Brownsville Independent School District

Garza Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

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

Vision

Recognizing Brilliance in Every Student!

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: June 1, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

JUDGE REYNALDO G .GARZA ELEMENTARY SCHOOL

2021-2022 CAMPUS NARRATIVE

Judge Reynaldo G. Garza Elementary School, built in 1976, is one of the most historical schools in the Brownsville Independent School District. It is located in the cultural-rich Southmost area of Brownsville, Texas. Presently, it serves 266 students in Pre-Kindergarten-3 through fifth grade and offers a myriad of special programs to meet the needs of a diverse population. According to the PEIMS data review, 97.78% of our student population is Hispanic, 2.22% is White and 98.89 % are identified as Economically Disadvantaged.

The Garza staff is comprised of 3 administrators, 14 regular education teachers, 4 special education teachers, professional support staff, 1 counselor 3 non-classroom office staff, 6 educational aides, and 3 custodians.

Garza's recent initiatives in the area of technology include the following: Numerous software programs for kindergarten through 5th grade students; including Pearson, Quaver SEL, Imagine Literacy, Imagine Math, Summit K-12, Star Fall, Prodigy and Boodle Learning.

Garza Elementary students are encouraged to participate in a variety of activities such as school, district and state art contests, the Accelerated Reader Program, UIL, Spelling Bee, Science Fair, and Chess. Garza students participated in our Tutorial and Extended Day Programs. Other activities offered include Volleyball and Coding.

The Newspapers in Education (NIE) Program and Campus Beautification Project offer the students the opportunity to be recognized and rewarded.

Activities for our students continue in the summer months with programs such as the Summer School Program sponsored by the Brownsville Independent School District, Project SMART sponsored by the Federal Program Department, and the Summer Recreation Program sponsored by the City of Brownsville and the Brownsville Independent School District. Enrichment programs through Afterschool Centers of Education will also be available to our students.

Our parents and community are active in the Parent Volunteer Program, Adopt-A-School Program, UTB Student Teaching Program and Early childhood Field–Based Mentoring Program, and numerous school rallies. In addition, our adult community has the opportunity to further their education through the family learning events, computer literacy classes, and language development classes provided by of the Brownsville Independent School District.

Our 3rd - 5th grade STAAR campus goal for Reading is students will achieve a 90% Meets or Exceeds Approaches level.

Our 3rd - 5th grade STAAR campus goal for Math is students will achieve a 90% Meets or Exceeds Approaches level.

Our 5th grade STAAR campus goal for Science is students will achieve a 90% Meets or Exceeds Approaches level.

Demographics

Demographics Summary

Judge Reynaldo G. Garza Elementary School, built in 1976, is one of the most historical schools in the Brownsville Independent School District. It is located in the cultural-rich Southmost area of Brownsville, Texas. Presently, it serves 266 students in Pre-Kindergarten-3 through fifth grade and offers a myriad of special programs to meet the needs of a diverse population. According to the PEIMS data review, 97.78% of our student population is Hispanic, 2.22% is White and 98.89 % are identified as Economically Disadvantaged.

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Demographics Strengths

Garza is improving in academics, including achievements in extra-curricular activities. The school along with the community, works to make sure students have a variety of opportunities for education and enrichment. We have added several programs to give each student an opportunity to be in a well rounded environment.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Garza has a declining enrollment **Data Analysis/Root Cause:** Garza's enrollment decreased. No growth in the area and no new students coming into the area.

Need Statement 2 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student attendance during Fall 2019.

Student Learning

Student Learning Summary

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

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

STAAR Summary of 3rd – 5th Grades Tested 2019

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

Reading – 3rd Grade (campus 70%, state 75%), 4th Grade (campus 83%, State 73%), 5th Grade (campus 86%, State 86%)

Writing – 4th Grade (campus 62%, state 65%)

Math – 3rd Grade (campus 72%, state 78%), 4th Grade (campus 71%, state 74%), 5th Grade (campus 92%, State 89%)

Science – 5th Grade (campus 90%, state 74%)

STAAR Test	All Students	Economically Disadvantage	Title I Part A	Migrant	LEP	Bilingual	Special Education	GT	At-Rist
3rd Reading	69%	69%	70%	*	64%	64%	0	100%	66%
3rd Math	71%	70%	72%	*	70%	70%	25%	100%	70%
4th Reading	85%	85%	85%	*	70%	70%	40%	100%	77%
4th Math	71%	71%	71%	*	61%	61%	60%	83%	66%
4th Writing	62%	62%	62%	*	43%	43%	0%	67%	49%
5th Reading	83%	83%	83%	*	78%	78%	11%	100%	79%
5th Math	93%	93%	93%	*	88%	88%	56%	100%	90%
5th Science	91%	91%	91%	*	86%	86%	50%	100%	90%

Performance Variantion Between All Student Groups and All Grades

2019-20 COVID   COVID   COVID

2020-21 Reading   **Math**   **Writing**   **Science**
59%   63%   45%   54%

2021-22 Reading   **Math**   **Writing**   **Science**
82%   84%   88%

Student Learning Strengths

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

2. Provided Tutorials and Saturday Academy to students to help improve STAAR and TELPAS scores.

3. Provided Tier II and Tier III Interventions and Periods to improve Reading and math for all grade levels.

4. Students were able to participate in extracurricular activities: Coding, UIL, Science Fair, Brainsville, DI, and Chess.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Resources and manipulatives are needed for content areas for students to show mastery. **Data Analysis/Root Cause:** Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 2 (Prioritized): Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause:** Benchmark and Checkpoints scores are below performance level.

Need Statement 3 (Prioritized): Low percentage of 3rd-5th grades passing the STAAR. **Data Analysis/Root Cause:** Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 4 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** District surveys for availability and access from 2019 and Spring 2020.

Need Statement 5 (Prioritized): Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

School Processes & Programs

School Processes & Programs Summary

The goal of Garza Elementary is remain focused on the academics while also providing enrichment classes. At Garza Elementary the master schedule incorporates all the areas being taught. A schedule is built in for the physical education, fine arts, computer, library and other special assignments. This schedule is completed in order to stay on track and work towards our goal of success in all areas of education. The master schedule ensures that each grade level has equal time for special areas while ensuring that all academic areas are taught. Special education students are supported through an inclusion model of instruction, and/or resource program to ensure their individual educational needs are met. Instructional support in a specialized lab for students with dyslexia also enhances our students' success. The implementation of Extended day and 21st century programs have allowed our students to grow academically in all areas. The ability to provide transporation to At Risk students for tutorials and extended day has been an enormous reason why our students have begun to close academic gaps.

School Processes & Programs Strengths

Master schedules include mandated 90 min reading block

SBDM meets quarterly

Counseling on campus to meet individualized student needs

Grade-level meetings every Tuesday to discuss weekly procedures/activities and Lead teacher meeting every Thursday for Horizontal alignment

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause:** Benchmark and Checkpoints scores are below performance level.

Need Statement 2: Students participating in activities need to increase to help promote well-rounded individuals. **Data Analysis/Root Cause:** Lack of transportation.

Perceptions

Perceptions Summary

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

 Based on the 2021.2022 Student Survey, 86% of the students feel the classwork and materials prepare them for middle school. 93% of our students feel the teachers teach them different ways to learn the materials presented.

92% of Garza parents agree or strongly agree that our teachers work with parents to help them improve the educational experience of their children at school.

100% of Garza parents feel welcomed at our school and are invited to participate in school actvities.

Perceptions Strengths

PK-K Fall Parent meeting to discuss strategies and actvities to help their children's literacy development.

PK-K child parent fair (Spring) sessions are Incorporated once a year for parents to learn strategies from campus early childhood PK-K certified teachers.

Fifth grade students receive an opportunity to attend Besteiro to ease transition.

Campus administration, parent liaison, guest speakers along with itinerant staff meet bi-monthly on Wednesdays to hold informational onsite parent meetings. This insures all stakeholders are involved in our school.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Parental meeting attendance need to increase and participation is still low. **Data Analysis/Root Cause:** Parents working and not attending the meetings. Campus will be providing different sessions to accommodate working parents.

Priority Need Statements

Need Statement 4: Garza has a declining enrollment

Data Analysis/Root Cause 4: Garza's enrollment decreased. No growth in the area and no new students coming into the area.

Need Statement 4 Areas: Demographics

Need Statement 1: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Resources and manipulatives are needed for content areas for students to show mastery.

Data Analysis/Root Cause 1: Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 1 Areas: Student Learning

Need Statement 3: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes.

Data Analysis/Root Cause 3: Benchmark and Checkpoints scores are below performance level.

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 5: Parental meeting attendance need to increase and participation is still low.

Data Analysis/Root Cause 5: Parents working and not attending the meetings. Campus will be providing different sessions to accommodate working parents.

Need Statement 5 Areas: Perceptions

Need Statement 2: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 2: Campus attendance showed a continuing decline in student attendance during Fall 2019.

Need Statement 2 Areas: Demographics

Need Statement 6: Low percentage of 3rd-5th grades passing the STAAR.

Data Analysis/Root Cause 6: Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.

Data Analysis/Root Cause 7: District surveys for availability and access from 2019 and Spring 2020.

Need Statement 7 Areas: Student Learning

Need Statement 8: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction.

Data Analysis/Root Cause 8: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms

(according to grade level).

Need Statement 8 Areas: Student Learning

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 alumnos del distrito escolar de Brownsville recibiran oportunidades educacionales para preparar a los graduados para que esten listos para el futuro, para obtener una carrera/colegio y que sean cuidadanos responsables e independientes.

Performance Objective 1: Garza student performance for all students, all grades, all subjects will exceed 2022 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 3 percentage points. HB4545 - will ensure students receive additional instruction in Reading and Math to assist students master STAAR

High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other assessments.

Strategy 1 Details				Reviews			
Strategy 1: Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) , data analysis of formative and summative assessments.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
SAVVAS Reading Adoption ELA TEKS Imagine Literacy Writable SIOP ELPS strategies/LPAC Circle Components & Three Cheers for PK SAVVAS Math & Science Sharon Wells Math Imagine Math Revised Math TEKS Financial literacy component at every grade-level conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Write For Success target reading and math							

Brownsville Kids Vote
Brainsville
Extended Day\

Board approved literacy plan will be implemented.
Including special education needs and supplies.

Milestone's/Strategy's Expected Results/Impact: The campus will have a 10% increase in the number students
meeting phase II passing standard

Every 6 weeks a checkpoint will be administered. Data will be collected. District Benchmark results.
TPRI and TEJAS LEE 5 % increase (50% MOY and 70% EOY). mCLASS. HB1886 Screener 1st grade MOY
and Kinder EOY for potential at Risk for Dyslexia or related disorder.
Library Reading Resources

Walkthroughs indicate applications acquired during professional development

Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation
Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
journal collection
checkpoints
Staff Responsible for Monitoring: Assistant Superintendents
C&I Directors

TEA Priorities:
Improve low-performing schools
 - **Population:** At Risk, EL, Dyslexia, 504, Migrant, and Special Education - **Start Date:** July 5, 2022 - **End
Date:** June 1, 2023
Need Statements: Student Learning 1, 2 - School Processes & Programs 1
Funding Sources: Training'testing substitutes - 199 Local funds - 19913611218124y99000y, snacks for training
 - 199 Local funds - 19913649953124y99000y, subs for professional devlopement - 199 Local funds -
19911611218124y99000y, lpac substitutes - 163 State Bilingual, resources for special education - 166 State
Special Ed., supplementals for PK-5 curriculum - 211 Title I-A

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitored, by lesson planning, and follow-ups. Walk through will be in place to ensure the implementation process.	**Oct**	**Jan**	**Mar**	**May**

*Kamico, Motivational(Rdg, Writing, Math, & Science), Sharon Wells, Imagine Math, mCLASS, Imagine Literacy, Summit K-12, Scholastic Book Club, Measuring Up, Forde Ferrier
Esperanza LEI & II workbooks, SIOP activities, Target Reading, Tango Central/Tango , Best Buy, Office Depot, GF Educators, Lonestar Learning Products for At-Risk TTM , GPSelectronically, and Target Math Electronically Students in order to practice and support strategies and new reading TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper.
TPRI/Tejas Lee
Stemscopes, Edusmart, Legends of Learning and Discovery Education.

Milestone's/Strategy's Expected Results/Impact: The campus will have a 10% increase in the number students meeting phase II passing standard through weekly tests and 6 weeks checkpoints, Campus & District end checkpoints, TPRI and TEJAS LEE % increase (50% MOY and 70% EOY) . mCLASS
Usage Reports

Formative Assessments: Classroom walkthroughs, lesson plans, benchmark scores, student progress reports
Summative Assessments: STAAR

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities:
Improve low-performing schools
 - **Population:** At Risk, EL, Dyslexia, 504, Special Education, and Migrant - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023

Need Statements: Student Learning 1

Funding Sources: copy paper - 162 State Compensatory - 16211639600124y30000, instructional materials to support ELL - 163 State Bilingual - 1630116399124y0000, Copy Paper - 199 Local funds - 199116396124y11000, General Supplies - 199 Local funds - 19911639900124y11000, General Supplies - 199 Local funds - 19911639951124y000, General Supplies - 199 Local funds - 19911639962124y11000, General Supplies - 211 Title I-A - 21111639900124y30Of2, Supplemental materials - 263 Title III-A Bilingual - 263, office supplies for teachers - 199 Local funds - 19923639900124y99000y, Dean Of Instruction Salary - 162 State Compensatory - 162-13-6119-00-124-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-11-6399-00-124-Y-30-337-Y, General Supplies - 199 Local funds - $12,675

Strategy 3 Details	Reviews			
Strategy 3: Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every week meetings with RtI Core team/teachers to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Less referrals processed to special education compared to prior year

A decrease 5%of Tier II students documented on PEIMS

Formative Assessments: Professional Development Plans (including implementation and monitoring plans)
Summative Assessments: STAAR Results, Intervention Decisions, RTI Tracking
Staff Responsible for Monitoring: Principal
RTI Coordinator for campus
Campus
 PK-5 teachers

Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 | | | | |

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students.	**Oct**	**Jan**	**Mar**	**May**

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

Summative Assessment:
Results from STAAR Assessments
Results from TELPAS
Summit K-12 Benchmark and activities
Ellevation Monitoring
Emergent Bilingual Students
EB students
Staff Responsible for Monitoring: Administration,
Dean
Teachers

Population: At Risk, EL, Dyslexia, 504, Special Education, Migrant, and G.T. - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level.	**Oct**	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Increase academic performance
PBMAS

Formative: Pretest

Summative: Post test
Staff Responsible for Monitoring: Principal
Teachers
Migrant Funded:
Teachers .25 FTE
MSC

Population: Migrant Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023

Strategy 6 Details	Reviews			
Strategy 6: As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, in Reading, Math, and Science for 1st-5th grade students and extended day in different subjects for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. Supplies/material will help aid in this endeavor. **Milestone's/Strategy's Expected Results/Impact:** Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments **Staff Responsible for Monitoring:** Campus Administration Teachers **Population:** Title I and At-Risk Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Need Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Professional Extra Duty Pay - 162 State Compensatory - 16211611800124y30000y, Professional extra duty pay-SSI 5th Grade - 162 State Compensatory - 16211611800124y24SSIY, Extra duty pay with fringes - 211 Title I-A	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Resources and manipulatives are needed for content areas for students to show mastery. **Data Analysis/Root Cause**: Campus assessment data show performance levels are below the district and gaps between special populations and all students.
Need Statement 2: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.

School Processes & Programs
Need Statement 1: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.

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 alumnos del distrito escolar de Brownsville recibiran oportunidades educacionales para preparar a los graduados para que esten listos para el futuro, para obtener una carrera/colegio y que sean cuidadanos responsables e independientes.

Performance Objective 2: Garza early childhood performance will increase by 5 percentage points over end-of-year 2022 results.

   Evaluation Data Sources: TPRI, Tejas Lee, Three Cheers for PK, CPALLS, LION, Progress monitoring, and mCLASS.

Strategy 1 Details	Reviews			
Strategy 1: Assisting preschool children in the transition from early childhood programs to Garza Elementary program hosting PK-K child sessions once a year (Spring) for parents, students and community to learn strategies from campus early childhood certified teachers.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Parent participation increase Attendance sign in sheets Title I Parent Survey result Session evaluation feedback Formative assessment: observations Summative assessment a written summary of what was accomplishment on visit to new school. **Staff Responsible for Monitoring:** Administration Parent liaison PK, kinder teachers, counselors **Population:** PK - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Need Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** PK 4 State Comp Teachers - 162 State Compensatory - 162-11-6119-00-124-Y-34-000-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 4 year old programs will be in place:	Oct	Jan	Mar	May

Strategy 2: BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 4 year old programs will be in place:
Title I   for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria
(supports Board Goal #1 priority)

CNA Page 8

Population: PK-4year-old students as of Sept. 1st

Timeline: July 2020 - June 2021

Milestone's/Strategy's Expected Results/Impact: Formative:
Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Walk-Throughs,
Lesson Plans
Summative:
T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results
+Improvement on CIRCLE-PM BOY to EOY
improvement by 10%

Staff Responsible for Monitoring: Campus adm
Campus teachers

Population: PK-3-year-old students as of Sept. 1st - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023

Strategy 3 Details	Reviews			
Strategy 3: Provide campus instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.	**Formative**			**Summative**
Language Enrichment (Neuhaus) HEB Read3	**Oct**	**Jan**	**Mar**	**May**
Hatch Balanced Literacy Model Routines/Strategies Tango Software				
Milestone's/Strategy's Expected Results/Impact: Formative Results: Benchmark data (Fall and Spring), data (walkthrough data), SOY, BOY and MOY PDS Session Evaluations, Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALLS Data, TELPAS and **Staff Responsible for Monitoring:** Campus Adm Early childhood Specialists, Campus teachers **Population:** Population: PK 3-PK 4-Kindergarten - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Need Statements:

Student Learning
Need Statement 2: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.
School Processes & Programs
Need Statement 1: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.

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 alumnos del distrito escolar de Brownsville recibiran oportunidades educacionales para preparar a los graduados para que esten listos para el futuro, para obtener una carrera/colegio y que sean cuidadanos responsables e independientes.

Performance Objective 3: 85% of students will be on grade level and 60% will be at Meets Grade Level for all STAAR assessments.

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

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

PFS migrants students will receive supplemental services before other migrant students.
Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade
Academic progress monitored and strategies shared with parents every six weeks
 	
CNA Page 13
 	
Population: PFS/Migrant Students
Timeline: August 2020- May 2021 (Daily)
 	
    Milestone's/Strategy's Expected Results/Impact: State, local, and campus assessment increase 10% or greater
    for migrant students
    Pk-2nd grade test results increase over previous year
 	
    Formative and Summative Assessments
    Staff Responsible for Monitoring: Campus
    Principal
    MIgrant teacher
 	
    Population: PFS/Migrant Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023
    Funding Sources: Migrant School Supplies - 212 Title I-C (Migrant)
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.	**Oct**	**Jan**	**Mar**	**May**
CNA Page 13 Population: PFS Migrant Students Timeline: August 2020 - June 2021 (Daily) **Milestone's/Strategy's Expected Results/Impact:** Fewer PFS students are identified due to increased performance. Formative: observation and documentation of supplemental support. Summative: Final results on testing. **Staff Responsible for Monitoring:** Campus Principal Migrant Teacher **Population:** PFS Migrant Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Los alumnos del distrito escolar de Brownsville recibiran oportunidades educacionales para preparar a los graduados para que esten listos para el futuro, para obtener una carrera/colegio y que sean cuidadanos responsables e independientes.

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing at Garza in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2021-22 participation.

   Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Fine Arts students and teachers will be provided professional development training annually	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: observation	**Oct**	**Jan**	**Mar**	**May**
Summative: Performance ratings, attendance, participation numbers **Staff Responsible for Monitoring:** Fine Arts teachers Campus Principal **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T.faculty, and staff at Garza - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Garza Fine Arts students will develop critical thinking, multi-tasking skills, creativity, teamwork, and character by participating in UIL contests, non UIL contests, exhibitions, district/community events, and public performances, such as DI	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans Summative: performance ratings, audience, student and community reaction or response **Staff Responsible for Monitoring:** Fine Arts teachers Campus Principal **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: The art and music teacher will purchase supplemental supplies to enhance the program and make students more aware of the fine arts in education. The success of the program could also result in higher achievement in academics.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans Summative-perfomance based. within the school and community **Staff Responsible for Monitoring:** Administration Dean of Instruction Music teacher/. Art teacher **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 4 Details	Reviews			
Strategy 4: Garza Elementary participated in Science Fair in which 9 projects placed out of 11 that entered competition. Sponsor and Coordinator will be provided with training and materials to promote participation at Garza and at the district level by increasing student awareness of Science Technology, Engineering, and Mathematical concepts building a pathway for STEM and college/ career readiness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Population: Grades 3-5 teachers and students Timeline: August 2021-May 2022 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes **Staff Responsible for Monitoring:** Science Fair Coordinators Teachers Principal Dean **Population:** Grades 3-5 teachers and students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 5 Details	Reviews			
Strategy 5: Elementary teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities.	**Formative**			**Summative**
Population: Grades 3-5th teachers Timeline: August 2020 - May 2021	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries +10% increase in campus entries fBrownsville Kids Voting at the district level. **Staff Responsible for Monitoring:** Curriculum Administrators Campus Administrators Social Studies Specialists **Population:** Grades 3-5th teachers - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 6 Details	Reviews			
Strategy 6: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which Garza will participate.	**Formative**			**Summative**
Population: All 3-5th grade students Timeline: November 2021-February 2022	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Spelling Bee results for district, Summative Impact: Participation in Spelling Bee by Garza **Staff Responsible for Monitoring:** ELA Specialists Spelling Bee Coordinator **Population:** All 3-5th grade students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 7 Details	Reviews			
Strategy 7: Garza will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance **Staff Responsible for Monitoring:** Technology Services Coding Sponsor Principal **Population:** 4-5th grade students including At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Destination Imagination - 199 G/T Advanced Academics				

Strategy 8 Details	Reviews			
Strategy 8: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Chess, Destination Imagination. Population: Grades K-5 teachers and students (especially G/T identified students) Transportation may need to be acquired for desired activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) increase student participation at the district level. +Chess (K-5th) increase student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) increase student participation at the regional, state and Global levels. +UIL Academics (4th-5th) increase student participation at the district and state level. **Staff Responsible for Monitoring:** Campus Administration Campus Coordinators **Population:** Grades K-5 - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Funding Sources:** transportation - 199 Local funds - 19911649400124y11000y				

Strategy 9 Details	Reviews			
Strategy 9: Awards and incentives will be given to the students that participate in the activities during the 2020-2021 school year. This will acknowledge the hard work and dedication from the students at Garza.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Observation Summative: Participation in various activities. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean teachers counselor **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Awards - 199 Local funds - 19911649800124y11000y				

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

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 servicios apropiados y bien instalaciones mantenidas y energeticamente eficientes para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 2)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Garza will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration teachers custodians **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to Garza include prioritizing based on safety and needs of the campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Facilities and maintenance will indicate and prioritization the renovation plans.
Formative: Survey
Summative: Evaluation/analysis of survey data
    Staff Responsible for Monitoring: Campus Administration
 	
    Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023
    Need Statements: Student Learning 5
    Funding Sources: custodial supplies - 199 Local funds - 19951631500124y99000y				

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 5: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

Goal 3: Garza Elementary 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)

Meta 3: La Escuela Primaria Garza asegurara el uso efectivo y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una compensacion mejorada para maestros y planes para reclutar, retener y apoyar personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

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

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

Strategy 1 Details		Reviews		
Strategy 1: Garza Elementary will implement programs with the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Literacy will be enriched with the use of Library reading material to promote and assist with students' reading comprehension and fluency. The librarian will purchase comic books with funding.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared with CIP projections. Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration SBDM Library **Population:** Campus Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 3: Garza Elementary 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)

Meta 3: La Escuela Primaria Garza asegurara el uso efectivo y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una compensacion mejorada para maestros y planes para reclutar, retener y apoyar personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

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

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

Strategy 1 Details				Reviews			
Strategy 1: Garza's SBDM committee will create and participate in employee incentives and recognition to improve employee morale and climate. This can include refreshments for in service days and special occasions to recognize faculty and staff.				**Formative**			**Summative**
				Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Campus SBDM Committees **Population:** Faculty and Staff - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Need Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** teacher incentives and awards - 199 Local funds - 19923649800124y99000y, refreshments - 199 Local funds - 19913649953124Y99000Y							
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue							

Performance Objective 2 Need Statements:

Student Learning
Need Statement 2: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.
School Processes & Programs
Need Statement 1: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.

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)

Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para ampliar las campanas de relaciones publicas/mercadeo para ampliar aun mas los esfuerzos de inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

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

> **Evaluation Data Sources:** Website, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: News articles and photographs will feature campus events once a month. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Staff Responsible for Monitoring:** PIO Campus Administration **Population:** Campus Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population:Garza Stakeholders	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases **Staff Responsible for Monitoring:** PIO campus administration TST **Population:** Garza Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Garza will update websites at least monthly including showcasing student and community activities.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Staff Responsible for Monitoring:** PIO Campus Administration **Population:** Garza Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	**Oct**	**Jan**	**Mar**	**May**

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

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

Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para ampliar las campanas de relaciones publicas/mercadeo para ampliar aun mas los esfuerzos de inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

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

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: Garza Elementary will provide information through various media on the District of Innovation Plan.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Academic Calendars	**Oct**	**Jan**	**Mar**	**May**
Summative: Adopted Academic Calendar				
Staff Responsible for Monitoring: School Administrator				
Garza Stakeholders				
Population: Garza Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: The DEIC Calendar committee will provide multiple options to be considered by the staff at Garza Elementary.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Academic Calendars for campus	**Oct**	**Jan**	**Mar**	**May**
Summative: Adopted Academic Calendar for campus				
Staff Responsible for Monitoring: SBDM Committee				
Population: Garza Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

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

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

Meta 5: Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2022-2023 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms Summative: Discipline Referrals **Staff Responsible for Monitoring:** Campus Adm., Campus Staff, Parental Involvement **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students, parents, staff and community - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Garza will provide training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** Campus RtI Administrator Campus Teachers Campus Counselor **Population:** All teachers - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details		Reviews			
Strategy 3: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Campus PIEMS Administrator Safety Coordinator **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					

Strategy 4 Details		Reviews			
Strategy 4: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** RTI Administrator, Campus Administration **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					

Strategy 5 Details	Reviews			
Strategy 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, college/career readiness, Bullying/harassment. Emergency Operations Plan (EOP)-Safety Procedures **Milestone's/Strategy's Expected Results/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas SEL Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Counselor administration **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. studentsand parents/guardians - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

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

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

Meta 5: Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

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

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

Strategy 1 Details	Reviews			
Strategy 1: Fire dills, lock down drills and evacuation drills will be maintained monthly on campus or as needed. The emergency management plan will be updated as needed for the campus.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Safety Meeting Sign-In Sheets, Summative: Emergency operation plan **Staff Responsible for Monitoring:** Administration Counselor security **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain an Emergency Operations Plan for Garza Elementary. Plan must be multi-hazard in nature Must be	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews

Strategy 2: Develop and maintain an Emergency Operations Plan for Garza Elementary. Plan must be multi-hazard in nature Must be
reviewed and updated annually by the campus safety and
security committee. Safety drills must be practiced as per
BISD Police Dept. Provide student, staff, and parent training
in the areas of school safety and emergency management.
Implement an identification security system at all campuses.
All staff and visitors must display their identification while on
campus.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets, Evaluations, Audits,
    Safety Report Form, Campus Administration Badges, Campus
    Faculty and Staff Badges, Visitors Passes
    Campus Documentation, Office Log-in Binders,
    Summative: Evaluation Sheets
    Staff Responsible for Monitoring: Campus
    Administrators,
    Campus Faculty and
    Staff,
 	
    Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students and staff - **Start Date:** July 5, 2022
    - **End Date:** June 1, 2023	

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

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

La mesa directiva, en colaboracion con el personal, administracion, padres y comunidad del distrito proveeran el apoyo requerido y recursos para los logros de excelencia e igualdad educacional. Los padres seran socios con los maestros en la educacion de sus hijos.

Performance Objective 1: There will be a 15% increase of parents involved in campus/district parental involvement activities from 2021-2022 to 2022-2023

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

Strategy 1 Details	Reviews			
Strategy 1: A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process, increase student achievement and conduct home visits.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Job Description, Contact Log Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments **Staff Responsible for Monitoring:** Campus Administration, SBDM committee ParentLiaison **Population:** Parents and At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Conduct and Comply with Title I A Parental Involvement Compliance Requirements:	**Formative**			**Summative**
-- Develop and Disseminate school-parent-students compact	**Oct**	**Jan**	**Mar**	**May**
--Develop and Disseminate parent involvement policy				
-- Conduct Annual Title I Meeting				
--Evaluate Effectiveness of Parental Involvement Program				
Milestone's/Strategy's Expected Results/Impact: Formative: Meetings sign-in sheets, teacher contact logs, home visits referrals, campus website				
Summative: State Assessments results, attendance rate, discipline referrals, Campus CNA and Title A Parent Surveys				
Staff Responsible for Monitoring: Administration, Parent Liaison, Teachers				
Population: Stakeholders at Garza - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				
Strategy 3 Details	Reviews			
Strategy 3: Conduct weekly parent meetings to inform and educate parents on the following:	**Formative**			**Summative**
--HAC (Home Access Center)	**Oct**	**Jan**	**Mar**	**May**
--Parent Volunteer Orientation				
--Health Information				
--Student Code of Conduct				
--Emergency Operation Procedures				
--Homework Strategies				
--Content Areas Strategies/AR				
--State and Local Assessments and Expectations				
-a small healthy snack will be served during the meetings				

-Materials will be purchased to enhance and promote parental involvement activities.

-November Family Engagement parent volunteers week: a luncheon for parent volunteers and parents who attend parent meetings

 February Valentines Day: a little token of appreciation for my parent volunteers & parents who attend parent meetings

May Mothers Day 10 de Mayo: it could be something special like Mothers Days songs from the music teacher & students, just giving an example

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Meetings Documentations; Sign-in Sheets, Agendas, Flyer

Summative: State Assessments Results, Attendance Rate, Discipline Referrals, teacher logs
Staff Responsible for Monitoring: Administration
Teachers
Counselors
Nurse
Parent Liaison

Population: Staff, At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students and Community - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023
Funding Sources: - 211 Title I-A - 211-61-6399-00, - 211 Title I-A - 211-61-6499-53

Strategy 4 Details	Reviews			
Strategy 4: Businesses will be asked to adopt our school and the school will have a working relationship with them. Students will showcase their artistic skills to local business with the support of the music and art teacher and counselor.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Population: students and community members along with staff at Garza Timeline: school year Aug. 2021-June 2022 **Milestone's/Strategy's Expected Results/Impact:** Formative: Number of community partners Summative: Observed results from the community partnerships **Staff Responsible for Monitoring:** Administration Parent Liaison Teachers Counselors **Population:** ,At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students Staff and Community members - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 5 Details	Reviews			
Strategy 5: A parent newsletter will be sent home on a monthly basis to increase the number of modes of communication used to inform families how to support their student academic growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
School will participate in the district's Walk for the Future annual event to increase student achievement. **Milestone's/Strategy's Expected Results/Impact:** Formative: Observed results from the conferences. Family and community perception survey Campus Website Summative: Number of family/parent focus workshops and programs offered. Number of home visits Observed results from home visits Increased parent participation **Staff Responsible for Monitoring:** Administration Parent Liaison Teachers **Population:** All Garza Stakeholders - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Funding Sources:** Walk for the Future - 162 State Compensatory - 162-61-6399-00-124-Y-30-WTF-Y				

Strategy 6 Details	Reviews			
Strategy 6: PK-K child sessions will be incorporated twice a year Fall and Spring for parents to learn strategies from campus early childhood highly qualified PK-K certified teachers and resources will be purchased to implement successfully.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Observed results from the parent conferences Survey Results Number of modes of communication used to inform families how to support their student academic growth. Summative: Number of family/parent focus workshops and programs offered. Increase student and parent participation rate. **Staff Responsible for Monitoring:** Administration Parent Liaison PK,K Teachers **Population:** Parents and At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Funding Sources:** - 211 Title I-A				

Strategy 7 Details	Reviews			
Strategy 7: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.	Formative			Summative
	Oct	Jan	Mar	May
Population: PFS/Migrant parents Timeline: August 2021 - June 2022 (Daily) **Milestone's/Strategy's Expected Results/Impact:** Academic success for all PK-2nd grade students EOY Promotion Rate. Formative: meeting provided to parents Summative: Academic success at the end of the year. **Staff Responsible for Monitoring:** Parent Liaison Campus adm **Population:** PFS/Migrant Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

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

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 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, EL, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations. The teachers will implement and document interventions on RTI plan. Professional Development once every six weeks. HB4545- will provide additional instruction in Reading and Math to promote student success in STAAR. Circle Training and Lenguaje/Lectura

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

Strategy 1 Details	Reviews			
Strategy 1: Professional Development that supports ELA/Reading comprehension and Math instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including Dyslexia, 504, Migrant, EL, Special education, AT-Risk, and economically disadvantaged students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes needed
RTI
Horizontal lesson planning
TELPAS Activities
Oral Language skills that increase listening/speaking, reading and writing proficiency
New Reading TEKS and financial literacy component in math

Milestone's/Strategy's Expected Results/Impact: The campus will have a 10 percent increase in the number of students meeting phase II passing standard
Identify exemplary classrooms per campus.

TELPAS fall and winter progress percent increase and reflect growth

Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation
Checkpoint data
Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments and checkpoints
TPRI/TEJAS LEE/mCLASS Progress Monitoring
HB1886
Staff Responsible for Monitoring: Principals
Dean of Instruction
PK-5 teachers

Population: All Staff - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023
Need Statements: Student Learning 2 - School Processes & Programs 1
Funding Sources: travel for professional develiopment - 199 Local funds - 19923641123124y99000y | | | | |

Strategy 2 Details	Reviews			
Strategy 2: Build Instructional Capacity through the use of horizontal alignment and provide teachers with job-embedded staff development.	**Formative**			**Summative**
TOT training on campus by selected teachers (Pk - through 5th)	**Oct**	**Jan**	**Mar**	**May**
Data Informed Plan-including BOY, MOY, and EOY and checkpoints to track student performance. This is target but not limited to comprehensions and fluency. Colleagues observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement Data Wall and fluency tracker will also be observed and analyzed. Monitor RTI mCLASS **Milestone's/Strategy's Expected Results/Impact:** PDS evaluations and feedback The campus will have a 10% have a 10% increase in the number of students meeting meets and masters standard Formative Assessments: Classroom walkthroughs, fluency tracker Checkpoints CPALLS 3 Cheers Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments TTESS **Staff Responsible for Monitoring:** Principals Dean of Instruction PK-5th teachers **Population:** At Risk, EL, Dyslexia, 504, SPED, Migrant, and G.T. - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Maintenance Meetings once every six weeks. Populations: At-Risk, Migrant, ELL, Special Education. **Milestone's/Strategy's Expected Results/Impact:** Sign-In Sheets Agendas, Time-Sheets, Lesson Plans, Walk-Throughs Formative assessment:lesson plans, observations Summative assessment: STAAR test results **Staff Responsible for Monitoring:** Administration, Teachers, SBDM **Population:** At-Risk, Migrant, EL, Special Education, Dyslexia, and 504 - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy 4 Details	Reviews			

Strategy 4: PK-4 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School
to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.
    Milestone's/Strategy's Expected Results/Impact: Formative Results:
Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional
Leaves, Purchase Orders, Walk-Throughs, Lesson Plans
Summative Impact:
Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.
    Staff Responsible for Monitoring: PK 3 and PK4 teachers
Garza Administration
 	
Population: PK-3 to 4 faculty and staff - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: Fine arts teachers will be provided professional development training annually.	Formative			Summative
Milestone's/Strategy's Expected Results/Impact: Formative Results:	Oct	Jan	Mar	May
Sign in sheets, PDS evaluations, student performance Summative Results: Increased EOY performance recognitions **Staff Responsible for Monitoring:** Music teacher Art teacher Principal Dean **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. studentsand teachers - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 6 Details	Reviews			
Strategy 6: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Timely placement into Interventions formative: report card every six weeks Summative: progress to next grade level **Staff Responsible for Monitoring:** Migrant Funded: Teachers Principal Dean **Population:** Faculty and Staff - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 7 Details	Reviews			
Strategy 7: Professional development opportunities will be provided by Curriculum Department to campus to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention rate and Professional development opportunities include: -Identification of at-risk students via state and local criteria, - -mCLASS/TPRI Progress Monitoring -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention **Staff Responsible for Monitoring:** Principals, Deans of Instruction Homeless Youth **Population:** Elementary At Risk Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 8 Details	Reviews			
Strategy 8: Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors and teachers. CPI training for Staff and Administration to address SPED and deescalation. **Milestone's/Strategy's Expected Results/Impact:** PDS Session attendance and Evaluation Reports **Staff Responsible for Monitoring:** Administrators Counselors Teachers **Population:** El, GT, 504, Dyslexia, and SPED - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 2: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.

School Processes & Programs
Need Statement 1: Need to target foundational skills and in order to reduce teacher/student ratio; paraprofessionals will assist with extended day classes. **Data Analysis/Root Cause**: Benchmark and Checkpoints scores are below performance level.

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)
Meta 8: 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) (TEA Ch. 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 2022-2023. (Future Ready Curriculum, Instruction, and Assessment). Future ready technology Survey will conducted at the end of the year"

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

Strategy 1 Details	Reviews			
Strategy 1: Garza Elementary will increase the accessibility for all students in technology that will support literacy, writing	**Formative**			**Summative**
activities and homework assignments. Technology based instruction will be across all subject areas by providing platforms	Oct	Jan	Mar	May
including Microsoft, Google, and Apple, Imagine Literacy, writable, Imagine Math, Stemscopes, Edusmart, Legends of Learning and Discovery Education, and Summit K-12. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district.				
Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores **Staff Responsible for Monitoring:** Teachers, Campus Adm TST **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. 5th grade students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 **Need Statements:** Student Learning 1 **Funding Sources:** Desktop computers - 211 Title I-A - 21111639862124y300f2y, - 224 Federal Special Ed. - $2,484				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Need Statements:

Student Learning

Need Statement 1: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Resources and manipulatives are needed for content areas for students to show mastery. **Data Analysis/Root Cause**: Campus assessment data show performance levels are below the district and gaps between special populations and all students.

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)

Meta 8: 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) (TEA Ch. 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 2021-2022, leveraging human capital in personalized learning. Future Ready Use of Space and Time

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

Strategy 1 Details		Reviews		
Strategy 1: Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, LEXIA, Seesaw, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, hardware, software, Ignite by HATCH & Ready Rosie by SAVVAS for PK.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**May**
Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Study Island, Prodigy Math, and Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers.					
Milestone's/Strategy's Expected Results/Impact: The campus will have a 5% increase in the number of students in the meets and masters standards					
formative: six weeks report card					
Summative: STAAR outcome					
Staff Responsible for Monitoring: Campus Adm PK3-5 teachers					
Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					
Need Statements: Student Learning 1					
Funding Sources: Technology - 162 State Compensatory - 162-11-6398-62-124-Y-30-337-Y					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 2 Need Statements:

Student Learning

Need Statement 1: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Resources and manipulatives are needed for content areas for students to show mastery. **Data Analysis/Root Cause**: Campus assessment data show performance levels are below the district and gaps between special populations and all students.

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)

Meta 8: 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) (TEA Ch. 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

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

Strategy 1 Details	Reviews			
Strategy 1: Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report **Staff Responsible for Monitoring:** Tech. Services Administrator Principals **Population:** Campus Faculty - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				
0% No Progress 100% 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)

Meta 8: 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) (TEA Ch. 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

   Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details		Reviews			
Strategy 1: Instructional Technology resources (Ink) will be used for effective communication to district, campus personnel, parent, and teachers to disseminate data reports, progress reports, report cards, and student documents.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: monitoring of the use of technology

Summative: The campus will have a 5% increase in the number of students in the meets and exceeds standards on the state assessment.
Staff Responsible for Monitoring: Administration
Campus lead teachers
PK-5 teachers

Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students, faculty, and parents - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023 | | | | | |
| 0% No Progress   100% 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)

Meta 8: 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) (TEA Ch. 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

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

Strategy 1 Details		Reviews			
Strategy 1: Garza Elementary will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Population: parents - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					
0% No Progress 100% 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)

Meta 8: 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) (TEA Ch. 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. Training on Imagine Literacy, Imagine Math, and Summit K-12.
Future Ready Personalized Professional Learning

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on the prevention of Cyber Bullying and the integration of technology in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: 1.Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS 5. Writable **Staff Responsible for Monitoring:** Campus Adm TST **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. studentsand Faculty - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				
0% No Progress　　100% 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)

Meta 8: 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) (TEA Ch. 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

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

Strategy 1 Details		Reviews			
Strategy 1: Garza Elementary will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					
0% No Progress 100% 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)

Meta 8: 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) (TEA Ch. 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

   Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details		Reviews			
Strategy 1: Create a plan for change that addresses these components, and others that may arise during the needs assessment.		**Formative**			**Summative**
Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success.		**Oct**	**Jan**	**Mar**	**May**
Population: At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 9: Through enhanced dropout prevention efforts all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3). Increasing participation in after school programs and tutorials for SpEd students.

Con los esfuerzos de prevenir que los alumnos abandonen sus estudios, los alumnos permaneceran en la escuela hasta que reciban su diploma de la preparatoria. Habra un incremento en la participacion de los programas despues de clases y tutoria para los alumnos con descapacidades.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Dyslexia Program will provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: At-Rrisk Students, Dyslexic Students, and 504. HB4545- will ensure additional instruction in Reading and Math to promote success in STAAR.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports Summative: STAAR **Staff Responsible for Monitoring:** Administration, Dyslexia teacher **Population:** At-Rrisk Students, Dyslexic Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: The Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically and attendance for children in school.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports, CPM (BOY and MOY) Summative: CPM (EOY) **Staff Responsible for Monitoring:** Administration **Population:** All Students who meet the Pre-K criteria - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement and attendance rate.	Formative			Summative
	Oct	Jan	Mar	May

--Identification of at-risk students via state and local criteria
--Identification and immediate enrollment of homeless students
--Budget and Program Compliance

Milestone's/Strategy's Expected Results/Impact: 5% increase in at-risk student achievement on STAAR

5% decrease in Retention Rates

5% decrease in Dropout Rates

Formative:
ERO Session Evaluation Report
Benchmark Scores
Student Progress Reports
TPRI/TEJAS LEE/mCLASS progress monitoring
HB1886

Summative:
STAAR Scores
Retention Rates

Staff Responsible for Monitoring: Principal
Assistant Principal

Population: Garza Elementary Staff and At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023

Strategy 4 Details	Reviews			
Strategy 4: State Compensatory Education will fund a campus Dean of Instruction to assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. This would help go along side of attendance. In addition, the Dean will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Evaluation Job Description/Evaluation Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports TAIS, TPRS Summative Evaluation State, local and campus assessment increase 5% or greater for At-risk students **Staff Responsible for Monitoring:** Campus Administration **Population:** Title I and At-Risk Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 5 Details	Reviews			
Strategy 5: State Compensatory Education will fund Pre-K4 full day program with highly qualified teachers so that the needs of PK at-risk students can be met, along with attendance and kinder readiness by providing phonological and language development skills using hands-on approaches in order to meet APK guidelines and CIRCLE components. State Comp funds .50 of this salary.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Classroom observations Review Data BOY/MOY/EOY for PK and K. Summative Evaluation: Attendance Rates Kindergarten BOY , MOY and EOY CPM results **Staff Responsible for Monitoring:** PK Teachers Principal Dean of Instruction **Population:** Title I, At-Risk, and PK - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: To support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices and/or court notifications as needed.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Campus Administration Data entry **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

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

Goal 9: Through enhanced dropout prevention efforts all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3). Increasing participation in after school programs and tutorials for SpEd students.

Con los esfuerzos de prevenir que los alumnos abandonen sus estudios, los alumnos permaneceran en la escuela hasta que reciban su diploma de la preparatoria. Habra un incremento en la participacion de los programas despues de clases y tutoria para los alumnos con descapacidades.

Performance Objective 2: Campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%. RTIs will be in place to assist and monitor students' progress. Progress monitor for TPRI/Tejas Lee/mCLASS.

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

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during after school and/or week, Additional Day School Year or Optional Extended School Day for Attendance purposes. year tutorial programs in order to improve at-risk student achievement and decrease the retention rate. Invite parents to Bilingual Symposium to receive resources from community and district for students. Paraprofessionals will assist during in Extended Day to help with teacher/student ratio.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress report, Benchmark Scores, Student Progress Reports Summative: STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instruction, assistant Principal, **Population:** At Risk, Migrant, Dyslexia, 504, EL, SPED, and G.T. students - **Start Date:** August 17, 2021 - **End Date:** May 27, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Extended Day - 211 Title I-A, Resources for Extended Day - 211 Title I-A, Extended Day - 211 Title I-A - $8,961, Extended Day - 162 State Compensatory - $8,580				

Strategy 2 Details	Reviews			
Strategy 2: A food pantry and clothes closet will be available at the campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes (as needed) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Benchmark Scores Student Progress Reports Summative: STAAR Scores Attendance Rates Graduation Rates **Staff Responsible for Monitoring:** Campus Homeless Youth Coordinator Principal **Population:** Homeless and youth - **Start Date:** August 17, 2021 - **End Date:** May 27, 2022				

Strategy 3 Details	Reviews			
Strategy 3: The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: No 1st grade retained Formative: monitor on report card every six weeks. Summative: Progress to next grade. **Staff Responsible for Monitoring:** Principal Teachers Counselor Dean **Population:** PFS/Migrant First grade students - **Start Date:** August 17, 2021 - **End Date:** May 27, 2022				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: As per BISD policy, Garza Elementary will implement remediation instructional strategies during after school tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Domain I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. Implementation of Imagine Literacy, Imagine Math, and Summit K-12. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students				
Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Classroom teachers				
Population: Title I and At-Risk Students - **Start Date:** August 17, 2021 - **End Date:** May 27, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Resources and manipulatives are needed for content areas for students to show mastery. **Data Analysis/Root Cause**: Campus assessment data show performance levels are below the district and gaps between special populations and all students.

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). Increasing participation in after school programs and tutorials for SpEd students.

Con los esfuerzos de prevenir que los alumnos abandonen sus estudios, los alumnos permaneceran en la escuela hasta que reciban su diploma de la preparatoria. Habra un incremento en la participacion de los programas despues de clases y tutoria para los alumnos con descapacidades.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the Implementation of the district initiatives. The teachers will use and implement Social Emotional Learning (SEL) program to meet our students' Emotional Health.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Assessments: Number of parent/family parent focus workshops and programs offered. Summative: Observed results from the conferences. Participation results from workshops. **Staff Responsible for Monitoring:** PK3-5 grade teachers, CATCH rep. Parent Liaison CATCH Team **Population:** At Risk, EL, Dyslexia, 504, SPED, Migrant, and G.T. and Parents - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance. Campus Parent liaison will also be involved in relaying the attendance initiative and being the contact person between home and school. **Milestone's/Strategy's Expected Results/Impact:** Formative Evaluation: Improvement on PK CPM tests 5% improvement on state assessments (STAAR/TPRI/Tejas LEE/CPM Summative Evaluation: Attendance increase, minimal health concerns and less accidents **Staff Responsible for Monitoring:** Para-professionals (PK, Kinder, 1st-5th , librarian, Nurse, safety coordinator, health services Principal **Population:** Title I and At-Risk Students - **Start Date:** July 5, 2022 - **End Date:** June 1, 2023	Formative			Summative
	Oct	Jan	Mar	May

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

State Compensatory

Budget for Garza Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

Personnel for Garza Elementary

Name	Position	FTE
Bertha Hernandez	PK 4 teacher	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Campus will developed and distribute Parent/Family Engagment Policy that was agreed upon by the Parents and all stakeholders. · Open door policy for all Students Parents and Legal Guardians · Open communication between Staff Members and Parents · Parents will participate in the CNA surver to determine and acknowledge Parent/Student input for overall academic success Garza Elementary. Policy distributed in English and Spanish to all Parents and Family Members of participating children annually during Parent Meetings and sent home with each student for Parent/Guardians review · Meeting date on May 27, 2022 and June 1, 2022 · Students will participate in the CNA survey to determine and acknowledge Student input in academic success · Parent meetings and SBDM Meeting on May 27, 2022 with our Parent representatives. · Parent/Family Engagement Policy available in both languages, distributed on Meet the Teacher Event, and at the beginning of the year · CIP participants consisted of the SBDM Committee: Principal, Asst. Principal, PK- 5th Grade Classroom Teachers including a Non-Classroom Teacher, Counselor and Parents.

4.2: Offer flexible number of parent involvement meetings

The Campus will offer flexible parent involvement meeting morning and afternoon; virtural or Face to Face · Parent Assessment Meetings held in first and second semester with Faculty and Administration · CIP participants consisted of the SBDM Committee: Principal, Asst.Principal, PK- 5th Grade Classroom Teachers including a Non-Classroom Teacher, Counselor and Parents. · Meetings will be held twice a month with Parent Liasion, assisting · Meetings will be held in both languages E/S · Snacks will be provided to assist with collegiality and familial ambiance · Parent's weekly meetings and SBDM Meeting throughtout the School year to review Title 1-A required funding and activites · School-Parent-Student Compact reviewed to ensure student success · Parents input will be acknowledged for overal campus improvement and parental participation · Title I Policy meeting dates were held in August and October and Parent Liaison was availble for separate flexible meeting dates in the morning and afternoon

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Brenda Marroquin-Davila	Parent Liaison	Federal Program	1.00
Daisy Hernandez	Nurse	Federal Program	.40
Jonathan Gonzalez	Pre-K Aide	Federal Program	1.00
Library Aide	Library Aide	Federal Program	.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lorena Medina	Principal
Classroom Teacher	Bertha Hernandez	PreK teacher (Y1)
Classroom Teacher	Rocio Perez	First grade teacher (Y1)
Classroom Teacher	Irma Cervantes	Second GradeTeacher (Y2)
Classroom Teacher	Aranda Zrubek	Third grade Teacher (Y1)
Classroom Teacher	Alma Garcia	Fourth Grade Teacher (Y1)
Classroom Teacher	Nora Glenn	Fifth grade Teacher (Y1)
Classroom Teacher	Rowena Capistrano	Special Education-Resource Teacher (Y1)
Student	April Segura	student
Community Representative	Ancelmo Naranjo	Business Owner
District-level Professional	Melissa Garza	ELA Specialist
Non-classroom Professional	Laura Borjas	Librarian
Paraprofessional	Brenda Davila	Parent Liaison
Parent	Lupita Campos	Parent
Administrator	Beatriz Porras	Dean of Instruction
Community Representative	Arnulfo Rodriguez	HEB Manager

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training'testing substitutes	19913611218124y99000y	$0.00
1	1	1	snacks for training	19913649953124y99000y	$0.00
1	1	1	subs for professional devlopement	19911611218124y99000y	$0.00
1	1	2	General Supplies		$12,675.00
1	1	2	Copy Paper	199116396124y11000	$0.00
1	1	2	General Supplies	19911639900124y11000	$0.00
1	1	2	General Supplies	19911639951124y000	$0.00
1	1	2	General Supplies	19911639962124y11000	$0.00
1	1	2	office supplies for teachers	19923639900124y99000y	$0.00
1	4	8	transportation	19911649400124y11000y	$0.00
1	4	9	Awards	19911649800124y11000y	$0.00
2	1	2	custodial supplies	19951631500124y99000y	$0.00
3	2	1	teacher incentives and awards	19923649800124y99000y	$0.00
3	2	1	refreshments	19913649953124Y99000Y	$0.00
7	1	1	travel for professional develiopment	19923641123124y99000y	$0.00
				Sub-Total	$12,675.00
				Budgeted Fund Source Amount	$12,675.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	copy paper	16211639600124y30000	$0.00
1	1	2	Dean Of Instruction Salary	162-13-6119-00-124-Y-30-000-Y	$0.00
1	1	2	General Supplies	162-11-6399-00-124-Y-30-337-Y	$0.00
1	1	6	Professional Extra Duty Pay	16211611800124y30000y	$0.00
1	1	6	Professional extra duty pay-SSI 5th Grade	16211611800124y24SSIY	$0.00
1	2	1	PK 4 State Comp Teachers	162-11-6119-00-124-Y-34-000-Y	$0.00
6	1	5	Walk for the Future	162-61-6399-00-124-Y-30-WTF-Y	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1	Technology	162-11-6398-62-124-Y-30-337-Y	$0.00
9	2	1	Extended Day		$8,580.00
				Sub-Total	$8,580.00
				Budgeted Fund Source Amount	$8,580.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplementals for PK-5 curriculum		$0.00
1	1	2	General Supplies	21111639900124y30Of2	$0.00
1	1	6	Extra duty pay with fringes		$0.00
6	1	3		211-61-6399-00	$0.00
6	1	3		211-61-6499-53	$0.00
6	1	6			$0.00
8	1	1	Desktop computers	21111639862124y300f2y	$0.00
9	2	1	Resources for Extended Day		$0.00
9	2	1	Extended Day		$0.00
9	2	1	Extended Day		$8,961.00
				Sub-Total	$8,961.00
				Budgeted Fund Source Amount	$8,961.00
				+/- Difference	$0.00

224 Federal Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1			$2,484.00
				Sub-Total	$2,484.00
				Budgeted Fund Source Amount	$2,484.00
				+/- Difference	$0.00
				Grand Total Budgeted	$32,700.00
				Grand Total Spent	$32,700.00
				+/- Difference	$0.00

Addendums

GARZA ELEMENTARY

Overall Rating

Ⓐ 99

Lorena E. Medina,
Principal

Mario Fajardo,
Assistant Principal

FALCONS

A — Student Achievement

A — School Progress

A — Closing the Gaps

ALL 6 DISTINCTIONS MET

| Academic Achievement in English/Language Arts/Reading | Academic Achievement in Mathematics | Academic Achievement in Science | Top 25%: Comparative Academic Growth | Post-secondary Readiness | Top 25%: Comparative Closing the Gaps |

Demographics

Enrollment: **233**

EB: **118**

SE: **47**

GT: **7**

ED: **98.9%**

504: **5**

DYS: **2**

DYS/SPED: **4**

Homeless: **17**

Grade	Enrollment	Bilingual	SPED	B/SE
3rd	30	17	5	4
4th	34	15	9	4
5th	33	13	10	3

Domain 1: Student Achievement Meets and Masters

2021-2022 Results

	Reading	Math	Science
Meets	**52%** 58/111	**59%** 66/111	**72%** 28/39
Masters	**29%** 32/111	**30%** 33/111	**46%** 18/39

2022-2023 Goals

	Reading	Math	Science
Meets	**57%**	**64%**	**75%**
Masters	**34%**	**35%**	**51%**

Overall Campus Goal is to maintain and/or increase our Meets and Masters.

"Set the goal and keep the momentum going!"

Score comparison: Significant increases in all areas.

2021

	Reading	Math	Science
3rd	53%	50%	
4th	54%	65%	
5th	52%	62%	39%

2022

	Reading	Math	Science
3rd	62%	68%	
4th	89%	83%	
5th	87%	95%	85%

SE and EB Population: Where we were and goals…

2022

SE overall Reading   59%

Math   66%

Science   64%

EB overall Reading   71%

Math   76%

Science   82%

2023 Goals

SE overall Reading   65%

Math   71%

Science   69%

EB overall Reading   76%

Math   81%

Science   87%

**Data from AWARE

Target areas for 3rd-5th grade: STAAR/TELPAS Performance

- 2nd grade:**TELPAS** Transition from Holistic to Online testing (work with teachers, students and Bilingual Lead Teacher)
- 3rd-5th grade TELPAS: Make progress, target Speaking Domain
- SE population in the areas of Reading and Math. (includes STAAR ALT students)
- 4th grade Academic Growth in Reading and Math.
- 4th grade EB population focus on authentic classroom Listening, Speaking, Reading and Writing experiences/activities and supplement with Summit K-12 platform.
- 5th grade Focus on Academic Growth and Increase in Meets and Masters. -SE population in Science
- HB 4545 accrual of hours target completion by March 2023.

Campus/District initiatives

- K-2nd grade: Foundations of Reading & Daily 5 implementation
- LPAC Aide daily intervention schedule (K-2)
- Authentic classroom Listening, Speaking, Reading and Writing experiences and activities monitored through walkthroughs and lesson plans.
- Writing Journals picked up weekly. (Focus on student writing and teacher feedback)
- EB afterschool Summit Lab upcoming
- Extended day and After School tutorials 1st-5th grade (SE tutorials 3rd-5th)
- Student and teacher growth trackers.
- iReady implementation
- Imagine Literacy, Imagine Math & Math facts
- Lead4ward playlist activities. (Lesson plan documentation)
- Teacher and student data trackers

Actions already taken:

1. Begin Tutorial by the first week of 2nd six weeks with Highly at risk students utilizing previous STAAR, TPRI, & current grades to identify. (1st-5th grade)

2. Continue with Master schedule to provide define small group and intervention periods.

3. Implementation of Technology during small group, tiered instruction, tutorial, extended day. (Imagine Math, Literacy, iReady lab, etc)

4. Use of Failure/Attendance reports to drive instructional recommendations/decisions for all populations on campus.(RTI)

5. PLC Meetings geared toward Best Practices in the area of Reading, Math, Bilingual Ed. & Special Ed.

6. Instructional planning with **Instruction partners** on Text Complexity and teaching the full demand of the TEK in both Reading and Math. (collaborative planning with our teachers)

7. PD by Science, Math, Social Studies and ELA. Pending Bilingual Lead Teacher (STAAR 2.0, Resources, Curriculum Frameworks)

Special Education Target Plan

1. Co-Teach model for Resource Math Monday-Wednesday, Thursday and Friday pull out for scaffolding and reteach and testing.

2. Coordination between Gen. Ed and Sp. Ed. Teachers to address students strengths/weaknesses and progress in the classroom.

3. Lexia, Heggerty, My View Literacy to deliver instruction in Reading Resource Classes.

4. ARD meetings held to help identify areas of strengths and needs and to assist in developing appropriate IEPS.

5. Students will participate in After School Tutorial and Extended Day Programs.

6. Ensure students have access to manipulatives and accommodations for use in the classroom.