed: More rigorous content and lesson delivery training in math and technology. Provide training, resources, and supplies in preparations to provide a safe and orderly environment. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation time-lines related to School Context and Organization are set forth in all sections of the 2020-2021 Campus Improvement Plan.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. We have provided

students with guest speakers to address the issues of bullying, drugs, mental issues, and self-esteem. Furthermore, the district has invested in providing the campus with a disinfectant machine that helps promote a healthy environment for faculty and student body. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Garcia MS.

Need Statement 2: Parental Involvement :Increase the number of participation in parent meetings by sending parent flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent afternoon or night throughout the school year for additional parental involvement opportunities (Cricut/supplies/resources for activities) with light snacks. Include migrants. **Data Analysis/Root Cause:** Involving parents in the decision making process is paramount to all stakeholders buy in and input at Garcia M.S.

Need Statement 3 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4 (Prioritized): Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 5: Provide Instructional Supplies and materials for classroom use (Cricut equipment/supplies), more parental involvement and to create more unity among the faculty, staff and administration. Investment was made on instructional supplies for teachers and for the parent involvement center to address this need. **Data Analysis/Root Cause:** Teachers need materials to address the varied learning needs of all students and parental involvement to increase unity among the faculty, staff and administration.

Need Statement 6 (Prioritized): The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 7: Professional development in the research based implementation of Response to Interventions (RtI) for struggling students to address academic and behavior issue and allow the teachers to implement the classroom interventions with fidelity and consistency to assist with student success. **Data Analysis/Root Cause:** Teachers, Counselors and Administration will work on Response to Intervention (RtI) for addressing academic and behavior issues as a preventative measure for struggling students.

Need Statement 8 (Prioritized): Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 9 (Prioritized): Need to increase supports for students and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 10 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Perceptions

Perceptions Summary

Our school culture and climate from the previous academic school year has significantly improved; it can still be better. We want to increase our Parent Involvement active participation. We need to provide more positive incentives and recognition's for teachers, students, staff, and parents with the support of our very dedicated community members. We must improve on the effective communication with teachers, parents, and all campus stakeholders. Garcia MS conducted campus survey and shared with all stockholders who provided input to be used to allocate funds for activities, resources and supplies needed for the 2021-2022 CIP. Due to COVID 19 the survey and benchmark scores were analyzed to make recommendations for the CIP.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The following sources provided valuable data for culture, climate, values, and beliefs in regards to the identification of needs:

- Referral categories/ISS reports by infraction
- Data from Do the WRITE Thing essays (violence prevention)
- Student and Teacher Campus Needs Assessment Survey
- Weekly Academic Team Meetings and Department Meetings
- Extracurricular activities and fine arts electives
- Campus Cleanliness
- Hosting a variety of parent events to spotlight student academic achievement
- Effective use of School Messenger, Facebook and Remind App to communicate with parents

Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM committee:

- Highly Qualified Teachers
- Administration is visible at all times
- Parents want their students to attend our campus as evidenced by the number of parents requesting transfers
- Parents are supportive of extracurricular activities

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, the following areas (School Culture and Climate) of improvement would be addressed: Campus provide enriching classes for parents, Parent meetings held in language parents understand providing information on the students and to increase contact between parents, teachers and administrative staff. Mileage for parent liaison and incentives for teacher retention. To best support campus efforts and meet identified needs at the campus level; activities, resources, and implementation time-lines related to Family and Community Involvement are set forth in the Parent and Community section of the 2020-2021 Campus Improvement Plan.

Data Sources Reviewed: The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

- Parental Involvement Survey Results
- Tally of parental involvement events during 2020-2021

- Attendance tally for each event during 2020-2021
- Feedback from Various Meetings

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 2: Parental Involvement :Increase the number of participation in parent meetings by sending parent flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns and by having parent afternoon or night throughout the school year for additional parental involvement opportunities (Cricut/supplies/resources for activities) with light snacks. Include migrants. **Data Analysis/Root Cause:** Involving parents in the decision making process is paramount to all stakeholders buy in and input at Garcia M.S.

Need Statement 3 (Prioritized): The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. We have provided students with guest speakers to address the issues of bullying, drugs, mental issues, and self-esteem. Furthermore, the district has invested in providing the campus with a disinfectant machine that helps promote a healthy environment for faculty and student body. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Garcia MS.

Need Statement 5: Provide Instructional Supplies and materials for classroom use (Cricut equipment/supplies), more parental involvement and to create more unity among the faculty, staff and administration. Investment was made on instructional supplies for teachers and for the parent involvement center to address this need. **Data Analysis/Root Cause:** Teachers need materials to address the varied learning needs of all students and parental involvement to increase unity among the faculty, staff and administration.

Need Statement 6 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 7 (Prioritized): Need to increase supports for students and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Priority Need Statements

Need Statement 5: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings.

Data Analysis/Root Cause 5: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations.

Data Analysis/Root Cause 4: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.

Data Analysis/Root Cause 2: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 1: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels.

Data Analysis/Root Cause 1: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 6: Need to increase supports for students and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 6: Additional state requirements and district student and employee data indicate need.

Need Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 7: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.

Data Analysis/Root Cause 7: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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 between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

Garcia Middle School
Generated by Plan4Learning.com

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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).




Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 1: Garcia M.S. student performance (all students, all grades, all subjects) will exceed all 2019 STAAR percent scores from the Approaches to Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Garcia M.S. El desempeño de los estudiantes (todos los estudiantes, todos los grados, todas las materias) superará todos los puntajes porcentuales de STAAR de 2019 de los enfoques para cumplir y el desempeño del nivel de grado de maestría en lectura, escritura, matemáticas, ciencias y estudios sociales en 3 puntos porcentuales.

Evaluation Data Sources: STAAR/EOC performance reports

Informes de desempeño STAAR / EOC

Strategy 1 Details	Reviews			
Strategy 1: Garcia MS Teachers will meet during team and department meetings to align vertical and horizontal curriculum, TEKS objectives, district frameworks, benchmarks, TELPAS for EBs, STAAR, formative evaluations. Integrate core content areas through classroom activities and differentiate instruction for all learners by analyzing data. Garcia MS will allocate local, state and federal funds to provide instructional resources, toner, and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.. Garcia MS will stress the importance of making qualifying scores as part of college and career readiness. Library books and E-books (Comic Plus Library Edition: Middle School) will be purchased to improve literacy and decrease the learning gap caused by the COVID pandemic. The library books and e-books added to the collection will address the social, emotional and psychological needs created by the COVID pandemic. The library will also be purchasing magazine subscriptions through WT.Cox. APEX Pearson Math STEM Edgenuity Summit K-12: TELPAS for EBs Lexia: EBs Software Nearpod/Flocabulary Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success	Formative			Summative
	Nov	Jan	Mar	June
				




TLI Cognitive Routines/Strategies
 Inclusion (co-teach) Model
 Dyslexia Lab
 Texas Gateways
 Adaptive Curriculum
 EduSmart
 Tango Software
 Texas Coach
 Teachers Discovery
 Rally Educ.
 Mentoring Minds/Think Up
 History Resources

Los maestros de maestria de Garcia se reuniran durante las reuniones de equipo y departamento para alinear el curriculo vertical y horizontal, los objetivos de TEKS, los trabajos de fama del distrito, los puntos de referencia, TELPAS, para EBs STAAR, evaluaciones formativas. Integre las areas de contenido basico a traves de las actividades del aula y diferencie la instruccion para todos los alumnos mediante el analisis de datos. Garcia MS asignara fondos locales, estatales y federales para proporcionar recursos de instruccion, toner e instruccion asistida por computadora que refuerza la implementacion del plan de estudios y las iniciativas de BISD, incluido (pero no limitado a) el desarrollo profesional basado en las necesidades identificadas. Garcia MS enfatizara el importancia de obtener puntajes calificativos como parte de la preparacion universitaria y profesional. Se compraran libros de la biblioteca y libros electronicos (Comic Plus Library Edition: Middle School) para mejorar la alfabetizacion y disminuir la brecha de aprendizaje causada por la pandemia de COVID. Los libros de la biblioteca y los libros electronicos agregados a la coleccion abordaran las necesidades sociales, emocionales y psicologicas creadas por la pandemia de COVID. La biblioteca tambien comprara suscripciones a revistas a traves de WT.Cox.

APENDICE

Matematicas Pearson
 VASTAGO
 Edgenuity
 Cumbre K-12: TELPAS EBs
 Lexia: EBs
 Nearpod/Flocabulario
 Redaccion de carteras (incluidas las carteras digitales)
 Modelo de alfabetizacion equilibrada
 Escribe para el exito
 TLI Rutinas / Estrategias Cognitivas
 Modelo de inclusion (co-ensenanza)
 Laboratorio de dislexia
 Pasarelas de Texas
 Plan de estudios adaptativo
 EduSmart
 Software de tango
 Entrenador de Texas
 Descubrimiento de maestros
 Rally Educ.

<p>Mentoria Mentos / Piensa Recursos de historia.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Classroom observations, Professional Development System, District Benchmark scores, BOY/MOY/EOY data analysis S: 3% increase students reaching Approaches and Masters Grade Level in State academic assessment instruments including: STAAR, EOC, and TELPAS Test Scores</p> <p>F: Observaciones en el aula, sistema de desarrollo profesional, puntajes de referencia del distrito, analisis de datos BOY / MOY / EOY S: Aumento del 3% de los estudiantes que alcanzan los enfoques y el nivel de grado de maestria en instrumentos de evaluacion academica estatales, que incluyen: puntajes de las pruebas STAAR, EOC y TELPAS</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs, TST</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - Population: All teachers and students - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 3, 5 - School Processes & Programs 3, 6 - Perceptions 3</p> <p>Funding Sources: Reading Materials (Subscriptions and Library uses) - 211 Title I-A - 211-11-6325-00-053-Y-30-0F2-Y - \$2,500, Sal/Wages for Substitute Teachers - 199 Local funds - 199-11-6112-18-053-Y-99-000-Y - \$3,000, General Supplies - 199 Local funds - 199-11-6399-62-053-Y-11-000-Y - \$1,500, Extra Duty Pay/Overtime- Sup PE - 199 Local funds - 199-11-6121-00-053-Y-11-000-Y - \$50, Software Renewals - 162 State Compensatory - 162-11-6299-62-053-Y-30-000-Y - \$11,500, Library Books - 281 ESSER II Grant Funds - 281-12-6329-00-053-Y-99-0CG-Y - \$30,000, E-Books (Comic Pls Library Ed. - Middle School) - 281 ESSER II Grant Funds - 281-12-6299-00-053-Y-99-0CG-Y - \$786.25</p>				
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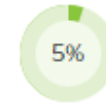
Strategy 2 Details		Reviews			
<p>Strategy 2: Teachers will monitor the implementation of the 3 Tier Response to Intervention Model in the math, reading, and behavior in the classroom.</p> <p>Los maestros supervisaran la implementacion del modelo de respuesta de 3 niveles a la intervencion en matematicas, lectura y comportamiento en el clase.</p> <p>Milestone's/Strategy's Expected Results/Impact: F:RTI Docum., 6 wks Reports, CPA, State Scores S: At-Risk, EB and SpEd state scores will increase</p> <p>F: Documentos de RTI,, Reportes de 6 semanas, COA, Examenes del Estado S: Los puntajes estatales en riesgo, EB y SpEd</p> <p>Staff Responsible for Monitoring: RTI Administrator, Counselors, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All students SE, EB, RTI/DYS/504, At-Risk, PD - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<p>Strategy 3: Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences(Teacher and Administration PD conference (ISTE)/training), workshops that address those state standards where the students demonstrated the lowest achievement levels. Based on data and interventions teachers will meet to develop curriculum alignment and lesson plan to implement appropriate lessons and strategies through professional development, resources and supplies will be purchased to support the interventions, teacher planners. Select appropriate instructional supplies for all student success, including RTI/Dys/504, EBs, SpED, SFL, BI, GT such as Books, dictionaries and bilingual dictionaries, Audio CDs, batteries, toner/printer cartridges, scantrons, electric sharpeners, electronic devices adaptors, cables, etc. and other consumables.</p> <p>Analizar los datos de las evaluaciones del campus para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de las conferencias (conferencia / capacitacion de maestros y administracion PD (ISTE)), talleres que abordan los estandares estatales donde los estudiantes demostraron los niveles de rendimiento mas bajos. Con base en los datos y las intervenciones, los maestros se reuniran para desarrollar la alineacion del curriculo y el plan de lecciones para implementar las lecciones y estrategias apropiadas a traves del desarrollo profesional, se compraran recursos y suministros para apoyar las intervenciones, los planificadores de maestros. Seleccione los materiales de instruccion apropiados para el exito de todos los estudiantes, incluidos RTI/Dys/504,EB, SpED, SFL, BI, GT, como libros, diccionarios y diccionarios bilingues, CD de audio, baterias, cartuchos de toner / impresora, scantrons, sacapuntas electricos, adaptadores de dispositivos electronicos, cables, etc. . y otros consumibles.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Department Meeting agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks S: STAAR scores, EOC scores, T-TESS data, PDS Transcripts</p> <p>F: agendas de reuniones del departamento, evaluaciones de desarrollo profesional, datos de recorridos en el aula, evaluaciones de seis semanas del campus, evaluaciones de puntos de control, puntos de referencia del distrito S: puntajes STAAR, puntajes EOC, datos T-TESS, transcripciones PDS</p>		Formative			Summative
		Nov	Jan	Mar	June




Staff Responsible for Monitoring: Administrator, Department Chairs, Teachers




Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - **Population:** All students & sub-population (RTI/Dys/504, EB,SPED,SFL,BI, GTstudents and teachers for these students in core content areas, Special Education and CTE - **Start Date:** July 5, 2021 - **End Date:** June 30, 2022


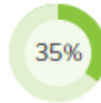





Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3

Funding Sources: Salary/Wages for Substitute Teachers (PD staff develop.) - 211 Title I-A - 211-11-6112-18-053-Y-30-AYP-Y - \$5,500, Resources and supplies (books, workbooks, CDs, batteries, printer cartridges, scantrons, and other consumable materials) - 211 Title I-A - 211-11-6399-62-053-Y30-0F2-Y - \$6,500, General Supplies (resources, supplies and teacher planners, etc.) - 211 Title I-A - 211-13-6399-00-053-Y-30-AYP-Y - \$500, Accelerated Instruction for EB students, material/resources including technology - 263 Title III-A Bilingual - 263-11-6118-00-053-Y-25-000-Y - \$2,448, Accelerated Instruction for EB students, material/resources including technology - 263 Title III-A Bilingual - 263-11-6399-00-053-Y-25-000-Y - \$2,448, Employee Travel (Admin. Conference) - 211 Title I-A - 211-23-6411-23-053-Y30-0F2-Y - \$1,750, SUPPLIES (PD TRAININGS) - 162 State Compensatory - 162-13-6399-00-053-Y-30-000-Y - \$4,000, Region One Teacher Training - 211 Title I-A - 211-13-6239-00-053-Y-30-AYP-Y - \$2,500, Employee Training (Virtual) - 211 Title I-A - 211-13-6497-00-053-Y30-AYP-Y - \$1,000, Dictionaries - 211 Title I-A - 211-11-6399-00-053-Y-30-0F2-Y - \$2,371, Dictionaries - 163 State Bilingual - 163-11-6399-00-053-Y-25-000-Y - \$2,725



Strategy 4 Details	Reviews			
<p>Strategy 4: Certified teachers and para-professionals will supplement the needs of low performing students that may be met through individualized small group instruction.</p> <p>Los maestros y paraprofesionales certificados complementaran las necesidades de los estudiantes de bajo rendimiento que pueden satisfacerse mediante la instruccion individualizada en grupos pequenos.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs S: T-TESS summative evaluation data, Job Description/ Evaluations Improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p> <p>F: Observaciones de los maestros, planes de lecciones, calificaciones de los estudiantes en el salon de clases e informes de progreso, solicitudes de personal, analisis de nomina mensual, recorridos S: datos de evaluacion sumativa de T-TESS, descripcion del puesto / evaluaciones Mejora en las evaluaciones estatales, incluidos los resultados de las pruebas STAAR y TERRA NOVA</p> <p>Staff Responsible for Monitoring: Federal Programs Administrator, Principal, Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All campus students - Start Date: July 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. Highly qualified teachers will analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels. Based on data and interventions teachers will meet to plan and develop curriculum alignment and lesson plan in order to implement appropriate lessons and strategies through acquired through a variety of professional development and consultant training, resources and supplies will be purchased to support the interventions. Develop resources for interventions and printing from media services (instructional resources, posters,,etc.).</p> <p>Se otorgaran estipendios para maestros en un esfuerzo por retener a maestros de alta calidad en escuelas de alta necesidad. Los maestros altamente calificados analizaran los datos de evaluacion del campus para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres que abordan los estandares estatales donde los estudiantes demostraron los niveles de rendimiento mas bajos. Con base en datos e intervenciones, los maestros se reuniran para desarrollar la alineacion del plan de estudios y el plan de lecciones para implementar lecciones y estrategias apropiadas a traves del desarrollo profesional, servicios de consulta como tambien se compraran recursos y suministros para apoyar las intervenciones. Desarrollar recursos para intervenciones e impresion a partir de servicios de medios (recursos educativos, carteles, etc.).</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs S: T-TESS summative evaluation data, Job Description/ Evaluations Improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p> <p>F: Observaciones de los maestros, planes de lecciones, calificaciones de los estudiantes en el salon de clases e informes de progreso, solicitudes de personal, analisis de nomina mensual, recorridos S: datos de evaluacion sumativa de T-TESS, descripcion del puesto / evaluaciones Mejora en las evaluaciones estatales, incluidos los resultados de las pruebas STAAR y TERRA NOVA</p> <p>Staff Responsible for Monitoring: Special Programs Administrator, Administrator, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All campus students - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: Extra Duty Pay for highly qualified teachers, curriculum planning and prof. develop. - 211 Title I-A - 211-13-6118-00-053-Y-30-AYP-Y - \$5,567, Stipends - 199 Local funds - 199-36-6117-00-053-Y-99-020-Y - \$4,800, General Supplies (Printing of resource for instructional interventions) - 211 Title I-A - 211-11-6399-16-053-Y-30-0F2-Y - \$2,000, Consulting Services - 211 Title I-A - 211-13-6291-00-053-Y30-AYP-Y - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
Strategy 6: To increase student-athletes focus on academic excellence, while committing to practicing sport skills each day, our campus will develop 1 hr. accelerated instruction for student athletes. Para aumentar el enfoque de los estudiantes atletas en la excelencia academica, mientras nos comprometemos a practicar habilidades deportivas cada dia, nuestro campus desarrollara 1 hora. instruccion acelerada para estudiantes atletas. Milestone's/Strategy's Expected Results/Impact: F: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress S: T-TESS summative evaluation data, Job Description/ Evaluations Improvement on State Assessments including STAAR F: Observaciones del maestro, planes de lecciones, calificaciones y progreso de los estudiantes en el aula S: datos de evaluacion sumativa de T-TESS, descripcion del trabajo / mejoras en las evaluaciones en las evaluaciones estatales, incluido STAAR Staff Responsible for Monitoring: Campus Administration, Coaches, Teachers Population: All student athletes - Start Date: August 2, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
Student Learning
Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed. Need Statement 3: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. Data Analysis/Root Cause: Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success. Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 6: The increase in teacher and administrator participation in professional development will allow better data driven instruction (strengths/weaknesses) for all grade levels. **Data Analysis/Root Cause:** Professional development and learning for all educators is best practice in order to keep up with trends and provide a variety of educational strategies for instruction and student success.

Perceptions

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

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).








Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 2: Garcia M.S. Career and Technical Education student participation will increase by 3 percentage points over 2020-2021- it will include elements of the BISD Phase I Future Ready Plan- Curriculum, Instruction, and Assessment (including special population students).

Garcia M.S. La participación de los estudiantes de educación técnica y profesional aumentará en 3 puntos porcentuales durante 2020-2021; incluirá elementos del plan de preparación para el futuro de la Fase I de BISD: plan de estudios, instrucción y evaluación (incluidos los estudiantes de poblaciones especiales).

Evaluation Data Sources: CTE enrollment PEIMS reports, CCMR reports, TSI reports

Informes PEIMS de inscripción CTE, informes CCMR, informes TSI

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of 8th grade students will enroll in a CTE course that focuses on College and Career Readiness. Garcia MS will provide district-wide instructional resources (teacher/student workbooks, general instructional supplies, student planners))and computer(software/online) assisted instruction that reinforces implementation of the district curriculum and initiatives including (but not limited to) professional development based on identified needs of students.</p> <p>TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software, Eduphoria Teacher Discovery, Rally Educ., Masters Education Measuring Up (Think Up).</p> <p>El 100% de los estudiantes de octavo grado se inscribieran en un curso de CTE que se centre en la preparacion universitaria y profesional. Garcia MS proporcionara recursos de instruccion en todo el distrito (libros de trabajo para maestros / estudiantes, materiales de instruccion general, planificadores de estudiantes) e instruccion asistida por computadora (software / en linea) que refuerza la implementacion del plan de estudios e iniciativas del distrito, incluyendo (pero no limitado a) desarrollo profesional basado en las necesidades identificadas de los estudiantes.</p> <p>TLI Rutinas / Estrategias Cognitivas Modelo de inclusion (co-ensenanza) Software de Tango, Rally Educ., Masters Education Measuring Up (Think Up).</p> <p>Milestone's/Strategy's Expected Results/Impact: F: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, S: TELPAS and TERRA NOVA/Supera</p> <p>F: Datos de referencia del distrito (otono y primavera), datos del formulario de comentarios sobre la instruccion del BISD (datos de recorrido), evaluaciones del distrito y del estado de SOY, BOY y MOY, evaluaciones de sesiones del PDS, S: TELPAS y TERRA NOVA / Supera</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All student groups - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: General Supplies (instructional resources, computer instruction and PD, student planners) - 211 Title I-A - 211-11-6399-00-053-Y-30-0F2-Y - \$2,629, Accelerated Instruction for EB students, material/resources/supplies/ including technology, and PD for teachers/Admin - 163 State Bilingual - 163-11-6112-00-053-Y-25-000-Y - \$4,925</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
Student Learning
Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed. Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
School Processes & Programs
Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom. Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.
Perceptions
Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

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).




Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).











Performance Objective 3: Garcia M.S. will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Garcia M.S. Implementará el modelo de escuela secundaria de universidad temprana en todas las escuelas secundarias integrales e independientes para mantener la designación y mejorar el desempeño según lo mide el Plan de ECHS.

Evaluation Data Sources: TSIs reports, ECHS Blueprint, Benchmark data

Informes TSI, ECHS Blueprint, Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade with the expectation that all Garcia M.S. students will graduate college ready.</p> <p>Implemente un plan integral de preparación o remedio de la Iniciativa del Exito de Texas (TSI) a partir del octavo grado con la expectativa de que todos los miembros de Garcia M.S. los estudiantes se graduarán listos para la universidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: TSI test taking and passing 8th grade data S: Increased percentage of students passing each and all TSI assessments at each grade level over previous year.</p> <p>F: Examen TSI tomando y aprobando datos de octavo grado S: Mayor porcentaje de estudiantes que aprobaron todas y cada una de las evaluaciones TSI en cada nivel de grado con respecto al año anterior.</p> <p>Staff Responsible for Monitoring: Advanced Academics Administrator, Counselors, TST</p> <p>Population: All 8th grade students - Start Date: July 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, this includes fine arts advanced placement Dual enrollment courses at the high school level to ensure college readiness.</p> <p>Aumentar las ofertas de cursos alineados verticalmente en los grados K-12 y todos los materiales de instruccion necesarios para garantizar el acceso equitativo para todos los estudiantes en todos los campus, esto incluye cursos de colocacion avanzada matricula dual de bellas artes en el nivel de escuela secundaria para garantizar la preparacion universitaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Performance ratings, evaluations S: improved assessment scores F: calificaciones de desempeno, evaluaciones S: puntajes de evaluacion mejorados</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Population: All K-12 students and teachers - Start Date: July 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: A 21st Century Coordinator is on campus in order to assist and monitor students and coordinate intervention/enrichment programs and presentations with students and parents in order to increase student achievement, attendance, academic success, students that are college ready while decreasing student retention rate.</p> <p>Un coordinador del siglo XXI esta en el campus para ayudar y supervisar a los estudiantes y coordinar programas de intervencion / enriquecimiento y presentaciones con estudiantes y padres para aumentar el rendimiento estudiantil, la asistencia, el exito academico, los estudiantes que estan preparados para la universidad y al mismo tiempo disminuir la tasa de retencion de estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Participation Logs Students/Parents; Six weeks grades S: State Assessment Scores, EOC, STAAR, TSI, TELPAS</p> <p>F: Registros de participacion de estudiantes / padres; Calificaciones de seis semanas S: Puntajes de evaluacion estatal, EOC, STAAR, TSI, TELPAS</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, 21st Century Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All grade students - Start Date: August 2, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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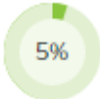






Performance Objective 4: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

El 80% de los estudiantes migrantes estarán al nivel de grado dentro de 2 años y el 70% estará en el nivel de grado Approaches para todas las evaluaciones STAAR.

Evaluation Data Sources: RDA Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation report, Benchmark data

Informe RDA, evaluaciones STAAR / EOC para estudiantes migrantes, informe de participación en el programa migrante, datos de referencia

Strategy 1 Details	Reviews			
<p>Strategy 1: 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; clothes and hygiene items to ensure school attendance; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Todos los estudiantes migrantes recibiran utiles escolares apropiados para su grado segun sea necesario para proporcionarles las herramientas necesarias para completar sus tareas de clase y tarea, ropa y articulos de higiene para garantizar la asistencia a la escuela; extendiendoles asi la misma oportunidad para enfrentar los desafíos academicos de todos estudiantes Todos los estudiantes migrantes de PFS recibiran servicios de apoyo complementarios antes que otros estudiantes migrantes. tendra la oportunidad de asistir a una Academia de Aprendizaje de PFS. Todos los estudiantes migrantes recibiran un paquete de lectura de verano para que puedan seguir mejorando sus habilidades de lectura durante los meses de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. S: Fewer PFS students are identified due to increased performance On-time promotion rates increased</p> <p>F: Formularios de distribucion, informes de PFS Learning Academy, informes compuestos de servicios. S: Se identifican menos estudiantes de PFS debido a un mayor rendimiento Aumento de las tasas de promocion a tiempo</p> <p>Staff Responsible for Monitoring: District Coordinator, Principal, Migrant Clerk</p> <p>Population: All Migrant Students - Start Date: July 5, 2021 - End Date: June 30, 2022 Funding Sources: General Migrant supplies , including clothing and hygiene - 212 Title I-C (Migrant) - 212-11-6399-00-053-Y-24-0F2-Y - \$785</p>	Formative			Summative
	Nov	Jan	Mar	June
	 10%	 40%	 75%	

Strategy 2 Details	Reviews			
<p>Strategy 2: Migrant 8th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.</p> <p>Los estudiantes migrantes de octavo grado tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las habilidades necesarias para enfrentar con exito los desafios de las rigurosas clases de matematicas y los exámenes STAAR del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. S: Fewer PFS students are identified due to increased performance On-time promotion rates increased</p> <p>F: Formularios de distribucion, informes de PFS Learning Academy, informes compuestos de servicios. S: Se identifican menos estudiantes de PFS debido a un mayor rendimiento Aumento de las tasas de promocion a tiempo</p> <p>Staff Responsible for Monitoring: District Coordinator, Principal, Migrant Clerk</p> <p>Population: 8th grade migrant students - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-053-Y-24-0F2-Y - \$450, Region One-Migrant Math Academy - 212 Title I-C (Migrant) - 212-11-6239-00-053-Y-24-0F2-Y - \$395, Consulting Services/PFS Academy - 212 Title I-C (Migrant) - 212-11-6291-00-053-Y-24-0F2-Y - \$395</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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).




Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).




Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2020-2021 participation.




Aumentar el número de estudiantes en programas cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 3% sobre la participación de 2020-2021.







Evaluation Data Sources: Regional and state competition participation numbers




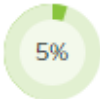
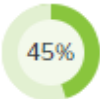

Números de participación en competencias regionales y estatales







Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Middle School Teachers will be provided with training and materials (3-D printer, etc) to promote participation in Robotic Competition at the campus, district, and regional level.</p> <p>Los maestros de la escuela intermedia Garcia recibirán capacitación y materiales (impresora 3-D, etc.) para promover la participación en la competencia robótica a nivel de campus, distrito y región.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Number of teachers and students participating in competition</p> <p>Summative Impact: Increase number of students in STEM classes.</p> <p>Staff Responsible for Monitoring: C & I Specialists/ Coordinators, Dept. Chairs, and Club Sponsors</p> <p>Population: Robotics teachers and students - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-053-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
<p>Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness.</p> <p>Los Patrocinadores y Coordinadores de la Feria de Ciencias recibirán capacitación y materiales para promover la participación en el campus, el distrito, el nivel regional, estatal e internacional al aumentar la conciencia de los estudiantes sobre los conceptos de Ciencia, Tecnología, Ingeniería y Matemáticas, creando un camino para la preparación para STEM y la universidad .</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impact: Increase number of students in STEM classes</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Science Fair Coordinator, Math and Science Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: Grades 6-8 teachers and students - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: General Supplies (STM) - 211 Title I-A - 211-11-6399-00-053-Y-30-STM-Y - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 3 Details	Reviews			
<p>Strategy 3: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs (campus, district, regional, state,nationals). 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, DI, One Act Play.</p> <p>Se fomentaran las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes a traves de su participacion en los programas del distrito (campus, distrito, region, estado, nacionales). Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional y materiales para promover la participacion en inventos de Brainsville, ajedrez, imaginacion del destino, convencion de poetas, juegos del mercado de valores, UIL Academics, DI, One Act Play.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impacts: Brainsville Inventions increased student participation at the district level. Chess: increase student participation at the district, regional, state and national levels. Destination Imagination (K-12th) increase student participation at the regional, state and Global levels. Poet's Convention (6th-8th) increase student participation at the district level. UIL Academics increase student participation at the district and state level.</p> <p>Staff Responsible for Monitoring: Advanced Academics Administrator, Principal, Campus Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: Grades 6-8 teachers and students (especially G/T identified students) - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-053-Y-11-000-Y - \$2,000, Employee Travel - 199 Local funds - 199-23-6411-23-053-Y-99-000-Y - \$2,500, Awards - 199 Local funds - 199-23-6498-00-053-Y-99-000-Y - \$5,000, Employee Travel (Admin) - 199 Local funds - 199-23-6411-00-053-Y-99-000-Y - \$600, Travel & subsistence-Students- UIL Meals One Act Play - 199 Local funds - 199-36-6412-00-053-Y-99-020-Y - \$300, Travel & Subsistence-Students Meals (Science/History Fair, etc.) - 199 Local funds - 199-36-6412-00-053-Y-99-000-Y - \$4,000, Operating Costs (Awards, Trophies for student recognition/incentives) - 211 Title I-A - 211-11-6498-00-053-Y-30-0F2-Y - \$2,500, Transportation (UIL) - 199 Local funds - 199-36-6494-00-053-Y-99-020-Y - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 35%	 70%	

Strategy 4 Details	Reviews			
<p>Strategy 4: Garcia Middle School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.</p> <p>Los maestros de la Escuela Secundaria Garcia recibiran desarrollo profesional y materiales para promover la participacion en las actividades de votacion para ninios de Brownsville. Los patrocinadores del Dia de la Historia y los jefes de departamento recibiran capacitacion durante todo el ano para aumentar la participacion en la competencia a nivel de distrito, regional, estatal y nacional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impact: increase in campus entries for History Day at the district, regional, and state level. Maintain campus participation in Brownsville Kids Voting at the district level.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Principal, Social Studies Department Chair</p> <p>Population: Grades 6-8 teachers - Start Date: July 5, 2021 - End Date: June 30, 2022 Funding Sources: General Supplies - 199 Local funds - 199-23-6399-65-053-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Garcia Middle School Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Math counts at the campus, district, and regional level.</p> <p>Los maestros de la Escuela Intermedia Garcia recibiran capacitacion y materiales para promover la participacion en la Competencia de Matematicas Estadounidenses (AMC) y los recuentos de matematicas en el campus, el distrito y el nivel regional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS attendance and evaluation reports</p> <p>Summative Impacts: AMC (6th to 8th)increase student participation at the campus level. participate in Math counts competition in 2020-2021</p> <p>Staff Responsible for Monitoring: Principal, Math Department Chair</p> <p>Population: Grades 6-8 teachers and students - Start Date: July 5, 2021 - End Date: June 30, 2022 Funding Sources: Student Travel & Subsistence - 199 Local funds - 199-11-6412-00-053-Y-11-000-Y - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Garcia Middle school will participate in in-school opportunities and after school clubs to learn coding for sixth 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.</p> <p>La escuela intermedia Garcia participara en oportunidades dentro de la escuela y clubes despues de la escuela para aprender codificacion para estudiantes de sexto grado. El enfoque de esta iniciativa estara en los beneficios duraderos de construir los siguientes conjuntos de habilidades: pensamiento logico, resolucion de problemas, persistencia, colaboracion y comunicacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores <p>Summative Impact: EOY data for student competition participation and performance</p> <p>Staff Responsible for Monitoring: Technology Services, Principal</p> <p>Population: All grade 6 students - Start Date: July 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Los estudiantes de bellas artes desarrollaran habilidades de pensamiento critico y multitarea, y creatividad, trabajo en equipo y caracter al participar en concursos UIL, concursos TMEA, concursos que no sean UIL, exhibiciones, eventos del distrito / comunidad y actuaciones publicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <p>Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p> <p>Staff Responsible for Monitoring: Principal, Fine Art Teachers</p> <p>Population: All fine arts students - Start Date: July 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Increase enrollment in fine arts programs by conducting recruitment concerts and visits Aumentar la inscripcion en programas de bellas artes mediante la realizacion de conciertos de reclutamiento y visitas Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year Staff Responsible for Monitoring: Principal, Campus directors and teachers Population: All 6-8 students and teachers - Start Date: July 5, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 9 Details		Reviews			
Strategy 9: Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. Aumentar el numero de atletas que se programaran en el periodo atletico apropiado cada ano, para que el estudiante pueda dominar las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, las habilidades de fortalecimiento y condiciones, y las habilidades de espiritu deportivo. Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports Staff Responsible for Monitoring: Athletic Coordinator, Principal, Counselor Population: All Student athletes - Start Date: July 5, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 10 Details	Reviews			
Strategy 10: Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. Programme visitas al campus de Cluster con estudiantes atletas y sus escuelas secundarias para presentar programas deportivos para aumentar la participacion en programas deportivos en todos los niveles. Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: Increased Team and Class rosters on Rank One Staff Responsible for Monitoring: Principal, Athletic Coordinator, Counselors Population: All Students - Start Date: July 5, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. Realice campamentos deportivos en cada nivel y una prueba de sexto grado al final del ano para aumentar la participacion en programas deportivos. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs Staff Responsible for Monitoring: Principal, Athletic Coordinator Population: All secondary students and incoming 6th grade students - Start Date: July 5, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Expand the number of teams at Garcia Middle School for tennis (boys and girls) and baseball teams (boys only) Ampliar el numero de equipos en la Escuela Secundaria Garcia para equipos de tenis (ninos y ninas) y de beisbol (solo ninos) Milestone's/Strategy's Expected Results/Impact: Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. Staff Responsible for Monitoring: Principal, Athletic Coordinator Population: All students - Start Date: October 1, 2021 - End Date: February 28, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: The campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. El secretario de migrantes del campus proporcionara apoyo suplementario a la PFS y a los estudiantes migrantes unicamente, con el fin de mejorar la defensa, el aliento y el apoyo a las necesidades especiales de los estudiantes migrantes segun lo establecido por la Ley NCLB de 2001 (Ley Publica 07-110) Seccion 1301 -1309 y se asegurara de que los estudiantes migrantes participen activamente en el Club Migrante, reciban la asistencia necesaria para la tarea y socialicen con otros estudiantes migrantes durante el ano escolar actual. Milestone's/Strategy's Expected Results/Impact: Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: State Assessment scores Staff Responsible for Monitoring: Principal, Migrant Clerk Population: PFS and Migrant Students - Start Date: August 12, 2021 - End Date: June 1, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Need Statements:

Demographics
Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
Student Learning
Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
School Processes & Programs
Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
Perceptions
Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

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)




La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y de bajo consumo energetico para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo del tablero 2)








Performance Objective 1: All BISD facilities 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.

Todas las instalaciones de BISD implementaran planes de ahorro de energia; Mantener y actualizar las instalaciones actuales para proporcionar un entorno de aprendizaje saludable y positivo mediante la programacion de la renovacion / actualizacion / mejora de al menos el 20% de las instalaciones de ensenanza anualmente durante los proximos 5 anos.

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

Nuevo plan energetico adoptado por el distrito, plan quinquenal actualizado de renovacion de instalaciones

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia Middle School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>La Escuela Intermedia Garcia promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Monthly comparison of energy usage S: Annual comparison of energy usage</p> <p>F: Comparacion mensual del uso de energia S: Comparacion anual del uso de energia</p> <p>Staff Responsible for Monitoring: Campus Administration, Head Custodian</p> <p>Population: All department and campus facilities - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Contracted Maintenance & Repair - 199 Local funds - 199-23-6249-65-053-Y-99-000-Y - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Garcia Faculty and staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.</p> <p>La facultad y el personal de Garcia desarrollaran areas verdes / areas ajardinadas para ayudar a embellecer las instalaciones con el apoyo de la comunidad, los padres y los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: beautification/garden event showcases and perception campuses and office areas are clean and green S: improved campus survey data about facilities</p> <p>F: las vitrinas de eventos de embellecimiento / jardin y la percepcion de que los campus y las areas de oficinas estan limpias y verdes S: datos mejorados de la encuesta del campus sobre las instalaciones</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison, Sponsors</p> <p>Population: All students and staff - Start Date: August 2, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)








El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)

Performance Objective 2: The district and campuses will create and provide faculty and staff recognition's and activities to improve campus morale/climate and support retention of teachers and principals.

El distrito y los campus crearan y proporcionaran reconocimientos y actividades a la facultad y al personal para mejorar la moral / clima del campus y apoyar la retencion de maestros y directores.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys.

Encuestas de evaluacion de necesidades del campus, encuestas de clima del distrito / campus.

Strategy 1 Details	Reviews			
Strategy 1: SBDM committees will create and participate in employee incentives and recognition to improve employee and campus morale and climate. Los comites de SBDM crearan y participaran en incentivos y reconocimiento de empleados para mejorar la moral y el clima de los empleados y del campus. Milestone's/Strategy's Expected Results/Impact: F: Campus CNA survey and district/campus climate survey data related to support and retention S: PEIMS and TAPR report showing increased years of experience and decreased turn over rates F: Encuesta CNA del campus y datos de la encuesta del clima del distrito / campus relacionados con el apoyo y la retencion S: Informe de PEIMS y TAPR que muestra un aumento de anos de experiencia y una disminucion de las tasas de rotacion Staff Responsible for Monitoring: Principal, SBDM Committees Population: All Garcia Middle School faculty and staff - Start Date: August 12, 2021 - End Date: June 1, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 35%	 75%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)

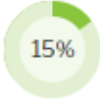


Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas / marketing para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes. (Objetivo de la mesa directiva 4)







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








Garcia M.S proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades co- / extracurriculares y eventos para padres / comunidad.

Evaluation Data Sources: Media records with Public Information Office, enrollment data reports

Registros de medios con la Oficina de Informacion Publica, informes de datos de inscripcion

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.</p> <p>Garcia promovera la historia y los origenes junto con los logros actuales de cada campus semanalmente a traves del sitio web y los medios de comunicacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: schedule of weekly newsletters S: list of all weekly newsletters</p> <p>F: calendario de boletines semanales S: lista de todos los boletines semanales</p> <p>Staff Responsible for Monitoring: Campus Administration,, TST, Website Teacher</p> <p>Population: Campus Stakeholders - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Garcia will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition's, co-/extra-curricular activities, and parent/community events. Garcia designara un contacto de PIO para proporcionar articulos destacados, reconocimiento de estudiantes / padres / personal actuales y anteriores, actividades co- / extracurriculares y eventos para padres / comunidad. Milestone's/Strategy's Expected Results/Impact: F: Submissions of information for articles and showcases S: annual compilation of articles and presentation/ showcases F: Envio de informacion para articulos y vitrinas S: recopilacion anual de articulos y presentaciones / vitrinas Staff Responsible for Monitoring: Principal, PIO, Campus Administration Population: Campus Stakeholders - Start Date: August 12, 2021 - End Date: June 1, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Garcia will update websites at least monthly including showcasing student and community activities. Garcia actualizara los sitios web al menos una vez al mes, incluyendo la presentacion de actividades estudiantiles y comunitarias. Milestone's/Strategy's Expected Results/Impact: F: checklist of websites indicating are current S: report at end of year for monthly checklist results F: lista de verificacion de sitios web que indican que estan actualizados S: informe al final del ano para obtener resultados de la lista de verificacion mensual Staff Responsible for Monitoring: Principal, PIO, Campus Administration Population: Campus Stakeholders - Start Date: August 12, 2021 - End Date: June 1, 2022		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held each semester. Aumentar la conciencia de los padres y la comunidad sobre la distribucion de las iniciativas de asistencia en todo el distrito que se llevan a cabo cada semestre. Milestone's/Strategy's Expected Results/Impact: F: List of received awards, Awarding of donated funds and prizes S: Increased PEIMS District and Attendance Percentage rates. F: Lista de premios recibidos, Entrega de fondos y premios donados S: Aumento de las tasas de porcentaje de asistencia y distrito de PEIMS. Staff Responsible for Monitoring: Principal Population: All campus parents - Start Date: August 12, 2021 - End Date: June 1, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 35%	 70%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)








Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas / marketing para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes. (Objetivo de la mesa directiva 4)

Performance Objective 2: Garcia M.S. 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.

Garcia M.S. continuara el Distrito de Innovacion con el proposito de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

Evaluation Data Sources: School calendar showing earlier start date report

Calendario escolar que muestra el informe de fecha de inicio anterior

Strategy 1 Details	Reviews			
Strategy 1: Garcia will provide information through various media on the District of Innovation Plan. Garcia brindara informacion a traves de varios medios sobre el Plan Distrito de Innovacion. Milestone's/Strategy's Expected Results/Impact: F: list of media distribution of information and questions asked at presentations/ public venues S: passing of DOI by Board and approval of revised district calendar F: lista de distribucion de informacion por los medios y preguntas formuladas en presentaciones / lugares publicos S: aprobacion del DOI por parte de la Junta y aprobacion del calendario distrital revisado Staff Responsible for Monitoring: Principal, TST Population: All campus stakeholders - Start Date: July 5, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 5%	 35%	 70%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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




Los campus escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capitulo 4, Obj. 8)











Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 3%.

Las remisiones disciplinarias por remociones o colocaciones al Centro Academico de Brownsville (BAC) disminuiran en un 3%.

Evaluation Data Sources: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements reports

Datos del informe de disciplina de PEIMS, datos del informe de Review360, servicios para alumnos, servicios de policia y de seguridad, servicios de orientacion y asesoramiento y datos departamentales de servicios especiales relacionados con los informes de colocacion de BAC

Strategy 1 Details	Reviews			
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on campus website. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide Staff Responsible for Monitoring: Principal, Assistant Principals Population: All Students/parents; campus personnel - Start Date: August 12, 2021 - End Date: June 1, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Garcia will implement RtI behavior interventions upon transitioning back to home campus from BAC and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to Garcia from BAC. Staff Responsible for Monitoring: Principal, RTI Administrator, Academic /At Risk Counselors Start Date: August 12, 2021 - End Date: June 1, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model. Milestone's/Strategy's Expected Results/Impact: Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. Staff Responsible for Monitoring: Principal, Assistant Principals, All Counselors Start Date: August 12, 2021 - End Date: June 1, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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




Los campus escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capitulo 4, Obj. 8)

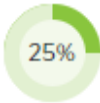
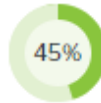








Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2021-2022 and will not be disproportionate for any population.

Las colocaciones disciplinarias para suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 3% para 2021-2022 y no seran desproporcionadas para ninguna poblacion.

Evaluation Data Sources: ISS/OSS reports for district and 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 other reports

Informes de ISS / OSS para el distrito y el campus desglosados por poblaciones de servicios especiales que incluyen ESL, educacion especial, en riesgo y en desventaja economica, planes de Review360 o eSchool comportamiento RtI e informes de monitoreo, planes para abordar el acoso, la violencia adolescente y otros informes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Garcia will provide all new teachers 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.</p> <p>Garcia proporcionara capacitacion y repaso a todos los maestros nuevos sobre el uso del software del distrito al comienzo del ano escolar para documentar la disciplina y como preparar y monitorear los planes de comportamiento RtI.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: eSchool discipline reports and RtI plans S: Reduced number/ percentage of population of students referrals to ISS and/or OSS</p> <p>F: informes de disciplina de eSchool y planes de RtI S: Reduccion del numero / porcentaje de la poblacion de estudiantes referidos a ISS y / u OSS</p> <p>Staff Responsible for Monitoring: District and Campus RTI Administrator</p> <p>Population: All Teachers - Start Date: August 12, 2021 - End Date: June 1, 2022</p>				

Strategy 2 Details		Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Brindar capacitacion y apoyo a los maestros del salon de clases y la administracion del campus en el manejo de la disciplina y entornos seguros. Milestone's/Strategy's Expected Results/Impact: F: Training Sign In Sheets and Six weeks discipline reports S: Review360 and discipline report data reflecting decrease in the number of discipline incidents F: Hojas de registro de capacitacion e informes de disciplina de seis semanas S: Revisar360 y los datos del informe de disciplina que reflejan una disminucion en el numero de incidentes de disciplina Staff Responsible for Monitoring: Principal, Assistant Principals Population: All Students - Start Date: August 12, 2021 - End Date: June 1, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: 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. Las intervenciones y apoyos de comportamiento positivo (PBIS) y la clasificacion por niveles de comportamiento RtI se implementaran con mayor fidelidad para mejorar el comportamiento de los estudiantes con un seguimiento de cerca de las ubicaciones de ISS / OSS para poblaciones especiales. Milestone's/Strategy's Expected Results/Impact: F: ISS/OSS placements of special education and other targeted student groups will decrease by 3% at the district level S: RDA (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease F: Las colocaciones de ISS / OSS de educacion especial y otros grupos de estudiantes especificos disminuiran en un 3% a nivel del distrito S: RDA (ahora en los indicadores de disciplina DVM para 2017) los niveles de desempeno del indicador de disciplina y la puesta en escena disminuiran Staff Responsible for Monitoring: RTI Administrator, Security, Campus Administration Population: All Students - Start Date: August 12, 2021 - End Date: June 1, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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




Los campus escolares mantendrán un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capítulo 4, Obj. 8)




Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.




Refinar e implementar todos los planes de seguridad en todo el distrito para garantizar que los estudiantes estén seguros en caso de una crisis.








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

Lista de verificación actualizada del plan de seguridad, planes de seguridad del distrito publicados, informes PEIMS de escuelas inseguras

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Promote safety throughout the campus during the workday using common sense and posted safety precautions as well as providing students with their own identification card. Provide training to office staff about conducting sex offenders search on all visitors. Conduct monthly simulated fire drills, lock-downs, Shelter in place, Reverse & drop and cover evacuation and other crisis situations so teachers and students react calmly in an unexpected situation. Monitor movement of students through the use of radios and IPC phones, Safety Committee Members located throughout the campus, and constant communication with all campus stakeholders.</p> <p>Asegurar la implementacion y revision anual de un plan integral de operaciones de emergencia del campus. Promover la seguridad en todo el campus durante el jornada laboral utilizando el sentido comun y las precauciones de seguridad publicadas, asi como proporcionando a los estudiantes su propia tarjeta de identificacion. Brindar capacitacion al personal de la oficina sobre realizar busquedas de delincuentes sexuales en todos los visitantes. Llevar a cabo simulacros de incendio mensuales, encierros, refugio en el lugar, evacuacion en reversa y caída y cubierta y otras crisis situaciones para que los profesores y los estudiantes reaccionen con calma ante una situacion inesperada. Monitorear el movimiento de los estudiantes mediante el uso de radios y telefonos IPC. Miembros del comite ubicados en todo el campus y comunicacion constante con todas las partes interesadas del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Safety Meeting Sign-In Sheets, Attendance Sheets, Agendas S: 100% completed District and Campus Emergency Operations Plans</p> <p>F: Hojas de registro de reuniones de seguridad, hojas de asistencia, agendas S: Planes de operaciones de emergencia del campus y del distrito 100% completados</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Population: All Students - Start Date: August 12, 2021 - End Date: June 1, 2022 Funding Sources: Two-Way Radios - 199 Local funds - 199-23-6399-00-053-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: A security officer will be visible throughout the year at our school. A Police Officer will be stationed at Garcia Middle School. Maintain a Secure and welcoming school climate with clean and healthy surrounds by acquiring proper resources for custodial needs.</p> <p>Un oficial de seguridad estara visible durante todo el ano en nuestra escuela. Un oficial de policia estara estacionado en la escuela secundaria Garcia. Mantener un ambiente escolar seguro y acogedor con un entorno limpio y saludable mediante la adquisicion de los recursos adecuados para las necesidades de los conserjes.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Security Officers and Police Officers work schedule assignments S: EOY assignments indicating all campuses have officer and or security officer in place</p> <p>F: Asignaciones de horarios de trabajo para oficiales de seguridad y oficiales de policia S: Asignaciones EOY que indican que todos los campus tienen oficiales o oficiales de seguridad en su lugar</p> <p>Staff Responsible for Monitoring: Principal, Security Services</p> <p>Population: All Students - Start Date: August 12, 2021 - End Date: June 1, 2022</p> <p>Funding Sources: General Supplies- Other Custodial Supplies - 199 Local funds - 199-51-6399-00-053-Y-99-000-Y - \$500, Supplies for Maintenance/Operar-Custodial Supplies - 199 Local funds - 199-51-6315-00-053-Y-99-000-Y - \$12,880, Extra Duty Pay/Overtime-Sup PE - 199 Local funds - 199-51-6121-47-053-Y-99-000-Y - \$250, Contract Service - 199 Local funds - 199-51-6299-00-053-Y-99-000-Y - \$420, Maintenance & Repairs - 199 Local funds - 199-51-6249-00-053-Y-99-000-Y - \$1,250, Equipment under 5,000 - 199 Local funds - 199-51-6398-65-053-Y-99-000-Y - \$1,100, Software - 199 Local funds - 199-51-6395-65-053-Y-99-000-Y - \$20</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Officers and Counselors will implement a comprehensive counseling program under TAC 11.252 with support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents, campus faculty and staff (utilizing counselor supplies) on the topics to include: mental health, interpersonal/intrapersonal effectiveness, personal health/safety and college/career readiness along with</p> <p>Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Los oficiales y consejeros del campus implementaran un programa integral de consejeria bajo TAC 11.252 con el apoyo de organizaciones comunitarias / sin fines de lucro para abordar las tendencias actuales relacionadas con la salud mental, la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus (utilizando suministros de consejeros) sobre los temas que incluyen: salud mental, efectividad interpersonal / intrapersonal, salud / seguridad personal y preparacion para la universidad / cuidado junto con</p> <p>Conciencia de pandillas, Bullying / acoso, Violencia en el noviazgo, Agresion fisica / verbal no deseada, Acoso sexual, Guardian de la seguridad en Internet, Sensibilizacion sobre las drogas, el alcohol y el tabaco, Seguridad con armas, Equipo de Respuesta a Emergencias de la Comunidad de Adolescentes (CERT), Absentismo escolar</p> <p>Plan de operaciones de emergencia (EOP) -Procedimientos de seguridad</p> <p>Milestone's/Strategy's Expected Results/Impact: F: copies of Presentations, Sign-In sheets and Agendas S: Decrease in the number of students discipline incidents</p> <p>F copias de presentaciones, hojas de registro y agendas S: Disminucion del numero de incidentes disciplinarios de los estudiantes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Parent Liaison</p> <p>Population: All Students and parents/guardians - Start Date: August 12, 2021 - End Date: June 1, 2022 Need Statements: Demographics 5 - Student Learning 7, 8 - School Processes & Programs 8, 10 - Perceptions 1, 6 Funding Sources: Supplies for Counselors - 211 Title I-A - 211-31-6399-00-053-Y-30-OF2-Y - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Garcia Middle School will conduct Active Shooter or other hazardous lock down drills at least twice per semester. La escuela secundaria Garcia llevara a cabo simulacros de tirador activo u otros simulacros de encierro peligrosos al menos dos veces por semestre. Milestone's/Strategy's Expected Results/Impact: F: Practice drill reports S: 100% of campuses have conducted at least two practice drills. F: informes de simulacros de practica S: El 100% de los campus ha realizado al menos dos simulacros de practica. Staff Responsible for Monitoring: Principal, Assistant Principals, Security Officer Population: All campus personnel - Start Date: August 12, 2021 - End Date: June 1, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 5: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students.
Student Learning
Need Statement 7: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.
Need Statement 8: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students.
School Processes & Programs
Need Statement 8: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.
Need Statement 10: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Perceptions

Need Statement 1: Provide a positive/motivating and safe environment. Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. **Data Analysis/Root Cause:** Creating a positive/motivating and safe learning environment with increased parental support. Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

Need Statement 6: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

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)




La Junta de Sindicos, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)




Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from the previous year (2020-2021).




Habra un aumento del 5% de padres involucrados en actividades de participacion de padres del campus / distrito desde el ano anterior (2020-2021).




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

Lista de verificacion de cumplimiento de participacion de los padres de Titulo I-A completa, CNA del campus y Encuesta para padres de Titulo I, Tasas de asistencia a reuniones de padres

Strategy 1 Details	Reviews			
<p>Strategy 1: A Parent Liaison will be on campus for the purpose of assisting by educating parents with current information during weekly/monthly meetings (with light snacks) that address issues and expectations that will impact their children's academic and attendance needs. Parent Liaison will conduct home visits to follow up on attendance/academic concerns.</p> <p>Un enlace de padres estara en el campus con el proposito de ayudar a educar a los padres con informacion actual durante las reuniones semanales / mensuales (con refrigerios ligeros) que aborden los problemas y las expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. El Enlace para Padres realizara visitas a domicilio para dar seguimiento a la asistencia / inquietudes academicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Parent Trainer Documentation including Home Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits, Parent Liaison Mileage Logs S: Training Session Evaluations average scores Parent Participation Rates will increase in PAC Mtgs. and increase on-time graduation. Increase parents surveyed with greater understanding of migrant program.</p> <p>F: Documentacion del capacitador de padres que incluye informes de visitas domiciliarias, informes semanales, registros de contactos, calendario mensual, auditorias de revision por pares, registros de kilometraje de enlace con los padres S: Calificaciones promedio de las evaluaciones de las sesiones de capacitacion Las tasas de participacion de los padres aumentaran en las reuniones del PAC. y aumentar la graduacion a tiempo. Aumentar los padres encuestados con una mayor comprension del programa migrante.</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison/Migrant Clerk, Campus Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Population: Parents, students, and campus staff - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct the following annual Title I-A required activities:</p> <ul style="list-style-type: none"> *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meetings to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program <p>Realice las siguientes actividades anuales requeridas por el Titulo I-A:</p> <ul style="list-style-type: none"> * Desarrollar y difundir una Politica de participacion de los padres y la familia que delimite como los padres participaran activamente a nivel de distrito / campus * Desarrollar y difundir un Pacto Escuela-Padre-Estudiente que indique la responsabilidad de cada grupo para asegurar el logro del estudiante, especificamente en las areas de contenido. * Lleve a cabo una reunion del Titulo I-A para informar a los padres de los servicios prestados a traves de los fondos del Titulo I * Realizar una encuesta de padres Titulo I-A para evaluar la efectividad del programa de participacion de padres y familias del distrito <p>Milestone's/Strategy's Expected Results/Impact:</p> <p>F: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas S: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact, Training Session Evaluations</p> <p>F: Politicas de participacion de los padres completadas, Pactos S-P-S de los campus Informes de visitas al campus, sitios web del campus, folletos, agendas de reuniones S: Lista de verificacion de cumplimiento de participacion de los padres del Titulo I-A completada al 100% S-P-S Compact, evaluaciones de sesiones de capacitacion 100% firmadas</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Population: Parents - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Campus SBDM Committee</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Comité SBDM del campus</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, SBDM Calendars, Meeting Agendas S: Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members.</p> <p>F: Hojas de registro de representantes de padres, politicas de participacion de los padres completadas, pactos S-P-S de los campus, calendarios SBDM, agendas de reuniones S: Evaluaciones de la sesion de capacitacion, 100% DPAC, LPAC y SBDM Actas de la reunion que reflejan los comentarios de los padres y miembros de la comunidad.</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Population: Parents - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. campus parent conferences, other meetings wkly/mthly. *Recognize community partners and parent volunteers (Awards/ certificates) for their efforts in supporting district/campus goals to increase student success.</p> <p>Invite a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas. conferencias de padres en el campus, otras reuniones semanales / mensuales. * Reconocer a los socios comunitarios y padres voluntarios (Premios / certificados) por sus esfuerzos en apoyar las metas del distrito / campus para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets S: Increased Partnerships and Parent Volunteers by 5%</p> <p>F: Memorandos de entendimiento / acuerdos, autorizacion para los formularios de autorizacion de voluntarios, hojas de registro de voluntarios S: Aumento de asociaciones y padres voluntarios en un 5%</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison, Campus Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Population: Parents and Community - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide ample Parent Education opportunities through increase in campus parent activities/training such as (wkly/mthly meetings with light snacks) sessions in order to disseminate information, creative activities to support and promote student/teacher motivation, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Cricut &-Supplies for Parental Involvement Activities/Education Training -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and -Transition to post-secondary life. <p>Brindar amplias oportunidades de educacion para padres a traves del aumento de las actividades / capacitacion para padres en el campus, tales como (reuniones semanales / mensuales con refrigerios ligeros) sesiones para difundir informacion, actividades creativas para apoyar y promover la motivacion de los estudiantes / maestros, servicios y / o referencias a agencias que abordar las necesidades y preocupaciones en las siguientes areas:</p> <ul style="list-style-type: none"> -Cricut & -Material para actividades de participacion de los padres / capacitacion educativa -Estrategias de ensenanza efectivas 	Formative			Summative
	Nov	Jan	Mar	June

-Poblaciones especiales (bilingue, dislexia, gt., Migrante, educacion especial)
 Preparacion para la universidad
 -Salida y prevencion de violencia
 -Educacion de salud y bienestar
 -Agencias y organizaciones comunitarias
 Capacidad para construir:
 -Tecnologia
 -Procesos de educacion especial, procedimientos, asi como servicios, garantias procesales y -Transicion a la vida post-secundaria.

Milestone's/Strategy's Expected Results/Impact: F: Parent Monthly Calendar, Fliers, Agendas, Sign-in Sheets, Meeting Minutes
 S: Training Session Evaluations, Increased Parent Attendance

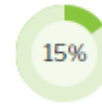
F: Calendario mensual para padres, volantes, agendas, hojas de registro, actas de reuniones
 S: Evaluaciones de sesiones de capacitacion, mayor asistencia de los padres


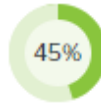

Staff Responsible for Monitoring: Campus Administration, Parent Liaison/Migrant Clerk, Campus Counselors





Schoolwide and Targeted Assistance Title I Elements: 3.2 - **Population:** Parents - **Start Date:** July 5, 2021 - **End Date:** June 30, 2022

Need Statements: Student Learning 7 - School Processes & Programs 8 - Perceptions 1

Funding Sources: General Supplies (Parental Educ. Activities) - 211 Title I-A - 211-61-6399-00-053-Y-30-0F2-Y - \$900, Extra Duty Pay /Overtime-Sup PE - 199 Local funds - 199-23-6121-08-053-Y-99-000-Y - \$500, Miscellaneous Operating costs-Light Snacks for Meetings (Parent Liaison Wkly Meetings) - 211 Title I-A - 211-61-6499-53-053-Y-30-0F2-Y - \$900, Employee Travel - 211 Title I-A - 211-61-6411-00-053-Y-30-0F2-Y - \$900



Strategy 6 Details		Reviews			
Strategy 6: Campus migrant clerk will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. El secretario de migrantes del campus coordinara con el Enlace de padres migrantes para llevar a cabo un minimo de dos reuniones de padres migrantes para proporcionarles a los padres migrantes informacion actualizada sobre el progreso academico de los estudiantes y la graduacion a tiempo. Milestone's/Strategy's Expected Results/Impact: F: Sign-In sheets & agendas of Parent Meetings S: BMAS report, Increased participation in PAC Mtg. Increased student participation in supplemental activities F: Hojas de registro y agendas de las reuniones de padres S: Informe BMAS, mayor participacion en PAC Mtg. Mayor participacion de los estudiantes en actividades complementarias Staff Responsible for Monitoring: Campus Administration, Migrant Clerk Population: All migrant parents - Start Date: November 1, 2021 - End Date: March 31, 2022		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 7: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.
School Processes & Programs
Need Statement 8: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.
Perceptions
Need Statement 1: Provide a positive/motivating and safe environment.Increase parental involvement and contact to change instructional climate/positive reinforcement and provide them with educating them in the use of more technology during meetings. Data Analysis/Root Cause: Creating a positive/motivating and safe learning environment with increased parental support.Instructional materials were purchased for parents to use and help create items for school spirit. Weekly meeting were held to provide parents with information that they can in turn use to help their children succeed in an ever changing instructional climate.

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)




Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y administracion utilizando esas tecnicas segun sea apropiado para mejorar el aprendizaje de los estudiantes. (TEA Capitulo 4 Obj. 9)





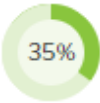

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia/504,Bilingual- second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.




El desarrollo profesional relacionado con lo academico mejorara la efectividad de los maestros al brindar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, bilingue-segundo idioma y apoyos en riesgo para mejorar el desempeno academico y la participacion, como lo demuestran las observaciones en el aula.







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




Informes de evaluacion y asistencia a sesiones del sistema de desarrollo profesional (PDS), datos del informe de retroalimentacion / recorrido, informes de evaluacion T-TESS








Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills (EBs-TELPAS) that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Brindar a los maestros oportunidades de desarrollo profesional para mejorar la implementacion de estrategias de instruccion que incluyen: Respuesta a la intervencion (RtI), instruccion protegida (SIOP), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura, protocolos de la Iniciativa de Alfabetizacion de Texas, incluido el lenguaje oral (EBs-TELPAS) habilidades que aumentan la competencia en escuchar / hablar y leer / escribir en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. S: The district will have a 3 point increase in the number of students who reach STAAR Meets Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams., TELPAS</p> <p>F: Formulario de retroalimentacion instructiva de BISD Los datos del Instrumento de Monitoreo del Distrito indicaran un aumento de X puntos porcentuales en las calificaciones de dominio 2 y mas altas. S: El distrito tendra un aumento de 3 puntos en la cantidad de estudiantes que alcanzan el rendimiento STAAR cumple con el nivel de grado y el nivel de grado de maestria STAAR en los exámenes STAAR / EOC., TELPAS</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Lead/ Department Chairs</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: All teachers teaching core content and SPED, 504, Dys, RTI, Honors, AP, CTE, and other academic areas - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Miscellaneous Food Staff Development - 199 Local funds - 199-13-6499-53-053-Y-99-000-Y - \$250, General Supplies- Administration - 199 Local funds - 199-23-6399-00-053-Y-99-000-Y - \$3,000, General Supplies-Furniture - 199 Local funds - 199-23-6399-45-053-Y-99-000-Y - \$2,000, Miscellaneous Food Faculty Meetings - 199 Local funds - 199-23-6499-53-053-Y-99-000-Y - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program.</p> <p>Fortalecer la eficiencia y efectividad del Programa para Dotados y Talentosos a traves de la capacitacion basica y continua requerida, asi como sesiones de desarrollo profesional especificas sobre un plan de estudios diferenciado y evaluacion en relacion con las metas anuales del programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: District monitoring instrument, Class rosters, Professional Development System evaluations S: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment</p> <p>F: Instrumento de monitoreo del distrito, listas de clases, evaluaciones del sistema de desarrollo profesional S: Mejoro las calificaciones de los estudiantes de STAAR y EOC, mejoro AP, TSI y otras evaluaciones de preparacion universitaria</p> <p>Staff Responsible for Monitoring: District Advanced Academic Lead Teacher, Principal, Dean of Instruction</p> <p>Population: All G/T sub-population students and teachers for these students in core content areas and Special Education - Start Date: August 12, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program.</p> <p>Proporcionar a los maestros respectivos capacitacion para los recursos seleccionados para implementar adecuadamente la iniciativa de ciencia, tecnologia, ingenieria y matematicas del distrito K-8 y el programa STEM de la escuela secundaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: PDS session evaluations, benchmark scores, program applications counts S: STAAR scores, BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences.</p> <p>F: evaluaciones de sesiones de PDS, puntajes de referencia, recuento de aplicaciones de programas S: Los puntajes STAAR, los recorridos del formulario de retroalimentacion instructiva de BISD indicaran la implementacion de experiencias de aprendizaje desarrolladas basadas en proyectos.</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs</p> <p>Population: STEM Teachers - Start Date: August 12, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Differentiate and use with all & subpops (GT, EBs,SPED).</p> <p>Apoyar la participacion de la facultad y la asistencia del personal en conferencias de alfabetizacion distritales y / o regionales con el fin de apuntar a areas de mejora y proporcionar capacitacion integral para instruccion explicita, disenio de lecciones, organizacion del aula y descripciones generales de la informacion durante los dias de desarrollo del personal del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Rtl plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data S: STAAR scores, TELPAS, TMSFA</p> <p>F: Planes de Rtl e informes de seguimiento del progreso, hojas de registro, agenda del taller, lista de sesiones de PDS y evaluaciones, rutinas de TLI documentadas en los datos del formulario de comentarios de instruccion S: puntajes STAAR, TELPAS, TMSFA</p> <p>Staff Responsible for Monitoring: Campus Administration, Department Chairs</p> <p>Population: All grade level teachers - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Employee Travel-Teacher - 199 Local funds - 199-13-6411-23-053-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformation reform strategies, best practices and student learning. (Title I-A & Title II-A)</p> <p>El personal del campus y las partes interesadas asistirán a oportunidades en las conferencias nacionales, estatales, regionales y dentro del distrito para participar en oportunidades de desarrollo profesional basadas en la investigación que respaldarán las estrategias de reforma de transformación efectivas, las mejores prácticas y el aprendizaje de los estudiantes. (Título I-A y Título II-A)</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations S: T-TESS or Job Description/ Evaluation summative reports show improvement on State Assessments including STAAR, and TERRA NOVA Test Results</p> <p>F: Calificaciones en el aula, puntajes de referencia del campus, observaciones de los maestros, informes de progreso de los estudiantes, planes de lecciones, comentarios del plan de estudios / informes de recorrido, evaluaciones de sesiones de PDS S: T-TESS o Informes sumativos de descripción / evaluación del puesto mostrar una mejora en las evaluaciones estatales, incluidos los resultados de las pruebas STAAR y TERRA NOVA</p> <p>Staff Responsible for Monitoring: Principal, Campus Administration</p> <p>Population: PK-3 to 12th teachers - Start Date: July 5, 2021 - End Date: June 30, 2022 Funding Sources: Employee Travel - 199 Local funds - 199-13-6411-23-053-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Fine arts students and teachers will be provided professional development training annually.</p> <p>Los estudiantes y maestros de bellas artes recibirán capacitación de desarrollo profesional anualmente.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Sign in sheets, PDS evaluations, student performance ratings S: Increased EOY performance recognition's</p> <p>F: hojas de registro, evaluaciones PDS, calificaciones de desempeño de los estudiantes S: Mayor reconocimiento de desempeño EOY</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Fine Arts directors/teachers</p> <p>Population: all K-12 students and teachers - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY.</p> <p>El personal de instruccion del programa de educacion migrante recibira desarrollo profesional para mejorar las habilidades de lectura y matematicas de los estudiantes migrantes y apoyos especificos para estudiantes migrantes secundarios y OSY.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Sign in sheets, PDS evaluations, student performance ratings S: Increased EOY performance on state and local assessments</p> <p>F: hojas de registro, evaluaciones PDS, calificaciones de desempeno de los estudiantes S: Mayor desempeno EOY en evaluaciones estatales y locales</p> <p>Staff Responsible for Monitoring: Campus Administration, Migrant Clerk</p> <p>Population: Migrant support staff - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: 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, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:</p> <ul style="list-style-type: none"> -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and <p>Budget and Program Compliance</p> <p>Se proporcionaran oportunidades de desarrollo profesional al personal del campus para mejorar la provision de servicios para estudiantes en riesgo con el fin de mejorar el rendimiento academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y abandono. Las oportunidades de desarrollo profesional incluyen:</p> <ul style="list-style-type: none"> -Identificacion de estudiantes en riesgo a traves de criterios estatales y locales, -Tasa de graduacion, Tasa de finalizacion y cohortes de graduacion, -Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompañados a traves de la Ley McKinney-Vento, y Cumplimiento del presupuesto y del programa <p>Milestone's/Strategy's Expected Results/Impact: F: PDS 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 S: increased STAAR/EOC and lower At-risk Retention rate</p> <p>F: Informes de evaluacion de PDS, carta de inscripcion de jovenes sin hogar y / o sin acompañamiento verificada, informe de programas especiales eSchoolPLUS, informe de progreso en riesgo de eSchoolPLUS, puntajes de evaluacion de monitoreo de progreso, informes de progreso estudiantil S: aumento de STAAR / EOC y menor tasa de retencion en riesgo</p> <p>Staff Responsible for Monitoring: Administration, State Compensatory, Homeless Youth Dept.</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: All At-risk Students (RTI, 504, Dys, SPED - Start Date: August 12, 2021 - End Date: June 1, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)








Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y administracion utilizando esas tecnicas segun sea apropiado para mejorar el aprendizaje de los estudiantes. (TEA Capitulo 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

El Departamento de CTE proporcionara desarrollo profesional continuo para los maestros de CTE, de modo que se brinden oportunidades de aprendizaje extendidas, con el uso de programas y actividades basados en la investigacion, a los estudiantes para garantizar mas oportunidades de estar preparados para la universidad y la carrera.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data reports

Registros de desarrollo profesional para CTE, numero de estudiantes en vias desatendidas, informes de datos de encuestas

Strategy 1 Details	Reviews			
<p>Strategy 1: Project Lead the Way (PLTW) and career cluster alignment training will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.</p> <p>Project Lead the Way (PLTW) y la capacitacion en alineacion de grupos de carreras mejoraran la efectividad de los maestros al brindar instruccion de aprendizaje basada en proyectos para satisfacer las necesidades de todos los estudiantes para mejorar el desempeno y la participacion general.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: lesson plans, walkthroughs and observations including training and strategies S: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways</p> <p>F: planes de lecciones, recorridos y observaciones, incluida la formacion y las estrategias S: mayor participacion de los estudiantes en la documentacion de observacion del aula y mayor participacion de los estudiantes en trayectorias profesionales desatendidas</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, CATE Teachers</p> <p>Population: CTE faculty - Start Date: August 12, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)




Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y administracion utilizando esas tecnicas segun sea apropiado para mejorar el aprendizaje de los estudiantes. (TEA Capitulo 4 Obj. 9)











Performance Objective 3: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Todo el personal del campus participara en las capacitaciones continuas requeridas relacionadas con la atencion informada sobre el trauma y las escuelas seguras y de apoyo.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Registros de capacitacion para el personal del campus y documentacion de implementacion.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, administration and counselors will complete trauma-informed care training (PD) from a state approved program to increase awareness and implement best practices to support student's well-being and apply interventions for academic and emotional support. (Policy FFBA) PD will include MTSS to include social-emotional learning.</p> <p>Todos los maestros, la administracion y los consejeros completaran la capacitacion sobre cuidados informados sobre el trauma de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar del estudiante y aplicar intervenciones para el apoyo academico y emocional. (Politica FFBA)</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Training records, six week reporting from staff S: EOY reports</p> <p>F: Registros de capacitacion, informes de seis semanas del personal. S: informes EOY.</p> <p>Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Population: All faculty and staff - Start Date: November 15, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<p>Strategy 2: Garcia MS will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the campus in implementing the district's multi-hazard emergency operations plan. (Policy FFB)</p> <p>Garcia MS tendra un Equipo de Evaluacion de Amenazas capacitado que desarrollara un programa escolar seguro y de apoyo de acuerdo con la TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela para reconocer el comportamiento danino, amenazante o violento que pueda representar una amenaza para la escuela comunitaria o para el individuo y apoyara al campus en la implementacion del plan de operaciones de emergencia de multiples peligros del distrito. (Politica FFB)</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Training records, six week reporting from staff. S: EOY reports.</p> <p>F: Registros de capacitacion, informes de seis semanas del personal. S: informes EOY.</p> <p>Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders</p> <p>Population: All staff - Start Date: November 15, 2021 - End Date: June 10, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<p>Strategy 3: Garcia MS will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Garcia MS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)</p> <p>Garcia MS capacitara al personal designado sobre abuso sexual infantil, trafico sexual y otros malos tratos a ninos. Garcia MS proporcionara un programa contra la victimizacion por abuso infantil que incluye presentaciones a los estudiantes y al personal del campus. (Politica FFG)</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Training records, six weeks reporting of presentations S: EOY reports trainings</p> <p>F: Registros de capacitacion, informes de presentaciones de seis semanas S: EOY reporta capacitaciones</p> <p>Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders</p> <p>Population: All faculty and staff - Start Date: November 15, 2021 - End Date: June 10, 2022 - Revision Date: November 16, 2021</p>		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)




La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)








Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)

La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de desercion, asi como las brechas en las habilidades de los maestros, a traves del aprendizaje adaptativo, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2020-2021. (Plan de estudios, instruccion y evaluacion preparados para el futuro)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Sistema de gestion de aprendizaje para informes de uso, recorridos, datos de sesiones de desarrollo profesional

Strategy 1 Details	Reviews			
Strategy 1: Students will use technology to become more proficient listeners, speakers, readers, and writers of English. Los estudiantes usaran la tecnologia para convertirse en oyentes, oradores, lectores y escritores de ingles mas competentes. Milestone's/Strategy's Expected Results/Impact: Increased percentages in Advanced and Advanced High for EB students. Aumento de los porcentajes en Advanced y Advanced High para estudiantes EB. Staff Responsible for Monitoring: Assistant Principal Population: EB students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase laptops, chrome books, rocket books and any other personal technology/electronics for students use to access credit recovery software and study resources online (Egenuity, Reading, Writing, Listening, Speaking, ELPS Mastery, Flipgrid, Lexia, Nearpod/Flocabulary).</p> <p>Compre computadoras portatiles, libros cromados, libros cohete y cualquier otra tecnologia / electronica personal para que los estudiantes accedan al software de recuperacion de creditos y recursos de estudio en linea (Egenuity, Reading, Writing, Listening, Speaking, ELPS Mastery, Flipgrid, Lexia, Nearpod / Flocabulary).</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will receive targeted instruction for listening, speaking, reading and writing to improve the skills needed across the curriculum including the reinforcement of language acquisition.</p> <p>Los estudiantes recibiran instruccion avanzada para escuchar, hablar, leer y escribir para mejorar las habilidades necesarias en todo el plan de estudios, incluido el refuerzo de la adquisicion del idioma.</p> <p>Staff Responsible for Monitoring: ESL/Core Teachers, Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)








La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.
Future Ready Use of Space and Time

Aumentar las oportunidades para el aprendizaje de los estudiantes en cualquier momento del dia, desde el hogar, la escuela y / o la comunidad, asi como proporcionar practicas autenticas para estudiantes integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2019-2020, aprovechando el capital humano

Uso del espacio y el tiempo para el futuro

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia will increase the technology accessibility for all students bringing them into the 21st Century and using data from technology to improve instruction, closing the achievement gap and success in state assessments across all subject areas. Funding will be allocated to provide the following resources: new software, and software renewals; hardware at the campuses for computer/technology (laptops/computers with licenses, printers, storage carts for laptops, TV interactive flat panels and stands, PC Modules, WIFI modules/Mobiles stand/Web cameras; doc. cameras, projectors, chromebooks, IPADS and instructional supplies, including protective supplies like ipad covers, headphones, etc.) to enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Garcia aumentara la accesibilidad para todos los estudiantes en tecnologia llevandolos al siglo XXI y utilizando datos de la tecnologia para mejorar la instruccion y el exito en las evaluaciones estatales en todas las materias. Se asignaran fondos para proporcionar los siguientes recursos: software nuevo y renovaciones de software; hardware en los campus para computacion / tecnologia (laptops / computadoras con licencias, impresoras, carros de almacenamiento para laptops, pantallas planas interactivas de TV, modulos de PC, modulos WIFI / soporte para moviles / camaras web; camaras de documentos, proyectores, Chromebooks, IPADS y suministros, incluidos suministros de proteccion como fundas para ipad, auriculares, etc.) para mejorar la instruccion. Los estudiantes tambien desarrollaran proyectos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez en la informacion y la ciudadania digital en todas las areas de contenido. Ademas, se mantendra la iniciativa Traiga su propio dispositivo en todo el distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Technology functions as required; Usage reports S: Data Test scores, EOY grades, Electronic portfolios</p> <p>F: La tecnologia funciona segun sea necesario; Informes de uso S: puntajes de pruebas de datos, calificaciones EOY, portafolios electronicos</p> <p>Staff Responsible for Monitoring: Assistant Principal- Fixed Assets, Dean, TST,/Librarian</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: Computers/Laptops/document cameras, projectors, printers etc. technology/electronic hardware - - 211 Title I-A - 211-11-6398-62-053-Y-30-0F2-Y - \$13,821, Technology equipment - 162 State Compensatory - 162-11-6398-62-053-Y-30-000-Y - \$47,932, Supplies - 162 State Compensatory - 162-11-6399-00-053-Y-30-000-Y - \$6,799, EQUIPMENT(DESKTOP/LAPTOPS) - 496 Elon Musk Grant Funds - 496-11-6398-62-053-Y-11-000-Y - \$35,947</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 35%	 80%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Demographics

Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Student Learning

Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Perceptions

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)








Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para respaldar el aprendizaje combinado en todos los niveles de grado.

Infraestructura robusta preparada para el futuro

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted accors the district in the early fall, mid-year, and spring.</p> <p>Con el fin de garantizar la conectividad WIFI adecuada para todos los interesados, se realizaran pruebas de velocidad segun el distrito a principios de otono, mediados de ano y primavera.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Score card for appropriate connectivity of wired and wireless networks S: Score card for appropriate connectivity of wired and wireless networks</p> <p>F: Tarjeta de puntuacion para la conectividad adecuada de redes cableadas e inalambricas S: tarjeta de puntuacion para la conectividad adecuada de redes cableadas e inalambricas</p> <p>Staff Responsible for Monitoring: Assistant Principal- Fixed Assets TST District IT personnel</p> <p>Population: All Staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)








La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Revisar la actualizacion e implementar politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad que garantizan la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.
Privacidad y datos preparados para el futuro

Evaluation Data Sources: Updated policies, reports of data breaches

Politiclas actualizadas, informes de violaciones de datos.

Strategy 1 Details	Reviews			
<p>Strategy 1: Garcia MS will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continous improvement by mapping them to key questions to be answered by this data.</p> <p>La escuela secundaria Garcia identificara las fuentes de datos actuales, revisara los planes de mejoramiento escolar existentes y determinara los lugares donde un mayor uso de datos puede ayudar a respaldar los objetivos existentes y la mejora continua al mapearlos a preguntas clave para ser respondidas por estos datos.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Focus groups survey reports S: Surveys to track progress</p> <p>F: Informes de encuestas de grupos focales S: encuestas para seguir el progreso</p> <p>Staff Responsible for Monitoring: Principal, Dean, TST, Department Heads</p> <p>Population: All students and Programs - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)








La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.
Future Ready Community Partnerships

Aumentar las asociaciones orientadas a la comunidad y los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.
Asociaciones comunitarias preparadas para el futuro

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Numeros de alianzas, Base de datos de lideres en Ed. Listado de socios de tecnologia y campus

Strategy 1 Details	Reviews			
Strategy 1: Garcia MS and campus parental involvement will train parents in the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. La escuela secundaria Garcia y la participacion de los padres del campus capacitaran a los padres en el uso del sistema de gestion de aprendizaje del distrito y los sistemas de gestion del aula para supervisar el uso educativo de software y dispositivos educativos. Milestone's/Strategy's Expected Results/Impact: F: Professional Development Records S: Software usage reports F: Registros de desarrollo profesional S: informes de uso de software Staff Responsible for Monitoring: PEIMS Assistant Principal, TST, Parent Liaison Population: Parents - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 40%	 70%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.


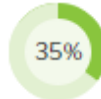





Future Ready Personalized Professional Learning

Brindar desarrollo profesional basado en la competencia y la investigacion, aprovechar los especialistas en medios, decanos, administradores de tecnologia, maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, educador certificado de Apple y Google Certified Teacher) y proporcionan recursos tecnologicos y desarrollo profesional que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.

Aprendizaje profesional personalizado preparado para el futuro

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Registros de desarrollo profesional, informes de recorrido, observaciones en el aula

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers and school leaders/counselors will participate in a minimum of 12 hours of face to face or virtual technology professional development and/or 6 credit of competency-based micro-credentials 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 Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>Los maestros y los lideres / consejeros escolares participaran en un minimo de 12 horas de desarrollo profesional de tecnologia presencial o virtual y / o 6 creditos de micro-credenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia en las areas tematicas. Se brindara capacitacion y apoyo a todos los maestros y estudiantes en la formacion de Netiquette, la prevencion del Cyber Bullying y la integracion de la tecnologia en el aula.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Professional Development System Session reports S: Aggregated Professional Development Records for staff hours completed</p> <p>F: Informes de sesiones del sistema de desarrollo profesional S: Registros de desarrollo profesional agregados para las horas del personal completadas</p> <p>Staff Responsible for Monitoring: Campus Administration, TST, Department Heads</p> <p>Population: All staff and students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Need Statements:

Demographics
<p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>
Student Learning
<p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>
School Processes & Programs
<p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>

Perceptions

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.




Future Ready: Budget and Resources


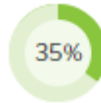





Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

Preparado para el futuro: presupuesto y recursos

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Listado de software y plataformas disponibles con informes de uso, presupuestos distritales para licencias y software.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>Los campus permitiran al maestro de apoyo tecnologico (TST) el tiempo adecuado todos los dias para apoyar a su campus en la integracion de la tecnologia en la instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: TST reported schedules, Application Management reports, Walk-throughs, Software usage reports S: EOY TST reported schedules, EOY Application Management reports</p> <p>F: horarios informados por TST, informes de gestion de aplicaciones, recorridos, informes de uso de software S: horarios informados de EOY TST, informes de gestion de aplicaciones de EOY</p> <p>Staff Responsible for Monitoring: Administration, TST</p> <p>Population: All Staff and students - Start Date: August 17, 2021 - End Date: June 2, 2022 Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Verify enrollment data to ensure all students are coded correctly in PEIMS so funding is appropriately allocated and data is correct. Verifique los datos de inscripcion para asegurarse de que todos los estudiantes esten codificados correctamente en PEIMS para que los fondos se asignen adecuadamente y los datos sean correctos. Milestone's/Strategy's Expected Results/Impact: F: PEIMS Reports for all students coded to ensure allocation of support and funding for instruction S: PEIMS reports shows 100% percent data is correct at BOY & EOY F: Informes PEIMS para todos los estudiantes codificados para asegurar la asignacion de apoyo y fondos para la instruccion. S: Los informes de PEIMS muestran que el 100% de los datos son correctos en BOY & EOY Staff Responsible for Monitoring: Principal, PEIMS Administrator & Data Entry/Registrar, Counselors Population: All Students Sub-Populations - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 7 Need Statements:

Demographics
Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
Student Learning
Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
School Processes & Programs
Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.
Perceptions
Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)




La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Realice la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready.
Liderazgo colaborativo preparado para el futuro

Evaluation Data Sources: BISD Future Ready Framework survey results

Resultados de la encuesta de BISD Future Ready Framework

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin, Lead Teachers and TST along with identified agents of change who are respected and are willing to try new things will have individual and collaborative discussions in order to identify common sets of issues that need to be addressed urgently. This individuals will also, plan, model and support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modification needs of students. Utilizing laptops and projectors for instructional modeling , Conduct Future Ready technology Survey at the End of the Year. PD for teachers and presentations for students, teachers and parents. Specific settings include but are not limited to:</p> <p>Classrooms/Computer labs using Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators. Administrative tablets for walkthroughs and teacher observations to ensure high quality instruction.</p> <p>El administrador, los maestros lideres y TST, junto con los agentes de cambio identificados que son respetados y estan dispuestos a probar cosas nuevas, tendran discusiones individuales y colaborativas para identificar conjuntos comunes de problemas que deben abordarse con urgencia. Estas personas tambien planificaran, modelaran y apoyaran la integracion de tecnologia educativa en el impartir instruccion para el refuerzo, la diferenciacion, la evaluacion y la satisfaccion de las necesidades de accesibilidad / modificacion de los estudiantes. Utilizando laptops y proyectores para modelado instructivo, Conducir una encuesta sobre preparacion para el futuro de tecnologia al fin del ano. PD para maestros y presentaciones para estudiantes, maestros y padres.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Las configuraciones especificas incluyen, pero no se limitan a:</p> <p>Aulas / laboratorios de computacion usando</p> <p>Tabletas interactivas</p> <p>Sensores / Tecnologia de interfaz</p> <p>Pizarras interactivas</p> <p>Camaras de documentos</p> <p>Sistemas de respuesta de estudiantes</p> <p>Calculadoras graficas. Tabletas administrativas para recorridos y observaciones del maestro para garantizar una alta calidad instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: PDs Session Evaluations, BISD Instructional Feedback forms walkthroughs skills application, Agendas/minutes meetings, Committee of change leaders S: Agendas Presentation to stakeholders, STAAR Scores, TELPAS Scores</p> <p>F: Evaluaciones de sesiones de PDs, Formularios de retroalimentacion instructiva de BISD, aplicacion de recorridos de habilidades, reuniones de agendas / actas, Comite de lideres de cambio S: Presentacion de agendas a las partes interesadas, puntajes STAAR, puntajes TELPAS</p> <p>Staff Responsible for Monitoring: Principal, Dean, Dept. Heads</p> <p>Population: All Staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Admin. Equip. (Laptops & Projectors) - 211 Title I-A - 211-23-6398-65-053-Y-30-0F2-Y - \$1,750</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Performance Objective 8 Need Statements:

Demographics
<p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>
Student Learning
<p>Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>
School Processes & Programs
<p>Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>

Perceptions

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.
Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

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)




A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)




Performance Objective 1: Increase the overall attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student including EB, SPED subpops Attendance Rate by 3% over prior year attendance.




Aumentar la tasa de asistencia general al 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas intermedias y 96% para las escuelas secundarias y mejorar la tasa de asistencia de los estudiantes en riesgo incluyendo EB, SPED subpops en un 3% con respecto a la asistencia del ano anterior.








Evaluation Data Sources: District and campus attendance rates, At-Risk including EB, SPED Student Attendance

Tasas de asistencia del distrito y del campus, asistencia de estudiantes en riesgo incluyendo EB, SPED

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will address the district attendance rate goals in the Campus Improvement Plan by requiring that teachers make contact with parents and maintain a call log (IP phones for Dept. Heads to enhance parent/teacher communication, phone logs, home visit logs) with parents. Teachers will also contact parents who are failing and at risk. Parent liaison will make home visits if needed in order to ensure daily updates of attendance. Attendance clerk, parent liaison and counselors will assist in working with at-risk population including EB and SPED with different reports and documentation. Office supplies will be purchased to support this initiative.</p> <p>Los campus abordaran las metas de tasa de asistencia del distrito en el Plan de Mejoramiento del Campus al exigir que los maestros se pongan en contacto con los padres y mantengan un registro de llamadas (telefonos IP para jefes de departamento para mejorar la comunicacion entre padres y maestros, registros telefonicos, registros de visitas al hogar) con los padres. Los maestros tambien se comunicaran con los padres que estan fallando y en riesgo. El enlace con los padres hara visitas al hogar si es necesario para garantizar actualizaciones diarias de asistencia. El secretario de asistencia, el enlace de padres y los consejeros ayudaran a trabajar con la poblacion en riesgo incluyendo EB y SPED con diferentes informes y documentacion. Se compraran suministros de oficina para apoyar esta iniciativa.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans, Progress Reports S: PEIMS Increase Campus Attendance Percentage Rates, Failure reports</p> <p>F: Informes de PEIMS de tasas de asistencia semanales, cartas de aviso de la corte de absentismo escolar de los padres, proceso de falta de credito y planes de asistencia de los estudiantes, informes de progreso S: PEIMS Aumentar las tasas de porcentaje de asistencia al campus, informes de fallas</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk/ Parent Liaison, Counselors</p> <p>Population: All students including At Risk, EB and SPED - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: To better support student achievement and improve student attendance, campus Parent liaison 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. the CIS Coordinator will also work with At Risk Students including EB and SPED in order to increase academics and attendance with supplies and materials needed.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, el enlace de padres del campus sera proactivo al monitorear la asistencia de los estudiantes mediante informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, sin cartas de credito y / o notificaciones judiciales segun sea necesario. el coordinador de CIS tambien trabajara con los estudiantes en riesgo incluyendo EB y SPED para aumentar el rendimiento academico y la asistencia con los suministros y materiales necesarios.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters S: Increase PEIMS Campus Attendance Percentage Rates</p> <p>F: Informes del sistema de notificacion de mensajeria escolar, informes de asistencia de eSchool, formularios de supervision de asistencia del distrito, declaraciones juradas de absentismo escolar presentadas, no cartas de credito S: Aumentar las tasas de porcentaje de asistencia al campus de PEIMS</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison, Attendance clerk</p> <p>Population: All students including At-Risk, EB and SPED - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Awards- AR Prices - 199 Local funds - 199-12-6498-00-053-Y-99-000-Y - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, el enlace de padres del campus sera proactivo al monitorear la asistencia de los estudiantes mediante informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, sin cartas de credito y / o notificaciones judiciales segun sea necesario. el coordinador de CIS tambien trabaja con los estudiantes en riesgo para aumentar el rendimiento academico y la asistencia con los suministros y materiales necesarios.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) S: Increase PEIMS attendance rate</p> <p>F: Plan estudiantil de BISD para medidas de prevencion de absentismo escolar (TPM), informes de asistencia escolar, informes del sistema de mensajeria escolar, distribucion de planes de asistencia estudiantil a padres y estudiantes (TPM) S: Aumentar la tasa de asistencia a PEIMS</p> <p>Staff Responsible for Monitoring: Campus Administration, Parent Liaison/ Attendance clerk, Teachers</p> <p>Population: All Student with absenteeism - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in school.</p> <p>Migrant clerk will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in school.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services S: Increase in student ID&R numbers Migrant clerk certificate of attendance, increase in migrant student enrollment</p> <p>F: Transcripciones de PDS, Continuidad de los servicios de promocion del informe de inscripcion maxima de NGS S: Aumento en los numeros de ID y R de los estudiantes Certificado de asistencia del empleado migrante, aumento en la inscripcion de estudiantes migrantes</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk</p> <p>Population: Migrant Clerk - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)




A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)




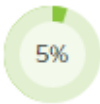


Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%.








Reducir la tasa de abandono de la escuela secundaria a menos del 1%.

Evaluation Data Sources: Drop-out rate reports

Informes de tasa de abandono

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, Attend District Dropout Recovery Meetings (Fall) to improve at-risk student, EB and SPED achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Monitoree y recupere a los estudiantes clasificados como deserciones / No presentacion en un ciclo sistemico a traves de los esfuerzos de recuperacion de desercion que incluyen: Camina por el futuro Asista a las reuniones de recuperacion de desercion escolar del distrito (otono) para mejorar el rendimiento estudiantil en riesgo incluyendo EB y SPED, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports S: increased At-risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p> <p>F: Informes de evaluacion y asistencia a la sesion del PDS, Informe de progreso en riesgo de eSchoolPLUS y Informe del monitor de abandono escolar, Puntajes de evaluacion de seguimiento del progreso, Informes de progreso del estudiante S: aumento de las tasas de retencion, graduacion y finalizacion en riesgo, disminucion de la tasa de desercion</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance/Migrant Clerk, Parent Liaison</p> <p>Population: All At-risk Students including EB and SPED - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: An At-Risk/ Supplemental Transitional Counselors is available at school to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, student success, completion rate, and reduce the retention rate and dropout rate.</p> <p>Un consejero de transicion suplementario o en riesgo esta disponible en la escuela para monitorear y coordinar los programas de intervencion para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, el exito estudiantil, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports S: Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p> <p>F: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Puntajes que incluyen TSI, Student Progress Reports S: aumento de STAAR / EOC, retencion en riesgo, tasas de graduacion y finalizacion, disminucion de la tasa de desercion</p> <p>Staff Responsible for Monitoring: Campus Administration, At Risk Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All At-risk Students - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: A clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Se implementara un armario de ropa para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompañados productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Clothes Closet Inventory, Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports S: Increased At-risk Retention, Graduation, and Completion Rates, Decreased dropout rate</p> <p>F: Inventario del armario de ropa, registro de distribucion del armario de ropa, puntajes de la evaluacion del seguimiento del progreso, informes de progreso del estudiante S: Aumento de las tasas de retencion, graduacion y finalizacion en riesgo, disminucion de la tasa de desercion</p> <p>Staff Responsible for Monitoring: Principal, At Risk Counselor</p> <p>Population: All At-risk Students - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience.</p> <p>Se llevara a cabo una conferencia de liderazgo para estudiantes migrantes de secundaria para ayudar a los participantes a mejorar sus habilidades de liderazgo, aprendizaje y estudio y compartir informacion pertinente para una experiencia academica exitosa.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Assessment scores and Six Weeks grades S: EOY Assessment results and EOY promotion rates</p> <p>F: puntajes de evaluacion y calificaciones de las seis semanas S: Resultados de la evaluacion EOY y tasas de promocion EOY</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk</p> <p>Population: PFS and Migrant students - Start Date: February 21, 2022 - End Date: March 31, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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)




A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)




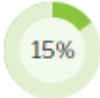


Performance Objective 3: Garcia M.S. will develop prevention and intervention strategies that increase At-Risk , EB, and SPED student achievement on STAAR by 3%.

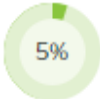





Garcia M.S. Desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo , EB y SPED en STAAR en un 3%.


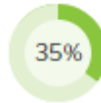

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk , EB and SPED students





Informes STAAR / EOC desglosados por estudiantes en riesgo incluyendo EB y SPED

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, at least twice a week for all at risk, dyslexia, 504, RTI, EB and SPED.</p> <p>Regular/extended accelerated instruction programs will assist to improve at-risk student and sub-pops achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Saturday ELA Camp will assist students to increase ELA skills.GMS will hold Summer Bridge for At-Risk students incoming 6th.</p> <p>Se proporcionara instruccion acelerada en el curriculo basico durante un dia extendido, semana, al menos dos veces por semana todos en riesgo, dyslexia, 504, RTI, EB y SPED.</p> <p>Los programas de instruccion acelerada regular / extendida ayudaran a mejorar el rendimiento estudiantil en riesgo y subpops, la tasa de graduacion, la tasa de finalizacion y disminuiran la tasa de retencion y la tasa de desercion.</p> <p>El campamento de ELA del sabado ayudara a los estudiantes a aumentar sus habilidades de ELA. GMS llevara a cabo el Puente de Verano para estudiantes en riesgo el 6to.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: eSchoolPLUS generated Accelerated Instruction Schedule, Accelerated Instruction Attendance Report, Accelerated Instruction Lesson Plans, Accelerated Instruction Classroom Observations, SchoolPLUS At-Risk and sub pops Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>S: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p> <p>F: eSchoolPLUS generated Accelerated Instruction Schedule, Accelerated Instruction Attendance Report, Accelerated Instruction Lesson Plans, Accelerated Instruction Classroom Observations, SchoolPLUS At-Risk and sub pops Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>S: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All At-risk Students-Dyslexia, 504, RTI, EB, SPED - Start Date: July 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: Exta Duty Pay SSI - 162 State Compensatory - 162-11-6118-00-053-Y-24-SSI-Y - \$9,212, Exta Duty Pay - 162 State Compensatory - 162-11-6118-00-053-Y-30-000-Y - \$10,120, Copy Paper - 162 State Compensatory - 162-11-6396-00-053-Y-30-000-Y - \$2,300, Copy Paper (instructional) - 211 Title I-A - 211-11-6396-00-053-Y-30-0F2-Y - \$3,000, Professional Extra Duty Pay (Summer Bridge Personnel) - 211 Title I-A - 211-11-6118-00-053-Y-30-BDG-Y - \$544, Copy Paper - 199 Local funds - 199-11-6396-00-053-Y-11-000-Y - \$2,000, General Supplies - 199 Local funds - 199-11-6399-00-053-Y-11-000-Y - \$8,816, SUMMER BRIDGE - 211 Title I-A - 211-11-6118-00-053-Y-30-BDG-Y - \$3,726, TUTORIALS - 162 State Compensatory - 162-11-6118-00-053-Y-30-JST-Y - \$88,129, TRANSPORTATION - 282 ESSER III Grant Funds - 282-11-6494-00-053-Y-24-OCG-1 - \$40,000, TUTORIALS - 282 ESSER III Grant Funds - 282-11-6118-00-053-Y-24-OCG-1 - \$10,820, EXTRA DUTY PAY - 281 ESSER II Grant Funds - 281-11-6118-00-053-Y-24-OCG-Y - \$98,601, TRANSPORTATION - 281 ESSER II Grant Funds - 281-11-6494-00-053-Y-24-OCG-Y - \$48,067</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 45%	 70%	

Strategy 2 Details	Reviews			
<p>Strategy 2: Supplement the Dyslexia Program to provide language and literacy interventions, as needed, to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Complemente el Programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion, segun sea necesario, para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion</p> <p>Milestone's/Strategy's Expected Results/Impact: F: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports S: decreased Retention Rate compared to prior year</p> <p>F: Horario maestro de eSchoolPLUS, planes de lecciones para maestros, observaciones en el aula, puntajes de evaluacion de monitoreo de progreso, informes de progreso de los estudiantes S: Tasa de retencion disminuida en comparacion con el ano anterior</p> <p>Staff Responsible for Monitoring: Campus Administration, Dyslexia teacher and clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: At-risk Dyslexic Students - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student and sub pops achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos adaptados asistidos para mejorar el rendimiento estudiantil en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports S: Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p>F: horario maestro de eSchoolPLUS, horario de laboratorio de computacion, informes de uso de software, planes de lecciones para maestros, observaciones en el aula, puntajes de evaluacion de monitoreo de progreso, informes de progreso del estudiante S: STAAR / EOC, TELPAS y otras evaluaciones estatales mejoradas, tasa de asistencia, tasa de retencion, tasa de desercion, tasa de graduacion y tasa de finalizacion</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All At-risk Students-Dys., RTI, 504, EB, SPED - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program.</p> <p>Los estudiantes migrantes tendran la misma oportunidad de asistir a los programas de escuela de verano del distrito escolar para asegurar la promocion si es necesario o para participar en el programa de verano de enriquecimiento de migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Sixth weeks grades and PFS Monitoring Tool S: Increased promotion rates and State test performance</p> <p>F: Herramienta de seguimiento de calificaciones de la sexta semana S: Aumento de las tasas de promocion y el rendimiento de las pruebas estatales</p> <p>Staff Responsible for Monitoring: Principal, Migrant Clerk, Academic Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All Migrant students - Start Date: May 23, 2022 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Garcia Library and classrooms will display cultural validation. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation, and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals.</p> <p>La biblioteca y las aulas de Garcia exhibiran validacion cultural. Proporcione libros y suscripciones culturales para materiales de lectura para la motivacion de los estudiantes, la validacion cultural y proporcione una vision mas amplia del mundo. Proporcione a los estudiantes diversas oportunidades de lectura de los eventos actuales a traves de suscripciones a revistas y publicaciones periodicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: research cultural role models, scientists, writers, mathematicians, historians to display in library, classrooms and hallways S: Make visual checks to establish displays are up</p> <p>F: investigacion de modelos culturales a seguir, cientificos, escritores, matematicos, historiadores para exhibir en bibliotecas, aulas y pasillos S: Realice comprobaciones visuales para establecer que las pantallas esten en funcionamiento</p> <p>Staff Responsible for Monitoring: Librarian, Classroom teachers, Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All students, SE, EB, DYS, At-Risk, PD - Start Date: August 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 5 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Library Books (subscriptions, periodicals, etc.) - 211 Title I-A - 211-12-6329-00-053-Y-30-0F2-Y - \$1,400, Reading Materials-Library Books - 199 Local funds - 199-12-6329-00-053-Y-99-000-Y - \$3,200, Supplies-Library - 199 Local funds - 199-12-6399-00-053-Y-99-000-Y - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<p>Strategy 6: Teachers will comply with PLAAFPs and Standard Based IEPs and with IDEA requirements to address student's individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed.</p> <p>Los maestros cumpliran con los PLAAFP y los IEP estandar y con los requisitos de IDEA para abordar las necesidades individuales de los estudiantes. Los maestros de educacion especial se coordinaran con los maestros de aula de educacion regular cada 6 semanas o segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: ARD Documentation as per IEP, AEP S: Documented progress of annual goals and objectives as per IEP</p> <p>F: Documentacion ARD segun IEP, AEP S: Progreso documentado de las metas y objetivos anuales segun el IEP</p> <p>Staff Responsible for Monitoring: SE Teacher, Asst. Principal, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All Special Education Students - Start Date: August 5, 2021 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 2 - Student Learning 1, 5 - School Processes & Programs 3, 4 - Perceptions 3</p> <p>Funding Sources: Toner - 166 State Special Ed. - 166-11-6399-62-053-Y-23-000-Y - \$3,630, Supplies-Life Skills Units - 166 State Special Ed. - 166-11-6399-00-053-Y-23-0P1-Y - \$3,000, Awards-BI Unit - 166 State Special Ed. - 166-11-6498-00-053-Y-23-0P2-Y - \$500, Supplies - 162 State Compensatory - 162-61-6399-00-053-Y-30-WTF-Y - \$150, MISC - 162 State Compensatory - 162-61-6499-53-053-Y-30-WTF-Y - \$150, Supplies-Resource/Inclusion - 166 State Special Ed. - 166-11-6399-00-053-Y-23-0P4-Y - \$500, Supplies-BI Unit - 166 State Special Ed. - 166-11-6399-00-053-Y-23-0P2-Y - \$500, Gloves-Life Skills Units - 166 State Special Ed. - 166-11-6399-00-053-Y-23-0B0-Y - \$750</p>		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 2: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading.</p> <p>Data Analysis/Root Cause: Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.</p>
Student Learning
<p>Need Statement 1: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. Data Analysis/Root Cause: Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.</p>

Student Learning

Need Statement 5: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

School Processes & Programs

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

Need Statement 4: Accelerated Instruction (tutorials) will increase academic performance in all core areas including state assessment, benchmarks, six weeks test, district check points TEKS. Staff development will be designed to address these weaknesses and create lesson plans to meet the expectations of all populations. **Data Analysis/Root Cause:** Garcia MS students need extra support to address gaps in learning/special learning needs in order to academically succeed.

Perceptions

Need Statement 3: The students need to have increase rigor and technological innovations in the classroom, with focus on rigorous content and lesson delivery in math/reading. **Data Analysis/Root Cause:** Garcia MS has a need for increasing instructional rigor and technology in the classroom.. Walk through forms were designed to track the required delivery of instruction taking place in the classroom.

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)




A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)








Performance Objective 4: 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.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Los informes de tiempo y esfuerzo de las enfermeras muestran que los problemas de salud inmediatos de los estudiantes se abordan junto con mejores calificaciones en la boleta de calificaciones y mayores tasas de asistencia de los estudiantes. Reuniones e informes de PAPA, CATCH y SHAC

Strategy 1 Details	Reviews			
<p>Strategy 1: To promote physically and emotionally healthy students, we will utilize the</p> <ul style="list-style-type: none"> -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) <p>to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Para promover estudiantes sanos fisica y emocionalmente, utilizaremos el</p> <ul style="list-style-type: none"> -CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) <p>para abordar areas que incluyen la prevencion de la violencia en el noviazgo y el abuso sexual de ninos.</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas S: Fitness Gram results increase, CATCH Binder end of year evaluation</p> <p>F: Observacion en el aula, evaluaciones de desarrollo profesional, hojas de registro, agendas de talleres S: Los resultados de Fitness Gram aumentan, evaluacion de fin de ano de CATCH Binder</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs, Coaches</p> <p>Population: All Students - Start Date: August 5, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: In an effort to improve overall student health which increases student attendance and academic performance, GMS will have a full time nurse on campus (with medical supplies for student needs/504 medical).</p> <p>En un esfuerzo por mejorar la salud general de los estudiantes que aumenta la asistencia y el rendimiento academico de los estudiantes, GMS tendra una enfermera a tiempo completo en el campus (con suministros medicos para las necesidades de los estudiantes).</p> <p>Milestone's/Strategy's Expected Results/Impact: F: Monthly reports S: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p> <p>F: informes mensuales S: Los informes de tiempo y esfuerzo de las enfermeras mostraran claramente que los problemas de salud inmediatos de los estudiantes se estan abordando y daran como resultado una mejor asistencia y calificaciones de los estudiantes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse and Nurse Assistant</p> <p>Population: All Students-include 504 Med - Start Date: August 5, 2021 - End Date: June 30, 2022 Need Statements: Demographics 4 - School Processes & Programs 9 - Perceptions 7 Funding Sources: General Supplies (Nurse) - 211 Title I-A - 211-33-6399-00-053-Y-30-OF2-Y - \$700, General Supplies - 199 Local funds - 199-33-6399-00-053-Y-99-000-Y - \$500, Nurse Equipment under 5,000 - 199 Local funds - 199-33-6398-00-053-Y-99-000-Y - \$350</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Need Statements:

Demographics
Need Statement 4: Need to increase supports for students and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.
School Processes & Programs
Need Statement 9: Need to increase supports for students and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.
Perceptions
Need Statement 7: Need to increase supports for students and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.

State Compensatory

Budget for Garcia Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

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Personnel for Garcia Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aissa Silva	Teacher	0.5
Norma Trevino-Hernandez	At-Risk Counselor	1
Rodolfo Jimenez	Teacher	1
Sandra L. Barron-Herrera	Dean of Instruction	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents on May 27, 2021.

Data Sources Used and analyzed included:

Improvement Planning Data, Accountability Data, Student Data, Employee Data, Parent/ Community Data and Support Systems & Other Data.

Summary of CNA:

The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented.

CNA Process:

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2021-2022 school year and to increase the Masters performance level in all content areas. Stipends for teachers will be provided in an effort to retain high quality teachers in high need schools.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

This is the list of the people and titles who developed, reviewed, and revised the Garcia Middle School CIP for 2021-2022 on May 27, 2021 via Zoom & F2F conference.

All agreed that the CIP goals would include strategies that addressed the following: opportunities for all students to meet the challenging State academic standards strengthen the academic program increase the amount and quality of learning time provide an enrichment and accelerated curriculum (extended day program/accelerated instruction) address the the needs of all students, especially the At-Risk child.

Luis Segura	Principal	lgsegura@bisd.us	Administrator
Sandra Barron-Herrera	Dean of Instruction	slbarron-herrera@bisd.us	Meeting Facilitator
Julio C. Martinez (T2)	Assistant Principal	jcmartinez@bisd.us	Classroom Teacher
Joe Salazar (T2)	Elective Teacher	joesalazar@bisd.us	Classroom Teacher
Theresa De La Garza (T2)	Science Teacher	tdelagarza@bisd.us	Classroom Teacher

Luis Segura	Principal	lgsegura@bisd.us	Administrator
Jennifer Ochoa (T2)	Special Education Teacher	jchoa@bisd.us	Classroom Teacher
Arturo Puig (T2)	English Teacher	aepuig@bisd.us	Classroom Teacher
Maria Lepe (T2)	Parent	none	Parent
Joseph Lepe (T2)	Parent	n/a	Parent
Melissa A. Hernandez (T2)	CCMR Specialist	mahernandez@bisd.us	District-level Professional
Nohemi Gonzalez(T2)	Business Representative	ngonzalez@gmail.com	Business Representative
Carlos Caballero (T2)	Business Representative	ccaballero@firesalel.com	Business Representative
Kevin Salgado (T2)	Community Representative	ksalgado@yahool.com	Community Representative
Juan Perez (T2)	Community Representative	jperez@yahoo.com	Community Representative
Rolando Jimenez (T2)	Physical Education Teacher	roljimenez@bisd.us	Classroom Teacher
Nicholas Miles (T2)	Math Teacher	njmiles@bisd.us	Classroom Teacher
Kristi Jones (T2)	ELAR Dept.	kchavez@bisd.us	Classroom Teacher

2.2: Regular monitoring and revision

Garcia Teachers meet on a weekly basis with Principal and Dean in order to monitor and revise lesson delivery using relevant data. Academic Teams meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Dept. Head Teachers deliver the received information to teachers at our campus. The RTI Committee meets ever six weeks in order to monitor student progress.

The CNA/CIP will be monitored and revised quaterly throughtout the year by the SBDM Committee, Grade Level teachers, and parents. The campus first began to review/revise the Campus Improvement Plan (2021-2022) on May 27, 2021. Additional dates for revision are: Aug. 31, 2021, Oct. 30, 2021, May 21, 2022.

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

The Campus Improvement Plan will be avialibe to all the parents and the community, in English, on the Garcia Middle School website and discussions during weekly parent meetings.

Upon request, campus Parent Liaison will also make the CIP (hard copy) available to parents and community members.

The CIP can and will be translated into any language the parent requests to the non-English speaking parents. Languages other than English: Spanish

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs:

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's Meets and Masters levels of academic performance, use effective methods and instructional strategies that are established by scientifically based research that strengthen the core academic program. Garcia will increase the amount and quality of learning time, including the funding of an after-school Title I Accelerated Instruction/ 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. Teachers will include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards. Teachers will address how the school will determine if such needs have been met. and are consistent with and are designed to implement the State and local improvements plans. The Texas Literacy Initiative which commenced in 2012-2013 focuses on reading skills by providing the campus with a Reading Specialist who will work with the campus to improve reading skills and scores by using a variety of scientifically based techniques, while continuing with the TLI sustainability in the 2021-2022 school year.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better and more effectively address student needs as determined by use of these instruments.

Example #1: CIP Page 24 - Goal #1, Performance Object #1, Strategy #3.

Analyze campus assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops that address those state standards where the students demonstrated the lowest achievement levels. Based on data and interventions teachers will meet to develop curriculum alignment and lesson plan to implement appropriate lessons and strategies through professional development, resources and supplies will be purchased to support the interventions. Select appropriate instructional supplies for all student success, including EBs, SpED, SFL, BI, GT, AP, such as Books, dictionaries and bilingual dictionaries, Audio CDs, batteries, toner, scantrons, electric sharpeners and other consumables.

Example #1: CIP Page 60 - Goal #8, Performance Object #1, Strategy #1.

Garcia will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology (laptops, doc. cameras, projectors, and instructional supplies, etc.) to enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.

2.5: Increased learning time and well-rounded education

Garcia Middle School will use a variety of methods and instructional strategies that strengthen the academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The academic program will be supported by highly-qualified teachers who will support the instructional program. The teachers will be recruited, paid stipends and provided with high-quality professional development training and activities needed based on campus needs assessment surveys. Administration will conduct classroom observations and evaluations, and/or district identified needs. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text structures, and STAAR assessments.

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

Garcia Middle School will address the needs of all students in the school, particularly the needs of those at risk of not meeting the challenging State academic standards.

Teachers will monitor all students' performance based on daily classroom assignments/assessments, six-weeks benchmarks and EOY STAAR results. Provide assistance to all at risk students who are not meeting objectives with after-school accelerated instruction programs and/or enrichment courses, computer based instruction and Saturday academies using State Compensatory funds .

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 accelerated instruction programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

This is the list of the people and titles who developed, reviewed, and revised the Garcia Middle School Parent and Family Engagement Policy.

The Garcia SBDM (listed below) and the Parent Liaison (Mrs. Maria Rosas).

Luis Segura	Principal	lgsegura@bisd.us	Administrator
Sandra Barron-Herrera	Dean of Instruction	slbarron-herrera@bisd.us	Meeting Facilitator
Julio C. Martinez (T2)	Assistant Principal	jcmartinez@bisd.us	Classroom Teacher
Joe Salazar (T2)	Elective Teacher	joesalazar@bisd.us	Classroom Teacher
Theresa De La Garza (T2)	Science Teacher	tdelagarza@bisd.us	Classroom Teacher
Jennifer Ochoa (T2)	Special Education Teacher	jchoa@bisd.us	Classroom Teacher
Arturo Puig (T2)	English Teacher	aepuig@bisd.us	Classroom Teacher
Maria Lepe (T2)	Parent	none	Parent
Joseph Lepe (T2)	Parent	n/a	Parent
Melissa A. Hernandez (T2)	CCMR Specialist	mahernandez@bisd.us	District-level Professional
Nohemi Gonzalez(T2)	Business Representative	ngonzalez@gmail.com	Business Representative
Carlos Caballero (T2)	Business Representative	ccaballero@firesalel.com	Business Representative
Kevin Salgado (T2)	Community Representative	ksalgado@yahoo.com	Community Representative
Juan Perez (T2)	Community Representative	jperez@yahoo.com	Community Representative
Rolando Jimenez (T2)	Physical Education Teacher	roljimenez@bisd.us	Classroom Teacher
Nicholas Miles (T2)	Math Teacher	njmiles@bisd.us	Classroom Teacher
Kristi Jones (T2)	ELAR Dept.	kchavez@bisd.us	Classroom Teacher

At the beginning of the school year, Aug. 19, 2021-The Parent and Family Engagement Policy will be provided to parents/students in both English and Spanish, along with the SCC, parent/nurse release forms, dress code policy, etc. The policy will also be shared with parents at the Title I Parent Information Meeting scheduled for Sept. 3, 2021.

3.2: Offer flexible number of parent involvement meetings

Garcia Middle School offers weekly Parent sessions on Tuesday mornings from 9:30 am to 11:30 am and Thursday afternoons at 1 pm in the parent center that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters.

The Parent Liaison and Attendance Liaison conduct Home visits to support student attendance, academic performance and distribute other Garcia M.S. program information. In addition events, such as Open House (2 times per year) including Health Fair and meet the teacher night, is where the Garcia faculty and staff also provide periodic sessions and seminars in English and Spanish to increase parental communication and involvement.

Example: Goal #6, Performance Objective #1, Strategy #4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana L. Gonzalez	Teacher	Title I A Fed Program	1
Estefania Martinez	Library Aide	Title I A Fed Program	1
Jose Casas	Teacher	Title I A Fed Program	1
Melissa Vasquez	Parent Liaison	Title I A Fed Program	1
Virginia Garza	Dyslexia Aide	Title I A Fed Program	1
Yolanda Soto	Nurse	Title I A Fed Program	.40

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and	Goal-PO-Strategy-NeedNotes or Feedback
	Demographics, Student Learning, and Perception		D. Lopez	
Assessment	Needs information, TAPRs as Addendums	11/19/21	Sj Garza	Please add 2019 and 2021 TAPR Reports as addendums
	TAPR Addendums (SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)	2-8-22		
Assistant Superintendent				
Athletics	Processes and Programs and Goals 1 and 2		MGC ext 3195	All references to Non-EL, LEP, ELL, EL should reflect the current state term Emergent Bilingual-EB; PBMAS needs to be updated to RDA- No specific mention of EB students- (programs) 1 reference in 6 strategies to EB specifically but paired with SPED, otherwise lumped in with All students- (GOAL 1) 1 reference to TELPAS, 0 to EB students specifically (GOAL 7) 0 references to EB students specifically, lumped in with at risk pop (GOAL 9)
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/17/21		
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment		Ana Peña 698-2094	Missing the 2021 Preliminary Accountability in the Student Learning and Processes. DNA
Curriculum-Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary	11/12/21 12/6/2021	1.1.2 8.1.2	1.1.2 F: missing measurable objective. DNA 8.1.2 Spelling (fargeted to targeted) OK

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and	Goal-PO-Strategy-NeedNotes or Feedback
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		Roni Rentfro 547-3590	
DCSI	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia	11-16-21	Beatriz Daniels	Inlcude 504 students in your population strategies.
Dyslexia/504	Student Learning and Goals 1 and 7 Early Childhood ESSER funded Strategies with Needs linked and all funds allocate	12-7-21 OK	548-8679	RtI needs to be addressed in Goal 9.
Early Childhood	Goal 2			
ESSER	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel			
Facilities and Maintenance	Goal 3			
Federal Programs (211)	Student Learning and Processes and Programs, Goals 1 and &			
Finance and Budget				
Fine Arts				

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and	Goal-PO-Strategy-NeedNotes or Feedback
				Ensure that a strategy is include for following
				<ul style="list-style-type: none"> Goal #5: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness. Goal #7: Include strategy to include Professional Development for MTSS to include social-emotional learning Suite 360 SEL Curriculum Implmentation
			Garza	
			Garza	
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	11/18/21		
	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless	12/7/21		DNA Yellow
Homeless				
Instructional Technology or ISET8	Processes and Programs, Goal		Miguel Molina	
	Demographics, Goals 1 and 9 related to Migrant	11/11/21		PO 8 Stratey 1
Migrant	Demographics, Processes and Programs, and Perceptions,			
Parent and Family Engagement	Goal 6, ESSA SWP 3.1 and 3.2			May want to include "Conduct Future Ready technology Survey at the end of the Year"
PEIMS	Demographics and related strategies			

Program/ Position	Goal or Topic for review	Date of Feedback#	Contact name and	Goal-PO-Strategy-Need	Notes or Feedback
			Michael Garcia		Fine Arts professional development opportunities such as district staff devleopment, Music, Dance & Art professional association workshops and conventions.
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies		2719		
Public Information	Perceptions and Goal 4				
Pupil Services	Demographics and Goal 5				
Security Services	Demographics and Perceptions, Goals 5 and 7				
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education				
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas				

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Luis Segura	Principal
Meeting Facilitator	Sandra Barron-Herrera	Dean of Instruction
Classroom Teacher	Jennifer Ochoa (2)	Social Studies
Classroom Teacher	Joe Salazar (2)	Elective Teacher
Classroom Teacher	Theresa De La Garza (2)	Science Teacher
Classroom Teacher	Arturo Puig (2)	Special Education Teacher
Parent	Maria Lepe (2)	Parent
Parent	Joseph Lepe (2)	Parent
District-level Professional	Melissa Hernandez (2)	CCMR Specialist
Business Representative	Nohemi Gonzalez (2)	Business Representative
Business Representative	Carlos Caballero (2)	Business Representative
Community Representative	Kevin Salgado (2)	Community Representative
Community Representative	Juan Perez (2)	Community Representative
Classroom Teacher	Rolando Jimenez (2)	Physical Education Teacher
Classroom Teacher	Nicholas Miles (2)	Math Teacher
Classroom Teacher	Kristi Jones (2)	ELAR Teacher
Non-classroom Professional	Julio Martinez (2)	Assistant Principal

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sal/Wages for Substitute Teachers	199-11-6112-18-053-Y-99-000-Y	\$3,000.00
1	1	1	General Supplies	199-11-6399-62-053-Y-11-000-Y	\$1,500.00
1	1	1	Extra Duty Pay/Overtime- Sup PE	199-11-6121-00-053-Y-11-000-Y	\$50.00
1	1	5	Stipends	199-36-6117-00-053-Y-99-020-Y	\$4,800.00
1	5	1	General Supplies	199-11-6399-51-053-Y-11-000-Y	\$1,000.00
1	5	3	Transportation	199-11-6494-00-053-Y-11-000-Y	\$2,000.00
1	5	3	Employee Travel	199-23-6411-23-053-Y-99-000-Y	\$2,500.00
1	5	3	Awards	199-23-6498-00-053-Y-99-000-Y	\$5,000.00
1	5	3	Employee Travel (Admin)	199-23-6411-00-053-Y-99-000-Y	\$600.00
1	5	3	Travel & subsistence-Students- UIL Meals One Act Play	199-36-6412-00-053-Y-99-020-Y	\$300.00
1	5	3	Travel & Subsistence-Students Meals (Science/History Fair, etc.)	199-36-6412-00-053-Y-99-000-Y	\$4,000.00
1	5	3	Transportation (UIL)	199-36-6494-00-053-Y-99-020-Y	\$300.00
1	5	4	General Supplies	199-23-6399-65-053-Y-99-000-Y	\$1,000.00
1	5	5	Student Travel & Subsistence	199-11-6412-00-053-Y-11-000-Y	\$600.00
2	1	1	Contracted Maintenance & Repair	199-23-6249-65-053-Y-99-000-Y	\$350.00
5	3	1	Two-Way Radios	199-23-6399-00-053-Y-99-000-Y	\$1,000.00
5	3	2	General Supplies- Other Custodial Supplies	199-51-6399-00-053-Y-99-000-Y	\$500.00
5	3	2	Supplies for Maintenance/Operar-Custodial Supplies	199-51-6315-00-053-Y-99-000-Y	\$12,880.00
5	3	2	Extra Duty Pay/Overtime-Sup PE	199-51-6121-47-053-Y-99-000-Y	\$250.00
5	3	2	Maintenance & Repairs	199-51-6249-00-053-Y-99-000-Y	\$1,250.00
5	3	2	Software	199-51-6395-65-053-Y-99-000-Y	\$20.00
5	3	2	Contract Service	199-51-6299-00-053-Y-99-000-Y	\$420.00
5	3	2	Equipment under 5,000	199-51-6398-65-053-Y-99-000-Y	\$1,100.00
6	1	5	Extra Duty Pay /Overtime-Sup PE	199-23-6121-08-053-Y-99-000-Y	\$500.00
7	1	1	Miscellaneous Food Faculty Meetings	199-23-6499-53-053-Y-99-000-Y	\$450.00
7	1	1	Miscellaneous Food Staff Development	199-13-6499-53-053-Y-99-000-Y	\$250.00
7	1	1	General Supplies- Administration	199-23-6399-00-053-Y-99-000-Y	\$3,000.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	General Supplies-Furniture	199-23-6399-45-053-Y-99-000-Y	\$2,000.00
7	1	4	Employee Travel-Teacher	199-13-6411-23-053-Y-99-000-Y	\$1,000.00
7	1	5	Employee Travel	199-13-6411-23-053-Y-99-000-Y	\$1,000.00
9	1	2	Awards- AR Prices	199-12-6498-00-053-Y-99-000-Y	\$250.00
9	3	1	Copy Paper	199-11-6396-00-053-Y-11-000-Y	\$2,000.00
9	3	1	General Supplies	199-11-6399-00-053-Y-11-000-Y	\$8,816.00
9	3	5	Reading Materials-Library Books	199-12-6329-00-053-Y-99-000-Y	\$3,200.00
9	3	5	Supplies-Library	199-12-6399-00-053-Y-99-000-Y	\$500.00
9	4	2	General Supplies	199-33-6399-00-053-Y-99-000-Y	\$500.00
9	4	2	Nurse Equipment under 5,000	199-33-6398-00-053-Y-99-000-Y	\$350.00
Sub-Total					\$68,236.00
Budgeted Fund Source Amount					\$68,236.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software Renewals	162-11-6299-62-053-Y-30-000-Y	\$11,500.00
1	1	3	SUPPLIES (PD TRAININGS)	162-13-6399-00-053-Y-30-000-Y	\$4,000.00
8	2	1	Technology equipment	162-11-6398-62-053-Y-30-000-Y	\$47,932.00
8	2	1	Supplies	162-11-6399-00-053-Y-30-000-Y	\$6,799.00
9	3	1	Exta Duty Pay SSI	162-11-6118-00-053-Y-24-SSI-Y	\$9,212.00
9	3	1	Exta Duty Pay	162-11-6118-00-053-Y-30-000-Y	\$10,120.00
9	3	1	Copy Paper	162-11-6396-00-053-Y-30-000-Y	\$2,300.00
9	3	1	TUTORIALS	162-11-6118-00-053-Y-30-JST-Y	\$88,129.00
9	3	6	Supplies	162-61-6399-00-053-Y-30-WTF-Y	\$150.00
9	3	6	MISC	162-61-6499-53-053-Y-30-WTF-Y	\$150.00
Sub-Total					\$180,292.00
Budgeted Fund Source Amount					\$180,292.00
+/- Difference					\$0.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dictionaries	163-11-6399-00-053-Y-25-000-Y	\$2,725.00
1	2	1	Accelerated Instruction for EB students, material/resources/supplies/ including technology, and PD for teachers/Admin	163-11-6112-00-053-Y-25-000-Y	\$4,925.00
Sub-Total					\$7,650.00
Budgeted Fund Source Amount					\$7,650.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	6	Toner	166-11-6399-62-053-Y-23-000-Y	\$3,630.00
9	3	6	Supplies-Life Skills Units	166-11-6399-00-053-Y-23-0P1-Y	\$3,000.00
9	3	6	Awards-BI Unit	166-11-6498-00-053-Y-23-0P2-Y	\$500.00
9	3	6	Gloves-Life Skills Units	166-11-6399-00-053-Y-23-0B0-Y	\$750.00
9	3	6	Supplies-BI Unit	166-11-6399-00-053-Y-23-0P2-Y	\$500.00
9	3	6	Supplies-Resource/Inclusion	166-11-6399-00-053-Y-23-0P4-Y	\$500.00
Sub-Total					\$8,880.00
Budgeted Fund Source Amount					\$8,880.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials (Subscriptions and Library uses)	211-11-6325-00-053-Y-30-0F2-Y	\$2,500.00
1	1	3	Region One Teacher Training	211-13-6239-00-053-Y-30-AYP-Y	\$2,500.00
1	1	3	Salary/Wages for Substitute Teachers (PD staff develop.)	211-11-6112-18-053-Y-30-AYP-Y	\$5,500.00
1	1	3	Resources and supplies (books, workbooks, CDs, batteries, printer cartridges, scantrons, and other consumable materials)	211-11-6399-62-053-Y30-0F2-Y	\$6,500.00
1	1	3	General Supplies (resources, supplies and teacher planners, etc.)	211-13-6399-00-053-Y-30-AYP-Y	\$500.00
1	1	3	Employee Travel (Admin. Conference)	211-23-6411-23-053-Y30-0F2-Y	\$1,750.00
1	1	3	Dictionaries	211-11-6399-00-053-Y-30-0F2-Y	\$2,371.00
1	1	3	Employee Training (Virtual)	211-13-6497-00-053-Y30-AYP-Y	\$1,000.00
1	1	5	Extra Duty Pay for highly qualified teachers, curriculum planning and prof. develop.	211-13-6118-00-053-Y-30-AYP-Y	\$5,567.00
1	1	5	General Supplies (Printing of resource for instructional interventions)	211-11-6399-16-053-Y-30-0F2-Y	\$2,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Consulting Services	211-13-6291-00-053-Y30-AYP-Y	\$1,200.00
1	2	1	General Supplies (instructional resources, computer instruction and PD, student planners)	211-11-6399-00-053-Y-30-0F2-Y	\$2,629.00
1	5	2	General Supplies (STM)	211-11-6399-00-053-Y-30-STM-Y	\$5,000.00
1	5	3	Operating Costs (Awards, Trophies for student recognition/incentives)	211-11-6498-00-053-Y-30-0F2-Y	\$2,500.00
5	3	3	Supplies for Counselors	211-31-6399-00-053-Y-30-0F2-Y	\$1,500.00
6	1	5	Miscellaneous Operating costs-Light Snacks for Meetings (Parent Liaison Wkly Meetings)	211-61-6499-53-053-Y-30-0F2-Y	\$900.00
6	1	5	Employee Travel	211-61-6411-00-053-Y-30-0F2-Y	\$900.00
6	1	5	General Supplies (Parental Educ. Activities)	211-61-6399-00-053-Y-30-0F2-Y	\$900.00
8	2	1	Computers/Laptops/document cameras, projectors, printers etc. technology/electronic hardware -	211-11-6398-62-053-Y-30-0F2-Y	\$13,821.00
8	8	1	Admin. Equip. (Laptops & Projectors)	211-23-6398-65-053-Y-30-0F2-Y	\$1,750.00
9	3	1	Copy Paper (instructional)	211-11-6396-00-053-Y-30-0F2-Y	\$3,000.00
9	3	1	Professional Extra Duty Pay (Summer Bridge Personnel)	211-11-6118-00-053-Y-30-BDG-Y	\$544.00
9	3	1	SUMMER BRIDGE	211-11-6118-00-053-Y-30-BDG-Y	\$3,726.00
9	3	5	Library Books (subscriptions, periodicals, etc.)	211-12-6329-00-053-Y-30-0F2-Y	\$1,400.00
9	4	2	General Supplies (Nurse)	211-33-6399-00-053-Y-30-0F2-Y	\$700.00
Sub-Total					\$70,658.00
Budgeted Fund Source Amount					\$70,658.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	General Migrant supplies , including clothing and hygiene	212-11-6399-00-053-Y-24-0F2-Y	\$785.00
1	4	2	Transportation	212-11-6494-00-053-Y-24-0F2-Y	\$450.00
1	4	2	Region One-Migrant Math Academy	212-11-6239-00-053-Y-24-0F2-Y	\$395.00
1	4	2	Consulting Services/PFS Academy	212-11-6291-00-053-Y-24-0F2-Y	\$395.00
Sub-Total					\$2,025.00
Budgeted Fund Source Amount					\$2,025.00
+/- Difference					\$0.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Accelerated Instruction for EB students, material/resources including technology	263-11-6118-00-053-Y-25-000-Y	\$2,448.00
1	1	3	Accelerated Instruction for EB students, material/resources including technology	263-11-6399-00-053-Y-25-000-Y	\$2,448.00
Sub-Total					\$4,896.00
Budgeted Fund Source Amount					\$4,896.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library Books	281-12-6329-00-053-Y-99-0CG-Y	\$30,000.00
1	1	1	E-Books (Comic Pls Library Ed. - Middle School)	281-12-6299-00-053-Y-99-0CG-Y	\$786.25
9	3	1	EXTRA DUTY PAY	281-11-6118-00-053-Y-24-0CG-Y	\$98,601.00
9	3	1	TRANSPORTATION	281-11-6494-00-053-Y-24-0CG-Y	\$48,067.00
Sub-Total					\$177,454.25
Budgeted Fund Source Amount					\$177,454.25
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	1	TRANSPORTATION	282-11-6494-00-053-Y-24-0CG-1	\$40,000.00
9	3	1	TUTORIALS	282-11-6118-00-053-Y-24-0CG-1	\$10,820.00
Sub-Total					\$50,820.00
Budgeted Fund Source Amount					\$50,820.00
+/- Difference					\$0.00
496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1	EQUIPMENT(DESKTOP/LAPTOPS)	496-11-6398-62-053-Y-11-000-Y	\$35,947.00
Sub-Total					\$35,947.00
Budgeted Fund Source Amount					\$35,947.00
+/- Difference					\$0.00
Grand Total Budgeted					\$606,858.25

496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$606,858.25
+/- Difference					\$0.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GARCIA MIDDLE**

Campus Number: **031901053**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	64%	-	65%	33%	-	-	-	-	24%	*	66%	45%	61%	58%
	2018	69%	65%	71%	-	71%	50%	-	-	-	-	36%	*	73%	54%	70%	67%
At Meets Grade Level or Above	2019	37%	31%	31%	-	31%	0%	-	-	-	-	12%	*	31%	27%	28%	24%
	2018	39%	32%	32%	-	32%	13%	-	-	-	-	21%	*	33%	22%	32%	24%
At Masters Grade Level	2019	18%	12%	14%	-	14%	0%	-	-	-	-	9%	*	14%	9%	12%	8%
	2018	19%	14%	14%	-	14%	13%	-	-	-	-	6%	*	14%	11%	13%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	79%	-	79%	50%	-	-	-	-	42%	*	80%	73%	78%	78%
	2018	77%	77%	77%	-	77%	78%	-	-	-	-	52%	*	78%	68%	77%	78%
At Meets Grade Level or Above	2019	47%	44%	36%	-	36%	17%	-	-	-	-	9%	*	36%	30%	33%	29%
	2018	44%	39%	30%	-	31%	22%	-	-	-	-	21%	*	32%	16%	30%	24%
At Masters Grade Level	2019	21%	17%	11%	-	11%	0%	-	-	-	-	9%	*	10%	12%	9%	6%
	2018	18%	14%	8%	-	8%	0%	-	-	-	-	15%	*	8%	5%	8%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	76%	-	77%	53%	-	-	-	-	54%	*	78%	64%	76%	73%
	2018	74%	72%	74%	-	75%	63%	-	-	-	-	45%	86%	76%	63%	74%	70%
At Meets Grade Level or Above	2019	49%	46%	42%	-	42%	40%	-	-	-	-	32%	*	44%	32%	42%	35%
	2018	48%	42%	39%	-	39%	38%	-	-	-	-	30%	43%	40%	32%	39%	29%
At Masters Grade Level	2019	29%	24%	19%	-	19%	20%	-	-	-	-	15%	*	20%	12%	19%	11%
	2018	29%	24%	20%	-	20%	25%	-	-	-	-	13%	14%	20%	20%	19%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	70%	-	70%	67%	-	-	-	-	52%	*	72%	58%	70%	67%
	2018	72%	70%	70%	-	70%	67%	-	-	-	-	57%	57%	70%	63%	69%	65%
At Meets Grade Level or Above	2019	43%	40%	28%	-	29%	13%	-	-	-	-	21%	*	29%	20%	26%	20%
	2018	40%	36%	30%	-	30%	33%	-	-	-	-	29%	29%	30%	30%	29%	20%
At Masters Grade Level	2019	17%	15%	7%	-	7%	7%	-	-	-	-	17%	*	6%	8%	6%	4%
	2018	18%	15%	11%	-	11%	11%	-	-	-	-	10%	14%	11%	9%	11%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	74%	72%	-	73%	53%	-	-	-	-	43%	*	74%	60%	72%	65%
	2018	69%	68%	70%	-	70%	56%	-	-	-	-	39%	57%	72%	55%	69%	64%
At Meets Grade Level or Above	2019	42%	44%	37%	-	38%	27%	-	-	-	-	26%	*	39%	24%	36%	29%
	2018	43%	41%	40%	-	41%	33%	-	-	-	-	29%	43%	41%	36%	40%	28%
At Masters Grade Level	2019	18%	16%	13%	-	13%	7%	-	-	-	-	19%	*	14%	6%	12%	9%
	2018	15%	12%	10%	-	10%	22%	-	-	-	-	17%	0%	10%	14%	9%	4%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	92%	-	92%	67%	-	-	-	-	71%	86%	92%	86%	91%	89%
	2018	86%	85%	97%	*	97%	94%	-	-	-	-	100%	100%	98%	91%	97%	92%
At Meets Grade Level or Above	2019	55%	53%	55%	-	56%	33%	-	-	-	-	42%	29%	56%	44%	53%	43%
	2018	49%	46%	54%	*	54%	38%	-	-	-	-	67%	29%	55%	47%	53%	30%
At Masters Grade Level	2019	28%	23%	26%	-	27%	22%	-	-	-	-	24%	29%	26%	28%	25%	18%
	2018	27%	23%	29%	*	29%	25%	-	-	-	-	21%	14%	30%	21%	28%	9%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	94%	-	93%	100%	-	-	-	-	79%	80%	94%	88%	93%	94%
	2018	86%	88%	93%	*	92%	100%	-	-	-	-	84%	100%	93%	93%	93%	89%
At Meets Grade Level or Above	2019	57%	51%	56%	-	57%	29%	-	-	-	-	47%	20%	58%	42%	56%	53%
	2018	51%	47%	57%	*	55%	81%	-	-	-	-	44%	67%	53%	70%	57%	55%
At Masters Grade Level	2019	17%	8%	9%	-	9%	14%	-	-	-	-	21%	0%	9%	8%	9%	7%
	2018	15%	8%	12%	*	10%	31%	-	-	-	-	22%	17%	9%	20%	12%	14%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	85%	-	85%	67%	-	-	-	-	66%	43%	86%	78%	84%	78%
	2018	76%	72%	82%	*	82%	69%	-	-	-	-	70%	86%	83%	70%	81%	72%
At Meets Grade Level or Above	2019	51%	44%	47%	-	47%	44%	-	-	-	-	29%	29%	47%	47%	45%	36%
	2018	52%	46%	55%	*	56%	38%	-	-	-	-	45%	29%	57%	45%	55%	35%
At Masters Grade Level	2019	25%	17%	20%	-	19%	33%	-	-	-	-	21%	29%	19%	25%	18%	13%
	2018	28%	22%	27%	*	27%	19%	-	-	-	-	18%	0%	28%	17%	26%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	80%	-	80%	67%	-	-	-	-	84%	57%	80%	78%	78%	72%
	2018	65%	65%	80%	*	80%	69%	-	-	-	-	88%	86%	82%	66%	79%	68%
At Meets Grade Level or Above	2019	37%	34%	39%	-	39%	33%	-	-	-	-	55%	43%	40%	33%	37%	27%
	2018	36%	33%	43%	*	43%	38%	-	-	-	-	76%	14%	43%	43%	42%	28%
At Masters Grade Level	2019	21%	17%	18%	-	19%	0%	-	-	-	-	37%	29%	19%	14%	17%	9%
	2018	21%	18%	23%	*	23%	25%	-	-	-	-	27%	0%	22%	30%	22%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	*	-	-	-	-	-	*	100%	100%	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	*	*	100%	*	100%	100%
At Meets Grade Level or Above	2019	61%	82%	94%	-	94%	*	-	-	-	-	-	*	95%	89%	93%	93%
	2018	55%	71%	95%	-	95%	-	-	-	-	-	*	*	95%	*	97%	93%
At Masters Grade Level	2019	37%	62%	71%	-	73%	*	-	-	-	-	-	*	73%	56%	69%	62%
	2018	32%	48%	64%	-	64%	-	-	-	-	-	*	*	63%	*	65%	53%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	79%	-	80%	62%	-	-	-	-	58%	62%	80%	69%	78%	74%
	2018	77%	78%	79%	*	79%	75%	-	-	-	-	62%	79%	80%	70%	79%	73%
At Meets Grade Level or Above	2019	50%	52%	42%	-	43%	29%	-	-	-	-	31%	31%	44%	34%	41%	33%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

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At Masters Grade Level	2018	48%	49%	43%	*	43%	40%	-	-	-	-	40%	36%	44%	39%	43%	30%
	2019	24%	23%	17%	-	17%	12%	-	-	-	-	19%	24%	18%	14%	16%	10%
	2018	22%	21%	19%	*	19%	21%	-	-	-	-	17%	9%	19%	17%	18%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	77%	-	78%	53%	-	-	-	-	51%	77%	79%	66%	76%	71%
	2018	74%	74%	80%	*	80%	75%	-	-	-	-	59%	83%	82%	71%	80%	74%
	2019	48%	47%	42%	-	43%	30%	-	-	-	-	29%	23%	44%	34%	41%	33%
At Meets Grade Level or Above	2018	46%	44%	41%	*	42%	31%	-	-	-	-	39%	33%	42%	34%	41%	27%
	2019	21%	18%	20%	-	20%	17%	-	-	-	-	16%	23%	20%	16%	19%	12%
	2018	19%	17%	21%	*	21%	22%	-	-	-	-	13%	17%	21%	18%	20%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	81%	-	82%	73%	-	-	-	-	58%	69%	83%	72%	81%	79%
	2018	81%	85%	80%	*	80%	85%	-	-	-	-	64%	76%	81%	76%	80%	76%
	2019	52%	57%	44%	-	44%	23%	-	-	-	-	27%	38%	45%	33%	42%	35%
At Meets Grade Level or Above	2018	50%	55%	43%	*	42%	53%	-	-	-	-	31%	47%	43%	41%	42%	32%
	2019	26%	31%	15%	-	15%	7%	-	-	-	-	16%	23%	15%	13%	14%	9%
	2018	24%	28%	16%	*	15%	18%	-	-	-	-	16%	12%	16%	14%	15%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	72%	-	73%	53%	-	-	-	-	43%	*	74%	60%	72%	65%
	2018	66%	71%	70%	-	70%	56%	-	-	-	-	39%	57%	72%	55%	69%	64%
	2019	38%	44%	37%	-	38%	27%	-	-	-	-	26%	*	39%	24%	36%	29%
At Meets Grade Level or Above	2018	41%	45%	40%	-	41%	33%	-	-	-	-	29%	43%	41%	36%	40%	28%
	2019	14%	15%	13%	-	13%	7%	-	-	-	-	19%	*	14%	6%	12%	9%
	2018	13%	13%	10%	-	10%	22%	-	-	-	-	17%	0%	10%	14%	9%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	85%	-	85%	67%	-	-	-	-	66%	43%	86%	78%	84%	78%
	2018	80%	82%	82%	*	82%	69%	-	-	-	-	70%	86%	83%	70%	81%	72%
	2019	54%	55%	47%	-	47%	44%	-	-	-	-	29%	29%	47%	47%	45%	36%
At Meets Grade Level or Above	2018	51%	51%	55%	*	56%	38%	-	-	-	-	45%	29%	57%	45%	55%	35%
	2019	25%	21%	20%	-	19%	33%	-	-	-	-	21%	29%	19%	25%	18%	13%
	2018	23%	19%	27%	*	27%	19%	-	-	-	-	18%	0%	28%	17%	26%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	80%	-	80%	67%	-	-	-	-	84%	57%	80%	78%	78%	72%
	2018	78%	80%	80%	*	80%	69%	-	-	-	-	88%	86%	82%	66%	79%	68%
	2019	55%	54%	39%	-	39%	33%	-	-	-	-	55%	43%	40%	33%	37%	27%
At Meets Grade Level or Above	2018	53%	51%	43%	*	43%	38%	-	-	-	-	76%	14%	43%	43%	42%	28%
	2019	33%	29%	18%	-	19%	0%	-	-	-	-	37%	29%	19%	14%	17%	9%
	2018	31%	26%	23%	*	23%	25%	-	-	-	-	27%	0%	22%	30%	22%	10%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	26	-	26	*	-	-	-	-	27	*	25	30	23	21
	2018	47	38	38	-	39	20	-	-	-	-	38	*	39	33	38	35
Grade 6 Mathematics	2019	54	35	20	-	20	*	-	-	-	-	20	*	20	26	18	16
	2018	56	41	30	-	30	33	-	-	-	-	45	*	30	35	31	29
Grade 7 ELA/Reading	2019	77	77	74	-	74	61	-	-	-	-	65	*	73	75	74	74
	2018	76	79	79	-	79	86	-	-	-	-	76	93	79	78	78	78
Grade 7 Mathematics	2019	62	59	52	-	52	43	-	-	-	-	54	*	53	44	51	52
	2018	67	65	65	-	65	75	-	-	-	-	69	64	65	63	64	63
Grade 8 ELA/Reading	2019	77	77	78	-	79	56	-	-	-	-	81	100	78	80	79	75
	2018	79	81	84	*	83	100	-	-	-	-	84	93	84	83	84	81
Grade 8 Mathematics	2019	82	91	97	-	97	100	-	-	-	-	94	100	97	98	97	98
	2018	81	92	94	*	94	100	-	-	-	-	86	92	94	96	94	95
End of Course Algebra I	2019	75	91	94	-	94	*	-	-	-	-	-	*	94	94	93	98
	2018	72	85	96	-	96	-	-	-	-	-	*	*	96	*	97	93
All Grades Both Subjects	2019	69	69	57	-	57	54	-	-	-	-	58	75	57	60	56	52
	2018	69	71	65	*	65	79	-	-	-	-	67	73	65	68	65	60
All Grades ELA/Reading	2019	68	67	59	-	59	52	-	-	-	-	59	77	58	65	59	54
	2018	69	69	67	*	67	80	-	-	-	-	67	78	67	68	67	62
All Grades Mathematics	2019	70	71	55	-	55	56	-	-	-	-	57	73	56	55	54	51
	2018	70	72	63	*	63	78	-	-	-	-	67	68	63	67	63	57

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	53%	-	55%	23%	-	-	-	-	31%	52%	45%
	2018	38%	44%	53%	-	52%	70%	-	-	-	-	40%	54%	51%
Mathematics	2019	45%	57%	61%	-	64%	20%	-	-	-	-	41%	61%	61%
	2018	47%	57%	56%	-	55%	78%	-	-	-	-	45%	56%	55%
Student Success Initiative														
Grade 5 Reading														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*
Grade 5 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	86%	-	87%	50%	-	-	-	-	54%	85%	69%
Students Requiring Accelerated Instruction														
	2019	22%	23%	14%	-	13%	50%	-	-	-	-	46%	15%	31%
STAAR Cumulative Met Standard														
	2019	85%	84%	91%	-	92%	60%	-	-	-	-	61%	90%	78%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	83%	-	85%	50%	-	-	-	-	54%	83%	79%
Students Requiring Accelerated Instruction														
	2019	18%	20%	17%	-	15%	50%	-	-	-	-	46%	17%	21%
STAAR Cumulative Met Standard														
	2019	88%	88%	92%	-	93%	63%	-	-	-	-	71%	92%	91%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	*	-	*	-	-	-	-	-	*	*	-

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,113
 Grade Span: 06 - 08
 (Current EL Students)

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	79%	-	-	-	-	-	-	66%	*	66%	36%	66%	65%
	2018	77%	78%	79%	-	-	-	-	-	-	62%	62%	-	59%	62%	62%
At Meets Grade Level or Above	2019	50%	52%	42%	-	-	-	-	-	-	24%	*	23%	29%	24%	24%
	2018	48%	49%	43%	-	-	-	-	-	-	19%	19%	-	6%	19%	18%
At Masters Grade Level	2019	24%	23%	17%	-	-	-	-	-	-	5%	*	5%	14%	5%	6%
	2018	22%	21%	19%	-	-	-	-	-	-	5%	5%	-	0%	5%	4%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	77%	-	-	-	-	-	-	61%	*	61%	17%	61%	60%
	2018	74%	74%	80%	-	-	-	-	-	-	62%	62%	-	57%	62%	62%
At Meets Grade Level or Above	2019	48%	47%	42%	-	-	-	-	-	-	23%	*	23%	17%	23%	23%
	2018	46%	44%	41%	-	-	-	-	-	-	13%	13%	-	0%	13%	13%
At Masters Grade Level	2019	21%	18%	20%	-	-	-	-	-	-	5%	*	5%	0%	5%	5%
	2018	19%	17%	21%	-	-	-	-	-	-	4%	4%	-	0%	4%	4%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	81%	-	-	-	-	-	-	74%	*	74%	50%	74%	73%
	2018	81%	85%	80%	-	-	-	-	-	-	71%	71%	-	67%	71%	71%
At Meets Grade Level or Above	2019	52%	57%	44%	-	-	-	-	-	-	28%	*	27%	33%	28%	28%
	2018	50%	55%	43%	-	-	-	-	-	-	23%	23%	-	17%	23%	23%
At Masters Grade Level	2019	26%	31%	15%	-	-	-	-	-	-	5%	*	5%	17%	5%	5%
	2018	24%	28%	16%	-	-	-	-	-	-	5%	5%	-	0%	5%	4%
All Grades Writing																
At Approaches Grade Level or Above	2019	68%	76%	72%	-	-	-	-	-	-	57%	*	56%	*	57%	57%
	2018	66%	71%	70%	-	-	-	-	-	-	42%	42%	-	*	42%	40%
At Meets Grade Level or Above	2019	38%	44%	37%	-	-	-	-	-	-	19%	*	18%	*	19%	20%
	2018	41%	45%	40%	-	-	-	-	-	-	9%	9%	-	*	9%	9%
At Masters Grade Level	2019	14%	15%	13%	-	-	-	-	-	-	6%	*	4%	*	6%	7%
	2018	13%	13%	10%	-	-	-	-	-	-	2%	2%	-	*	2%	1%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	85%	-	-	-	-	-	-	69%	-	69%	-	69%	69%
	2018	80%	82%	82%	-	-	-	-	-	-	54%	54%	-	*	54%	55%
At Meets Grade Level or Above	2019	54%	55%	47%	-	-	-	-	-	-	24%	-	24%	-	24%	24%
	2018	51%	51%	55%	-	-	-	-	-	-	25%	25%	-	*	25%	24%
At Masters Grade Level	2019	25%	21%	20%	-	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	23%	19%	27%	-	-	-	-	-	-	6%	6%	-	*	6%	6%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	80%	-	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	78%	80%	80%	-	-	-	-	-	-	58%	58%	-	*	58%	59%
At Meets Grade Level or Above	2019	55%	54%	39%	-	-	-	-	-	-	16%	-	16%	-	16%	16%
	2018	53%	51%	43%	-	-	-	-	-	-	29%	29%	-	*	29%	29%
At Masters Grade Level	2019	33%	29%	18%	-	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	31%	26%	23%	-	-	-	-	-	-	8%	8%	-	*	8%	8%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	57%	-	-	-	-	-	-	49%	-	49%	29%	49%	49%
	2018	69%	71%	65%	-	-	-	-	-	-	58%	58%	-	62%	58%	58%
All Grades ELA/Reading	2019	68%	67%	59%	-	-	-	-	-	-	53%	-	53%	17%	53%	52%
	2018	69%	69%	67%	-	-	-	-	-	-	61%	61%	-	71%	61%	62%
All Grades Mathematics	2019	70%	71%	55%	-	-	-	-	-	-	46%	-	46%	42%	46%	45%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,113
 Grade Span: 06 - 08
 (Current EL Students)

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		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	63%	-	-	-	-	-	55%	55%	-	50%	55%	55%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	53%	-	-	-	-	-	46%	-	46%	*	46%	45%
	2018	38%	44%	53%	-	-	-	-	-	51%	51%	-	*	51%	51%
Mathematics	2019	45%	57%	61%	-	-	-	-	-	63%	-	63%	*	63%	61%
	2018	47%	57%	56%	-	-	-	-	-	56%	56%	-	*	56%	55%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	*	-	100%	100%	100%
Included in Accountability	94%	95%	94%	-	95%	77%	-	-	*	-	94%	94%	91%
Not Included in Accountability													
Mobile	4%	2%	5%	-	5%	12%	-	-	*	-	5%	5%	6%
Other Exclusions	1%	2%	1%	-	0%	11%	-	-	*	-	0%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	-	*	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	*	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	*	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	*	100%	99%	-	-	-	-	98%	100%	100%
Included in Accountability	94%	95%	94%	*	95%	71%	-	-	-	-	91%	95%	88%
Not Included in Accountability													
Mobile	4%	3%	4%	*	4%	13%	-	-	-	-	7%	4%	7%
Other Exclusions	1%	2%	1%	*	0%	15%	-	-	-	-	1%	1%	5%
Not Tested	1%	0%	0%	*	0%	1%	-	-	-	-	2%	0%	0%
Absent	1%	0%	0%	*	0%	1%	-	-	-	-	2%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	95.4%	-	95.4%	95.7%	-	-	*	-	93.2%	95.3%	95.2%
2017-18	95.4%	95.4%	95.8%	*	95.9%	94.4%	-	-	-	-	92.1%	95.8%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2017-18	0.4%	0.5%	0.1%	*	0.1%	0.0%	-	-	-	-	1.1%	0.1%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

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Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,113
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	1,113	100.0%	42,989	5,479,173	1,113	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	374	33.6%	7.0%	7.7%	374	33.6%	7.0%	7.7%
Grade 7	358	32.2%	6.9%	7.7%	358	32.2%	6.9%	7.7%
Grade 8	381	34.2%	7.2%	7.5%	381	34.2%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	1,080	97.0%	98.3%	52.8%	1,080	97.0%	98.3%	52.8%
White	32	2.9%	1.3%	27.0%	32	2.9%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	573	51.5%	49.1%	48.8%	573	51.5%	49.1%	48.8%
Male	540	48.5%	50.9%	51.2%	540	48.5%	50.9%	51.2%
Economically Disadvantaged	967	86.9%	89.5%	60.3%	967	86.9%	89.5%	60.2%
Non-Educationally Disadvantaged	146	13.1%	10.5%	39.7%	146	13.1%	10.5%	39.8%
Section 504 Students	164	14.7%	8.6%	6.9%	164	14.7%	8.6%	6.9%
English Learners (EL)	308	27.7%	36.1%	20.3%	308	27.7%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	3	0.3%	0.9%	1.5%				
Students w/ Dyslexia	119	10.7%	5.9%	4.1%	119	10.7%	5.9%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	18	1.6%	3.4%	1.4%	18	1.6%	3.4%	1.4%
Immigrant	4	0.4%	1.1%	2.3%	4	0.4%	1.1%	2.3%
Migrant	20	1.8%	1.4%	0.3%	20	1.8%	1.4%	0.3%
Title I	1,105	99.3%	98.5%	65.1%	1,105	99.3%	98.5%	65.1%
Military Connected	3	0.3%	0.5%	1.9%	3	0.3%	0.5%	1.9%
At-Risk	686	61.6%	67.8%	50.6%	686	61.6%	67.7%	50.5%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	300	27.0%	35.6%	20.6%	300	27.0%	35.6%	20.6%
Career & Technical Education	240	21.6%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	156	14.0%	11.6%	8.1%	156	14.0%	11.6%	8.1%
Special Education	135	12.1%	13.3%	10.5%	135	12.1%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	135							
By Type of Primary Disability								
Students with Intellectual Disabilities	86	63.7%	54.6%	42.4%				
Students with Physical Disabilities	*	*	11.7%	21.4%				
Students with Autism	**	**	12.1%	13.8%				
Students with Behavioral Disabilities	35	25.9%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	125	10.7%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	118	10.1%						
White	6	0.5%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	1	0.1%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	61	8.3%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	3.3%	5.5%
Grade 1	-	7.6%	2.9%	-	15.7%	4.9%
Grade 2	-	4.1%	1.6%	-	4.6%	2.0%
Grade 3	-	2.9%	0.9%	-	2.2%	0.8%
Grade 4	-	1.0%	0.5%	-	0.6%	0.4%
Grade 5	-	0.4%	0.4%	-	0.2%	0.5%
Grade 6	2.1%	2.7%	0.4%	2.7%	0.9%	0.5%
Grade 7	1.5%	3.2%	0.5%	2.2%	1.4%	0.6%
Grade 8	0.3%	2.1%	0.4%	4.5%	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	23.4	22.9	20.4
Secondary:			
English/Language Arts	19.9	16.3	16.4
Foreign Languages	27.1	17.8	18.7
Mathematics	21.7	19.5	17.8
Science	22.5	19.3	18.8
Social Studies	21.7	19.0	19.3

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,113
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	93.2	100.0%	100.0%	100.0%
Professional Staff:	81.7	87.7%	56.7%	63.7%
Teachers	69.6	74.7%	44.1%	49.4%
Professional Support	9.6	10.3%	9.7%	10.2%
Campus Administration (School Leadership)	2.5	2.7%	2.8%	3.0%
Educational Aides:	11.5	12.3%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	4.0	n/a	155.0	12,901.0
Part-time	1.0	n/a	8.0	1,103.0
Total Minority Staff:	86.5	92.9%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.4%	0.2%	10.8%
Hispanic	62.1	89.3%	89.8%	28.1%
White	6.5	9.3%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	20.6	29.6%	31.5%	23.8%
Females	49.0	70.4%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	57.3	82.4%	79.4%	73.4%
Masters	11.2	16.1%	18.9%	24.5%
Doctorate	1.0	1.4%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	10.0	14.4%	13.3%	27.9%
6-10 Years Experience	12.8	18.4%	17.3%	19.4%
11-20 Years Experience	24.2	34.8%	40.1%	29.4%
Over 20 Years Experience	22.6	32.5%	27.1%	15.9%
Number of Students per Teacher	16.0	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	9.6	6.2
Average Years Experience of Principals with District	8.0	9.1	5.3
Average Years Experience of Assistant Principals	4.5	9.1	5.3
Average Years Experience of Assistant Principals with District	4.5	8.9	4.7
Average Years Experience of Teachers:	16.3	15.4	11.1
Average Years Experience of Teachers with District:	15.3	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,807	\$49,868
1-5 Years Experience	\$53,740	\$51,636	\$52,823
6-10 Years Experience	\$54,941	\$53,468	\$55,756
11-20 Years Experience	\$57,014	\$58,689	\$59,308
Over 20 Years Experience	\$66,549	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,262	\$58,957	\$57,091
Professional Support	\$67,729	\$73,071	\$67,352
Campus Administration (School Leadership)	\$95,255	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 1,113
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.0%	2.7%	6.5%
Career & Technical Education	0.2	0.3%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.8	1.2%	0.4%	1.9%
Regular Education	58.3	83.7%	78.7%	70.9%
Special Education	9.6	13.7%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GARCIA MIDDLE**

Campus Number: **031901053**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				State	District	Campus	Hispanic	White	Indian	Asian	Races	Ed	Ed	ously	continuously	Disadv	(Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above				2019	68%	64%	64%	-	65%	33%	-	-	-	24%	*	66%	58%
				2018	69%	65%	71%	-	71%	50%	-	-	-	36%	*	73%	67%
At Meets Grade Level or Above				2019	37%	31%	31%	-	31%	0%	-	-	-	12%	*	31%	24%
				2018	39%	32%	32%	-	32%	13%	-	-	-	21%	*	33%	24%
At Masters Grade Level				2019	18%	12%	14%	-	14%	0%	-	-	-	9%	*	14%	8%
				2018	19%	14%	14%	-	14%	13%	-	-	-	6%	*	14%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above				2019	81%	81%	79%	-	79%	50%	-	-	-	42%	*	80%	78%
				2018	77%	77%	77%	-	77%	78%	-	-	-	52%	*	78%	78%
At Meets Grade Level or Above				2019	47%	44%	36%	-	36%	17%	-	-	-	9%	*	36%	29%
				2018	44%	39%	30%	-	31%	22%	-	-	-	21%	*	32%	24%
At Masters Grade Level				2019	21%	17%	11%	-	11%	0%	-	-	-	9%	*	10%	6%
				2018	18%	14%	8%	-	8%	0%	-	-	-	15%	*	8%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above				2019	76%	73%	76%	-	77%	53%	-	-	-	54%	*	78%	73%
				2018	74%	72%	74%	-	75%	63%	-	-	-	45%	86%	76%	70%
At Meets Grade Level or Above				2019	49%	46%	42%	-	42%	40%	-	-	-	32%	*	44%	35%
				2018	48%	42%	39%	-	39%	38%	-	-	-	30%	43%	40%	29%
At Masters Grade Level				2019	29%	24%	19%	-	19%	20%	-	-	-	15%	*	20%	11%
				2018	29%	24%	20%	-	20%	25%	-	-	-	13%	14%	20%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above				2019	75%	73%	70%	-	70%	67%	-	-	-	52%	*	72%	67%
				2018	72%	70%	70%	-	70%	67%	-	-	-	57%	57%	70%	65%
At Meets Grade Level or Above				2019	43%	40%	28%	-	29%	13%	-	-	-	21%	*	29%	20%
				2018	40%	36%	30%	-	30%	33%	-	-	-	29%	29%	30%	20%
At Masters Grade Level				2019	17%	15%	7%	-	7%	7%	-	-	-	17%	*	6%	4%
				2018	18%	15%	11%	-	11%	11%	-	-	-	10%	14%	11%	5%
Grade 7 Writing																	
At Approaches Grade Level or Above				2019	70%	74%	72%	-	73%	53%	-	-	-	43%	*	74%	65%
				2018	69%	68%	70%	-	70%	56%	-	-	-	39%	57%	72%	64%
At Meets Grade Level or Above				2019	42%	44%	37%	-	38%	27%	-	-	-	26%	*	39%	29%
				2018	43%	41%	40%	-	41%	33%	-	-	-	29%	43%	41%	28%
At Masters Grade Level				2019	18%	16%	13%	-	13%	7%	-	-	-	19%	*	14%	9%
				2018	15%	12%	10%	-	10%	22%	-	-	-	17%	0%	10%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above				2019	86%	86%	92%	-	92%	67%	-	-	-	71%	86%	92%	89%
				2018	86%	85%	97%	*	97%	94%	-	-	-	100%	100%	98%	92%
At Meets Grade Level or Above				2019	55%	53%	55%	-	56%	33%	-	-	-	42%	29%	56%	43%
				2018	49%	46%	54%	*	54%	38%	-	-	-	67%	29%	55%	30%

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	23%	26%	-	27%	22%	-	-	-	-	24%	29%	26%	28%	25%	18%
	2018	27%	23%	29%	*	29%	25%	-	-	-	-	21%	14%	30%	21%	28%	9%
Grade 8 Mathematics ^A																	
At Approaches Grade Level or Above	2019	88%	90%	94%	-	93%	100%	-	-	-	-	79%	80%	94%	88%	93%	94%
	2018	86%	88%	93%	*	92%	100%	-	-	-	-	84%	100%	93%	93%	93%	89%
At Meets Grade Level or Above	2019	57%	51%	56%	-	57%	29%	-	-	-	-	47%	20%	58%	42%	56%	53%
	2018	51%	47%	57%	*	55%	81%	-	-	-	-	44%	67%	53%	70%	57%	55%
At Masters Grade Level	2019	17%	8%	9%	-	9%	14%	-	-	-	-	21%	0%	9%	8%	9%	7%
	2018	15%	8%	12%	*	10%	31%	-	-	-	-	22%	17%	9%	20%	12%	14%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	85%	-	85%	67%	-	-	-	-	66%	43%	86%	78%	84%	78%
	2018	76%	72%	82%	*	82%	69%	-	-	-	-	70%	86%	83%	70%	81%	72%
At Meets Grade Level or Above	2019	51%	44%	47%	-	47%	44%	-	-	-	-	29%	29%	47%	47%	45%	36%
	2018	52%	46%	55%	*	56%	38%	-	-	-	-	45%	29%	57%	45%	55%	35%
At Masters Grade Level	2019	25%	17%	20%	-	19%	33%	-	-	-	-	21%	29%	19%	25%	18%	13%
	2018	28%	22%	27%	*	27%	19%	-	-	-	-	18%	0%	28%	17%	26%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	80%	-	80%	67%	-	-	-	-	84%	57%	80%	78%	78%	72%
	2018	65%	65%	80%	*	80%	69%	-	-	-	-	88%	86%	82%	66%	79%	68%
At Meets Grade Level or Above	2019	37%	34%	39%	-	39%	33%	-	-	-	-	55%	43%	40%	33%	37%	27%
	2018	36%	33%	43%	*	43%	38%	-	-	-	-	76%	14%	43%	43%	42%	28%
At Masters Grade Level	2019	21%	17%	18%	-	19%	0%	-	-	-	-	37%	29%	19%	14%	17%	9%
	2018	21%	18%	23%	*	23%	25%	-	-	-	-	27%	0%	22%	30%	22%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	*	-	-	-	-	-	*	100%	100%	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	*	*	100%	*	100%	100%
At Meets Grade Level or Above	2019	61%	82%	94%	-	94%	*	-	-	-	-	-	*	95%	89%	93%	93%
	2018	55%	71%	95%	-	95%	-	-	-	-	-	*	*	95%	*	97%	93%
At Masters Grade Level	2019	37%	62%	71%	-	73%	*	-	-	-	-	-	*	73%	56%	69%	62%
	2018	32%	48%	64%	-	64%	-	-	-	-	-	*	*	63%	*	65%	53%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	79%	-	80%	62%	-	-	-	-	58%	62%	80%	69%	78%	74%
	2018	77%	78%	79%	*	79%	75%	-	-	-	-	62%	79%	80%	70%	79%	73%
At Meets Grade Level or Above	2019	50%	52%	42%	-	43%	29%	-	-	-	-	31%	31%	44%	34%	41%	33%
	2018	48%	49%	43%	*	43%	40%	-	-	-	-	40%	36%	44%	39%	43%	30%
At Masters Grade Level	2019	24%	23%	17%	-	17%	12%	-	-	-	-	19%	24%	18%	14%	16%	10%
	2018	22%	21%	19%	*	19%	21%	-	-	-	-	17%	9%	19%	17%	18%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	77%	-	78%	53%	-	-	-	-	51%	77%	79%	66%	76%	71%
	2018	74%	74%	80%	*	80%	75%	-	-	-	-	59%	83%	82%	71%	80%	74%
At Meets Grade Level or Above	2019	48%	47%	42%	-	43%	30%	-	-	-	-	29%	23%	44%	34%	41%	33%
	2018	46%	44%	41%	*	42%	31%	-	-	-	-	39%	33%	42%	34%	41%	27%
At Masters Grade Level	2019	21%	18%	20%	-	20%	17%	-	-	-	-	16%	23%	20%	16%	19%	12%
	2018	19%	17%	21%	*	21%	22%	-	-	-	-	13%	17%	21%	18%	20%	10%

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	81%	-	82%	73%	-	-	-	-	58%	69%	83%	72%	81%	79%
	2018	81%	85%	80%	*	80%	85%	-	-	-	-	64%	76%	81%	76%	80%	76%
At Meets Grade Level or Above	2019	52%	57%	44%	-	44%	23%	-	-	-	-	27%	38%	45%	33%	42%	35%
	2018	50%	55%	43%	*	42%	53%	-	-	-	-	31%	47%	43%	41%	42%	32%
At Masters Grade Level	2019	26%	31%	15%	-	15%	7%	-	-	-	-	16%	23%	15%	13%	14%	9%
	2018	24%	28%	16%	*	15%	18%	-	-	-	-	16%	12%	16%	14%	15%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	72%	-	73%	53%	-	-	-	-	43%	*	74%	60%	72%	65%
	2018	66%	71%	70%	-	70%	56%	-	-	-	-	39%	57%	72%	55%	69%	64%
At Meets Grade Level or Above	2019	38%	44%	37%	-	38%	27%	-	-	-	-	26%	*	39%	24%	36%	29%
	2018	41%	45%	40%	-	41%	33%	-	-	-	-	29%	43%	41%	36%	40%	28%
At Masters Grade Level	2019	14%	15%	13%	-	13%	7%	-	-	-	-	19%	*	14%	6%	12%	9%
	2018	13%	13%	10%	-	10%	22%	-	-	-	-	17%	0%	10%	14%	9%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	85%	-	85%	67%	-	-	-	-	66%	43%	86%	78%	84%	78%
	2018	80%	82%	82%	*	82%	69%	-	-	-	-	70%	86%	83%	70%	81%	72%
At Meets Grade Level or Above	2019	54%	55%	47%	-	47%	44%	-	-	-	-	29%	29%	47%	47%	45%	36%
	2018	51%	51%	55%	*	56%	38%	-	-	-	-	45%	29%	57%	45%	55%	35%
At Masters Grade Level	2019	25%	21%	20%	-	19%	33%	-	-	-	-	21%	29%	19%	25%	18%	13%
	2018	23%	19%	27%	*	27%	19%	-	-	-	-	18%	0%	28%	17%	26%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	80%	-	80%	67%	-	-	-	-	84%	57%	80%	78%	78%	72%
	2018	78%	80%	80%	*	80%	69%	-	-	-	-	88%	86%	82%	66%	79%	68%
At Meets Grade Level or Above	2019	55%	54%	39%	-	39%	33%	-	-	-	-	55%	43%	40%	33%	37%	27%
	2018	53%	51%	43%	*	43%	38%	-	-	-	-	76%	14%	43%	43%	42%	28%
At Masters Grade Level	2019	33%	29%	18%	-	19%	0%	-	-	-	-	37%	29%	19%	14%	17%	9%
	2018	31%	26%	23%	*	23%	25%	-	-	-	-	27%	0%	22%	30%	22%	10%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	30	26	-	26	*	-	-	-	-	27	*	25	30	23	21
	2018	47	38	38	-	39	20	-	-	-	-	38	*	39	33	38	35
Grade 6 Mathematics	2019	54	35	20	-	20	*	-	-	-	-	20	*	20	26	18	16
	2018	56	41	30	-	30	33	-	-	-	-	45	*	30	35	31	29
Grade 7 ELA/Reading	2019	77	77	74	-	74	61	-	-	-	-	65	*	73	75	74	74
	2018	76	79	79	-	79	86	-	-	-	-	76	93	79	78	78	78
Grade 7 Mathematics	2019	63	59	52	-	52	43	-	-	-	-	54	*	53	44	51	52
	2018	67	65	65	-	65	75	-	-	-	-	69	64	65	63	64	63
Grade 8 ELA/Reading	2019	77	77	78	-	79	56	-	-	-	-	81	100	78	80	79	75
	2018	79	81	84	*	83	100	-	-	-	-	84	93	84	83	84	81
Grade 8 Mathematics	2019	84	92	96	-	96	100	-	-	-	-	94	100	96	97	96	98
	2018	81	92	94	*	94	100	-	-	-	-	86	92	94	96	94	95
End of Course Algebra I	2019	75	91	94	-	94	*	-	-	-	-	-	*	94	94	93	98
	2018	72	85	96	-	96	-	-	-	-	-	*	*	96	*	97	93
All Grades Both Subjects	2019	69	69	57	-	57	54	-	-	-	-	58	75	57	60	56	52
	2018	69	71	65	*	65	79	-	-	-	-	67	73	65	68	65	60
All Grades ELA/Reading	2019	68	67	59	-	59	52	-	-	-	-	59	77	58	65	59	54
	2018	69	69	67	*	67	80	-	-	-	-	67	78	67	68	67	62
All Grades Mathematics	2019	70	71	55	-	55	56	-	-	-	-	57	73	56	55	54	51
	2018	70	72	63	*	63	78	-	-	-	-	67	68	63	67	63	57

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	53%	-	55%	23%	-	-	-	-	31%	52%	45%
	2018	38%	44%	53%	-	52%	70%	-	-	-	-	40%	54%	51%
Mathematics	2019	45%	57%	61%	-	64%	20%	-	-	-	-	41%	61%	61%
	2018	47%	57%	56%	-	55%	78%	-	-	-	-	45%	56%	55%
Student Success Initiative														
Grade 5 Reading														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*
Grade 5 Mathematics														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	86%	-	87%	50%	-	-	-	-	54%	85%	69%
Students Requiring Accelerated Instruction														
	2019	22%	23%	14%	-	13%	50%	-	-	-	-	46%	15%	31%
STAAR Cumulative Met Standard														
	2019	85%	84%	91%	-	92%	60%	-	-	-	-	61%	90%	78%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	*	-	*	-	-	-	-	-	*	*	-
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	83%	-	85%	50%	-	-	-	-	54%	83%	79%
Students Requiring Accelerated Instruction														
	2019	18%	20%	17%	-	15%	50%	-	-	-	-	46%	17%	21%
STAAR Cumulative Met Standard														
	2019	88%	88%	92%	-	93%	63%	-	-	-	-	71%	92%	91%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	*	-	*	-	-	-	-	-	*	*	-

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,085
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	79%	-	-	-	-	-	66%	*	66%	36%	66%	65%
	2018	77%	78%	79%	-	-	-	-	-	62%	62%	-	59%	62%	62%
At Meets Grade Level or Above	2019	50%	52%	42%	-	-	-	-	-	24%	*	23%	29%	24%	24%
	2018	48%	49%	43%	-	-	-	-	-	19%	19%	-	6%	19%	18%
At Masters Grade Level	2019	24%	23%	17%	-	-	-	-	-	5%	*	5%	14%	5%	6%
	2018	22%	21%	19%	-	-	-	-	-	5%	5%	-	0%	5%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	77%	-	-	-	-	-	61%	*	61%	17%	61%	60%
	2018	74%	74%	80%	-	-	-	-	-	62%	62%	-	57%	62%	62%
At Meets Grade Level or Above	2019	48%	47%	42%	-	-	-	-	-	23%	*	23%	17%	23%	23%
	2018	46%	44%	41%	-	-	-	-	-	13%	13%	-	0%	13%	13%
At Masters Grade Level	2019	21%	18%	20%	-	-	-	-	-	5%	*	5%	0%	5%	5%
	2018	19%	17%	21%	-	-	-	-	-	4%	4%	-	0%	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	81%	-	-	-	-	-	74%	*	74%	50%	74%	73%
	2018	81%	85%	80%	-	-	-	-	-	71%	71%	-	67%	71%	71%
At Meets Grade Level or Above	2019	52%	57%	44%	-	-	-	-	-	28%	*	27%	33%	28%	28%
	2018	50%	55%	43%	-	-	-	-	-	23%	23%	-	17%	23%	23%
At Masters Grade Level	2019	26%	31%	15%	-	-	-	-	-	5%	*	5%	17%	5%	5%
	2018	24%	28%	16%	-	-	-	-	-	5%	5%	-	0%	5%	4%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	72%	-	-	-	-	-	57%	*	56%	*	57%	57%
	2018	66%	71%	70%	-	-	-	-	-	42%	42%	-	*	42%	40%
At Meets Grade Level or Above	2019	38%	44%	37%	-	-	-	-	-	19%	*	18%	*	19%	20%
	2018	41%	45%	40%	-	-	-	-	-	9%	9%	-	*	9%	9%
At Masters Grade Level	2019	14%	15%	13%	-	-	-	-	-	6%	*	4%	*	6%	7%
	2018	13%	13%	10%	-	-	-	-	-	2%	2%	-	*	2%	1%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	85%	-	-	-	-	-	69%	-	69%	-	69%	69%
	2018	80%	82%	82%	-	-	-	-	-	54%	54%	-	*	54%	55%
At Meets Grade Level or Above	2019	54%	55%	47%	-	-	-	-	-	24%	-	24%	-	24%	24%
	2018	51%	51%	55%	-	-	-	-	-	25%	25%	-	*	25%	24%
At Masters Grade Level	2019	25%	21%	20%	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	23%	19%	27%	-	-	-	-	-	6%	6%	-	*	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	80%	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	78%	80%	80%	-	-	-	-	-	58%	58%	-	*	58%	59%
At Meets Grade Level or Above	2019	55%	54%	39%	-	-	-	-	-	16%	-	16%	-	16%	16%
	2018	53%	51%	43%	-	-	-	-	-	29%	29%	-	*	29%	29%
At Masters Grade Level	2019	33%	29%	18%	-	-	-	-	-	6%	-	6%	-	6%	6%
	2018	31%	26%	23%	-	-	-	-	-	8%	8%	-	*	8%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	57%	-	-	-	-	-	49%	-	49%	29%	49%	49%
	2018	69%	71%	65%	-	-	-	-	-	58%	58%	-	62%	58%	58%
All Grades ELA/Reading	2019	68%	67%	59%	-	-	-	-	-	53%	-	53%	17%	53%	52%
	2018	69%	69%	67%	-	-	-	-	-	61%	61%	-	71%	61%	62%
All Grades Mathematics	2019	70%	71%	55%	-	-	-	-	-	46%	-	46%	42%	46%	45%
	2018	70%	72%	63%	-	-	-	-	-	55%	55%	-	50%	55%	55%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	53%	-	-	-	-	-	46%	-	46%	*	46%	45%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 1,085
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	44%	53%	-	-	-	-	-	51%	51%	-	*	51%	51%
	2019	45%	57%	61%	-	-	-	-	-	63%	-	63%	*	63%	61%
	2018	47%	57%	56%	-	-	-	-	-	56%	56%	-	*	56%	55%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	100%	-	-	*	-	100%	100%	100%
Included in Accountability	94%	95%	94%	-	95%	77%	-	-	*	-	94%	94%	91%
Not Included in Accountability													
Mobile	4%	2%	5%	-	5%	12%	-	-	*	-	5%	5%	6%
Other Exclusions	1%	2%	1%	-	0%	11%	-	-	*	-	0%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	-	*	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	*	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	*	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	*	100%	99%	-	-	-	-	98%	100%	100%
Included in Accountability	94%	95%	94%	*	95%	71%	-	-	-	-	91%	95%	88%
Not Included in Accountability													
Mobile	4%	3%	4%	*	4%	13%	-	-	-	-	7%	4%	7%
Other Exclusions	1%	2%	1%	*	0%	15%	-	-	-	-	1%	1%	5%
Not Tested	1%	0%	0%	*	0%	1%	-	-	-	-	2%	0%	0%
Absent	1%	0%	0%	*	0%	1%	-	-	-	-	2%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	95.8%	*	95.9%	94.4%	-	-	-	-	92.1%	95.8%	95.6%
2016-17	95.7%	95.8%	96.9%	*	96.9%	96.4%	-	-	-	-	94.4%	96.8%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	0.1%	*	0.1%	0.0%	-	-	-	-	1.1%	0.1%	0.0%
2016-17	0.3%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	1,085	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	364	33.5%	6.8%	7.7%
Grade 7	367	33.8%	7.1%	7.5%
Grade 8	354	32.6%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	1,048	96.6%	98.3%	52.6%
White	37	3.4%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	973	89.7%	88.5%	60.6%
Non-Educationally Disadvantaged	112	10.3%	11.5%	39.4%
Section 504 Students	158	14.6%	8.7%	6.5%
English Learners (EL)	276	25.4%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	19	1.6%	1.0%	1.4%
Students w/ Dyslexia	104	9.6%	5.4%	3.6%
At-Risk	720	66.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	117			
By Type of Primary Disability				
Students with Intellectual Disabilities	69	59.0%	55.3%	42.4%
Students with Physical Disabilities	*	*	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	30	25.6%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	143	12.0%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	134	11.3%		
White	9	0.8%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	3.0%	2.6%	0.4%	0.0%	1.6%	0.5%
Grade 7	1.5%	3.8%	0.6%	8.9%	2.2%	0.6%
Grade 8	0.3%	1.6%	0.4%	5.3%	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	26.1	21.9	20.4
Secondary:			
English/Language Arts	18.7	17.0	16.6
Foreign Languages	28.3	20.8	18.9
Mathematics	20.1	19.9	17.8
Science	20.2	20.1	18.9
Social Studies	21.2	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: GARCIA MIDDLE
Campus Number: 031901053

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,085
Grade Span: 06 - 08
School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	90.6	100.0%	100.0%	100.0%
Professional Staff:	81.6	90.1%	56.5%	64.1%
Teachers	67.8	74.9%	44.0%	49.8%
Professional Support	9.8	10.8%	9.5%	10.1%
Campus Administration (School Leadership)	4.0	4.4%	2.9%	3.0%
Educational Aides:	9.0	9.9%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	5.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	83.2	91.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.5%	0.3%	10.6%
Hispanic	59.6	87.9%	90.3%	27.7%
White	7.2	10.7%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	19.3	28.4%	32.0%	23.8%
Females	48.5	71.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	55.2	81.4%	79.4%	73.6%
Masters	12.6	18.6%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.5%	2.7%	7.0%
1-5 Years Experience	13.9	20.6%	14.3%	28.9%
6-10 Years Experience	8.9	13.2%	17.6%	19.0%
11-20 Years Experience	23.6	34.8%	39.3%	29.3%
Over 20 Years Experience	20.3	30.0%	26.0%	15.7%
Number of Students per Teacher	16.0	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.8	6.3
Average Years Experience of Principals with District	7.0	8.4	5.4
Average Years Experience of Assistant Principals	7.7	8.4	5.3
Average Years Experience of Assistant Principals with District	7.7	8.2	4.7
Average Years Experience of Teachers:	15.6	15.1	11.1
Average Years Experience of Teachers with District:	14.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,119	\$49,007	\$47,218
1-5 Years Experience	\$46,662	\$49,170	\$50,408
6-10 Years Experience	\$53,272	\$50,423	\$52,786
11-20 Years Experience	\$53,809	\$55,575	\$56,041
Over 20 Years Experience	\$61,472	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$54,409	\$55,810	\$54,122
Professional Support	\$61,021	\$67,073	\$64,069
Campus Administration (School Leadership)	\$145,645	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: GARCIA MIDDLE
 Campus Number: 031901053

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 1,085
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	270	24.9%	34.1%	19.7%
Career & Technical Education	119	11.0%	31.3%	26.3%
Gifted & Talented Education	166	15.3%	12.0%	8.1%
Special Education	117	10.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.2%	2.7%	6.4%
Career & Technical Education	0.8	1.2%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.7	1.0%	0.5%	2.0%
Regular Education	56.4	83.2%	78.8%	71.4%
Special Education	9.1	13.4%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*^' Indicates results are masked due to small numbers to protect student confidentiality.

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)