

San Benito Consolidated Independent School District

Dr. Raul Garza, Jr. STEAM Academy

2024-2025 Campus Improvement Plan



Mission Statement

****It is the mission of Dr. Raul Garza, Jr. STEAM Academy to provide a positive and nurturing environment along with a challenging curriculum that affords every student the opportunity to acquire academic and social skills required to mold them into responsible and productive lifelong learners****

Vision

****Our vision is to create a learning environment that elicits wonder, creativity, and innovation through an emphasis in Science, Technology, Engineering, Arts, and Mathematics to empower and prepare our students to become leaders of a greater tomorrow.****

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Comprehensive Needs Assessment

Revised/Approved: October 25, 2024

Demographics

Demographics Summary

Demographics:

Dr. Raul Garza, Jr. STEAM Academy is a traditional campus serving 451 students. We have students from Pre K to 5th grade, as well as students participating in the ACU Special Education Classroom and the Elementary Classroom Special Education (ECSE). Ethnic distribution is 98.8% Hispanic, 0.0% African American, 1.0% White, 0.0% American Indian, 0.0% Asian and 0.4% two or more races. At-risk data shows Economically Disadvantaged students as the top category with 80.6% of the population. English Learners make up 20.9% of the population. Special Education at STEAM Academy shows 12.5%. Mobility Rate is listed at 16.9% for the campus. Dr. Raul Garza, Jr. STEAM Academy is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.

Student Achievement

Student Achievement Summary

Student Achievement:

CIP Goal: Students will demonstrate exemplary performance in comparison to state standards in the areas of ELA/ Reading, Writing, Mathematics, Science, and in the understanding of Social Studies.

| | 3rd grade STAAR Reading: | 3rd grade STAAR Mathematics: |
|------------|--|--|
| Approaches | 69% | 60% |
| Meets | 29% | 18% |
| Masters | 14% | 5% |

| | 4th grade STAAR Reading: | 4th grade STAAR Mathematics: | 4th grade STAAR Writing: |
|------------|--|--|--|
| Approaches | 69% | 64% | 63% |
| Meets | 45% | 33% | 34% |
| Masters | 27% | 15% | 7% |

| | 5th grade STAAR Reading: | 5th grade STAAR Mathematics: | 5th grade STAAR Science: |
|------------|--|--|--|
| Approaches | 70% | 62% | 57% |
| Meets | 49% | 28% | 31% |

| | 5th grade STAAR Reading: | 5th grade STAAR Mathematics: | 5th grade STAAR Science: |
|---------|--|--|--|
| Masters | 34% | 16% | 11% |

Dr. Raul Garza, Jr. STEAM Academy used iStation Reading as well as Saxon Phonics for students struggling in reading and iStation Math for math based off the above referenced data. Additional time was utilized on iStation (K-5) and Dreambox (K-5) to help improve skills for our struggling students. We also provided after school tutoring based off of failing grades on the CFAs and report card grades. Small group and individualized instruction were a focus and helped the students to succeed.

Tutoring and related accelerated instruction will continue to address the at risk data. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section.

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Needs:

- Improved rigor and relevant instruction in Reading, Math, and Science to move toward student growth in all domains
- Improved documentation of tutoring and accelerated instruction participation and feedback, including entrance and exit criteria
- Effective research-based instructional materials to expand supplemental instruction and time
- Need supplemental materials for tutoring, and RTI. Classroom libraries need to be much stronger to meet the needs of all levels of readers as well as a stronger variety of genres.

District Culture and Climate

District Culture and Climate Summary

School Culture and Climate:

The Campus Improvement Team (CIT) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and SBCISD Board Policy. The CIT operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

Current campus efforts are in compliance with SBCISD guidelines. Data analysis includes review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

100% of the teachers and staff are committed to attend training in areas of content knowledge and technology. Dr. Raul Garza, Jr. STEAM Academy has also continued PBIS strategies and student recognition ceremonies.

Strengths:

- Implementation of Random Acts of Kindness (RAK) and PBIS
- CIT participation in campus climate and culture development and maintenance
- Student participation in after school clubs

Needs:

- Monitor attendance, discipline records and student participation in supplemental programs to document culture and climate improvements
- Maintain CIT documentation

School Culture and Climate

School Culture and Climate Summary (Continued)

After review of the data, which included discipline referrals, student incidents, and counseling referrals, it was determined that campus wide rules which have been in place for the past 11 years have brought consistency across grade levels and the campus has provided a positive environment for all students, with a total of 5 discipline referrals for the 2015 – 16 school year. Attendance rate for the campus was 97.2% (14-15 school year) and 97.0% for the 15 - 16 school year. A safe environment is provided for students by keeping all doors locked throughout the day; having all parents come in through the front doors and sign in at the office; and ensuring proper signing in and out procedures.

Plan of Action for the 2021 – 22 School Year:

After review of positive behavior interventions which have been in place for the past 15 years, all teachers and staff members on campus will continue to reinforce expectations in a consistent basis. Teachers will receive training on expectations, code red procedures, fire drill procedures, and the PBIS team will review plan every six weeks to make revisions or recommendations.

Attendance goal is to reach 98% for the school year through incentives such as ribbons, pizza parties through our food service department, play time, and contributions from local vendors. Perfect Attendance names will also be included in the campus newsletter. Ribbons for perfect attendance on a six weeks basis will be awarded to students for being present every day of each six weeks.

Students will be rewarded every six weeks for perfect attendance.

A safe environment will continue to be provided for students by keeping all doors locked throughout the day; having all parents come in through the front doors and sign in at the office; and ensuring proper signing in and out procedures. Staff will be provided a token of appreciation every six weeks for their efforts with students and for those having perfect attendance each six weeks. Tokens of appreciation (notes, food items, tangibles) will be provided to staff members to recognize their efforts on a biweekly basis, weekly time and funding permitting.

For the 2020-21 school year, 5 referrals for the year in grades Pre-Kinder - 5th grade were submitted to the assistant principal. In 4th grade, data reveals students actually acting out (hitting, punching).

All stakeholders will continuously model campus PBIS expectations to ensure an increase in positive behavior. Teachers will be consistent with parent communication related to behavioral expectations. Specific PBIS expectations will be reviewed routinely every three weeks to ensure consistency with implementation.

PBIS Parent session will be held to educate parents on discipline expectations on the campus, including not hitting and name calling.

Interventions will be set in place to increase appropriate behavior.

Procedures are in place to keep students staff (take off survey)

Traditions are strong on campus with activities such as the yearly Pumpkin Patch, Christmas at Garza, Field Day, Texas Public Schools Week, are well attended by parents. There is a culture of collaboration among teachers, and teachers feel welcomed at all times. There is support from administration in the areas of curriculum, behavior, needed supplies, and classroom environment.

District Culture and Climate Strengths

- Strengths include having a welcoming environment and friendly staff; a united school community; strong parental

involvement;administration which supports teachers; parents who support the staff and their children; resources within the classroom and on campus; strong traditions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

CIP Goal: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

Review of current training records show positive attendance and feedback from Dr. Raul Garza, Jr. STEAM Academy teachers. Professional development and training sessions have been expanded to include necessary preparation for Dr. Raul Garza, Jr. STEAM Academy. Sessions include:

- ICLE
- Lead4ward
- Google Certifications
- Microsoft Certifications
- MAP Growth Assessments Training

The Dr. Raul Garza, Jr. STEAM Academy CIT must review, plan and document a formal vote of approval for the campus training plan.

Strengths:

- Campus based training plan is well planned and implemented
- Eduphoria is utilized to track teachers' participation in District training
- Staff retention remains high
- 100% highly qualified

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Needs:

- Improve documentation on feedback and implementation of campus training plan
- Staff goal setting documentation reflects professional development plans

- Continue monitoring Eduphoria records for tracking District training
- Provide in house professional development through district instructional technologists

Curriculum, Instruction, and Assessment

Dr. Raul Garza, Jr. STEAM Academy will continue focusing adherence to TRS (Texas Resource System) and a more meaningful analysis of data to target areas of need. The STAAR assessment is closely tied to TRS core curriculum. In order to support TRS/district framework, we will add supplemental instructional resources for teachers. Dr. Raul Garza, Jr. STEAM Academy will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments at the end of the unit timeframe. At the end of the unit, a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success.

CIP Goal: Students will be encouraged and challenged to meet their full educational potential, with a well- balanced and appropriate curriculum provided to all students.

Strengths:

- Support for TRS based lesson planning from Instructional Focus Documents and implementation of instructional strategies
- Effective scientifically based researched materials to supplement teaching and learning efforts
- Continued focus on effective supplemental instructional materials
- Continued focus on district assessments data to drive instruction

Needs:

- Data Reviews at the 3, 6, and 9 week period for Progress Monitoring and instructional adjustments.
- Continued focus on TRS implementation and STAAR testing content and format

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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- Continued focus on TRS implementation and STAAR testing content and format

Family and Community Engagement

Family and Community Engagement Summary

The Campus Improvement Team (CIT) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIT by contacting Ms. Elsa Lambert, Principal at any time during the year.

CIP Goal: Parents and community members will be full partners with educators in the education of SBCISD students.

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Parent communication must include a shared commitment to maintain or increase student growth academically. The Dr. Raul Garza, Jr. STEAM Academy CIT identified two areas for CIP strategies:

- content tied to student achievement
- meaningful usage of parent and community feedback regarding quality of involvement activities.

Strengths:

- Parent Liaison offers orientation to all parents to resources available to monitoring student progress
- Parent Academic Nights are offered throughout the year
- Volunteer meeting and trainings are offered throughout the year
- Parent classes are offered on campus or through the Parent Involvement Center
- PTO
- Family and community participation in scheduled events
- Documentation of activities for better evaluation of efforts

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Needs:

- Home learning opportunities tailored to achievement data

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District Organization

District Organization Summary

School Context and Organization

Context and Organization for Dr. Raul Garza, Jr. STEAM Academy includes addressing data and customer feedback to support changes and improvements. The CIT also reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts. Dr. Raul Garza, Jr. STEAM Academy continues to operate as a traditional neighborhood school and implements a Title I School Wide Program.

Strengths:

- Active participation of parents in the CIC and PTO efforts

Needs:

- Improve documentation procedures for better feedback on campus operations

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Technology

Technology Summary

The campus Instructional Media Specialist trained teachers throughout the year to stay aligned with the Campus Professional Development Plan. Teachers were better equipped to utilize their new devices from the training they received and incorporate technology into their lessons.

Current campus efforts are documented as successful and in compliance with the SBCISD Technology Plan. Efforts will continue as currently designed. The CIT will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus professional development plan for technology usage in the classroom.

CIP Goal: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Strengths:

- Dr. Raul Garza, Jr. STEAM Academy is compliant with SBCISD Technology Plan
- Campus based Technology Specialists to help implement plan

Needs:

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- Monitor teacher compliance with Technology training and required hours
- Include Technology applications in the Campus Professional Development Plan involving implementation of new devices and programs

Demographics

Demographics Summary

Dr. Raul Garza, Jr. Elementary is located in the rural community of San Benito, Texas. Surrounded by a poverty stricken neighborhood on the north side and rich agricultural lands on the south. Our educational institution housed 451 students during the 2022-2023 school year. Due to a decline in enrollment distriwide, the campus was repurposed as a STEAM academy for the 2018-2019 school year.

The campus opened during the 2018-19 school year as a Science, Technology, Engineeringing, Arts, and Mathematics Academy. Enrollment went from 389 to 591, housing students from throughout the district and neighboring districts. Dr. Garza is a Title I campus, serving students ages 3 to 10, grades ECSE through 5th grade; 100% of our students qualify for a free lunch program. A rich curriculum focusing on TEKS, PBL, science, mathematics, engineering, and arts encompassing the academic and affective domains for all children, PPCD through fifth grade. Visitors will be enthralled by the beautiful murals on the walls and the positive, caring, and friendly attitude of all stakeholders. The high expectations held from the administration to the students has been the norm for the past 12 years, and has helped shape the culture and develop the high achievement in our students.

As per the 2021 State Accountability Report for Dr. Raul Garza, Jr. Elementary, 81.7% of students are identified economically disadvantaged; 21.8% are English Language Learners and the mobility rate is 6.2%. Our special education population is 34.5% identified with a cognitive disability; 27.3% identified with a physical disability; and 29.1% identified with autism. Ninety-nine percent (98.8%) of students are hispanic with only a 1.2% white population. The campus houses 2 administrators; 1 RTI teacher; 1 counselor; 29 classroom teachers, 3 of which are special education teachers; 2 resource teacher; 11 teacher assistants, 11 of which serve special education students; 1 physical education teacher; 1 fine arts teacher; and 1 librarian. The teaching staff is 100% Hispanic.

The current EB/ELL enrollment is 24.8%. The special education enrollment at our campus is well above the state and the district for both physical disabilities and autism rates. The campus has a 34.5% special education (physical disability) and a 29.1% (autism) population as compared to the state (14.1%) and the district (16.4%).

Staff Quality, Recruitment and Retention Strengths

After reviewing district and state guidelines, personnel TTESS reports and walkthroughs, and Teacher Data Certification records, it was identified that all staff currently teaching in their respective grade levels are considered highly qualified. Efforts to retain qualified teachers by the district include stipends for a masters degree; bilingual stipends; technology representative stipends; webpage tecnician stipend; bilingual Lead Teacher stipend; and tutorials.

Plan of Action for the 2022-2023 School Year: Staff Quality, Recruitment and Retention Strengths. The campus will hire only instructional staff that is highly qualified and certified in the area they have been assigned to.

GOALS for the 2022-2023 School Year

Reading

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Reading

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Reading

30% of students in 3rd-5th Grade will Master Standard on the STAAR Reading

Math

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Math

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Math

30% of students in 3rd-5th Grade will Master Standard on the STAAR Math

Writing

90% of students in 4th Grade will Approach Standard the STAAR Writing

60% of students in 4th Grade will Meet Standard on the STAAR Writing

30% of students in 4th Grade will Master Standard on the STAAR Writing

Science

90% of students in 5th Grade will Approach Standard the STAAR Science

60% of students in 5th Grade will Meet Standard on the STAAR Science

30% of students in 5th Grade will Master Standard on the STAAR Science

Demographics Strengths

Strengths: Continue to meet the highest accountability rating of Meets Standards

Strengths of the campus include the viable curriculum presented on a daily basis to all students, along with the differentiation provided to those students needing extra assistance. RTI is available to all students who are not being academically successful, who have low attendance; who have emotional problems, or who are a behavior concern. Programs include TRS, bilingual education, gifted and talented education, migrant services, and special education.

Students have the opportunity to participate in enrichment clubs such as rock band, chess, choir, gardening, rocketry, robotics, birding class, drones, dance and art. Students are also able to access Accelerated Reader, Marker Spaces, Istation, an engineering lab, Mineraft Education, a science lab and the EIE curriculum. A rich curriculum that fosters positive relationships among all is reinforced on a daily basis by all stakeholders. Students learn to give back to their community through the Turkey Race every November, where students have raised up to \$1,79600 to donate to the FoodPantry; they have donated items to different organizations such the the Human Society, Loaves and Fishes, Sunny Glen, Paws and Strides, and a number of nursing homes.

Other Strengths:

1. Low Teacher Turnover
2. Strong traditions and culture
3. Campus continues to Meet Standard on STAAR
4. Improvement on Index 4 over the last 3 years

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the increase in enrollment thus an increase in teachers/staff coming from various backgrounds and experiences, the culture and expectations must be solidified and validated with all stakeholders.

Root Cause: Clear and continuous communication of expectations will be conducted on a daily basis over the intercom, in written form as CKH, and through modeling from teachers and staff.

Student Learning

Student Learning Summary

A review of the curriculum utilized during the 2021– 22 school year indicated the use of TEKS Resource System; YAG; MHM, SAAVAS; Istation, and state adopted textbooks. Campus Formative Assessments (CFAs) were administered every six weeks and scores were reviewed with staff. A district benchmark was administered in February for grades 3rd – 5th. NWEA Map Growth tests were used for baseline and student progress data at the BOY, MOY, EOY.

Areas identified as strengths were the YAG, implementation of NWEA and the use of reports, and teacher enrichment activities. The students participate in the Accelerated Reader program and are required to read books at their reading level and meet the weekly goals for their grade level. Administrators review their reading logs every week and provide feedback to the teachers.

Teachers in K - 5th grade utilize Eduphoria to create assessments every 3 weeks. Scores are disaggregated and students are regrouped based on these scores. All teachers are self contained with the exception of fifth grade. Fourth grade teachers submit writing samples every 2 weeks and provide vocabulary experiences prior to writing with students.

Areas of need included math strategies utilized; lack of special education program materials for practicing online testing and a lack of bilingual materials to help transition students into English. Time was a factor for the bilingual classrooms as teachers are expected to teach reading in both English and Spanish to address student needs.

Prekindergarten and ECSE teachers utilize the OWL Curriculum for daily instruction. CIRCLE is utilized to assess students 3 times a year and scores are reviewed for grouping students. Teachers receive staff development for prekindergarten through CLI Engage online.

Academic Progress:

Student achievement had increased in all areas from 2018 to 2019, but then decreased in 2021 due to COVID19. Academic progress again was attained post COVID in 2022.

At the beginning of the year, our campus was recognized as having earned an accountability rating of an A and for having earned 5 distinctions in ELA/Reading, Math, Science, Post Secondary Readiness, and Closing the Gaps.

STAAR Results

Reading 2019

Third Grade: 82%

ELL 57%

Sp. Ed. *

Eco. Dis. 77%

Fourth Grade: 94%

ELL 74%

Sp Ed *

Eco. Dis. 93%

Fifth Grade: 88%

ELL 83%

Sp Ed *

Eco. Dis. 86%

Math 2019

Third Grade: 89%

ELL 79%

Sp. Ed. *

Eco. Dis. 85%

Fourth Grade: 91%

ELL 87%

Sp. Ed. *

Eco. Dis. 91%

Fifth Grade: 91%

ELL 86%

Sp. Ed. *

Eco. Dis. 90%

Science 2019

Fifth Grade: 84%

ELL 86%

Sp. Ed. *

Eco. Dis. 82%

Reading 2021

Third Grade: 67%

ELL 64%

Sp. Ed. *

Eco. Dis. 64%

Fourth Grade: 68%

ELL 71%

Sp Ed *

Eco. Dis. 64%

Fifth Grade: 77%

ELL 54%

Sp Ed *

Eco. Dis. 69%

Math 2021

Third Grade: 59%

ELL 61%

Sp. Ed. *

Eco. Dis. 60%

Fourth Grade: 65%

ELL 65%

Sp. Ed. *

Eco. Dis. 63%

Fifth Grade: 62%

ELL 62%

Sp. Ed. *

Eco. Dis. 57%

Science 2021

Fifth Grade: 57%

ELL 31%

Sp. Ed. *

Eco. Dis. 46%

Reading 2022

Third Grade: 82%

ELL 69%

Sp. Ed. *

Eco. Dis. 81%

Fourth Grade: 73%

ELL 78%

Sp Ed *

Eco. Dis. 73%

Math 2022

Third Grade: 73%

ELL 50%

Sp. Ed. *

Eco. Dis. 71%

Fourth Grade: 65%

ELL 70%

Sp. Ed. *

Plan of Action for the 2022-23 School Year

The campus will implement Amplify for all students across the grade levels, K – 5th grade; utilize AR as a means to improve reading comprehension and fluency; continue implementation of SAXON phonics consistently across grade levels, specifically in bilingual classrooms; provide intense, individual instruction for students who score below grade level on the Amplify and NWEA Map assessments at the beginning of the school year; provide TIER II Math instruction daily for students who are performing below grade level on Amplify and NWEA Map; use data walls and monitoring systems to have student accountability for their learning and progress; develop grade level calendars for TEKS instruction to assist teachers in mapping their teaching; utilize PLC time for review of data, review of lessons (teachers teaching teachers), and reviewing TEKS as priority.

Tutorials focusing on all students will be provided starting October 2022 for 2 days out of the week. The After School Program will enhance the instructional program by reading with students, providing math lessons via computerized programs, and providing writing lessons. Students will also be exposed to experiences through field trips, per grade level and as a campus, designed to enhance vocabulary and writing skills.

GOALS for the 2022-23 School Year

Reading

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Reading

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Reading

30% of students in 3rd-5th Grade will Master Standard on the STAAR Reading

Math

90% of students in 3rd – 5th Grade will Approach Standard the STAAR Math

60% of students in 3rd – 5th Grade will Meet Standard on the STAAR Math

30% of students in 3rd-5th Grade will Master Standard on the STAAR Math

Science

90% of students in 5th Grade will Approach Standard the STAAR Science

60% of students in 5th Grade will Meet Standard on the STAAR Science

30% of students in 5th Grade will Master Standard on the STAAR Science

Student Learning Strengths

The campus continues to meet the highest accountability rating of the state of Texas.

Students continue to make gains academically as evidenced by the scores improving post COVID.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Education students in Resource or Inclusion scored at a 60% overall. Students taking the STAAR ALT have an 90% or higher passing rate.

Root Cause: Students' cognitive deficiencies will be addressed through addressing their IEPs with the prerequisite skills required to gain grade level fluency.

Problem Statement 2 (Prioritized): Our reading/math/science scores are still in need of improvement. Even though there was considerable gains from the 2021 to the 2022 school year, the goal for 2022-23 is that students score at the 90% or above.

Root Cause: Economically Disadvantaged students come from single family homes, homes located in a high poverty area, and have a lack of access to resources available in the community. .

Problem Statement 3 (Prioritized): ELLs across all grade levels scored at a 60% passing rate on STAAR reading and a 79% STAAR Math; with scores in 3rd - 5th increasing by only 10 points in the last year.

Root Cause: Students in the early grades need to receive intensive phonics, comprehension, and fluency practice through research based practices and programs.

School Processes & Programs

School Processes & Programs Summary

The goal at Dr. Raul Garza, Jr. Elementary is to provide an education which will serve as a springboard to higher education. Students are instructed using the TEKS Resource System as their base curriculum with supplemental lessons and activities from the elementary adoptions and curriculum; Teachers Pay Teachers, STAAR Resources, teacher created material, and other high quality instructional materials (HQIM).

Beginning with announcements at 7:40 a.m. daily, everything centers around instruction. Students receive a powerful launch (meaningful quote), along with daily announcements, in addition to reciting the Pledge of Allegiance and Salute to the Texas flag, lunch menu, and birthdays. From here, teachers then take on the responsibility of providing hands on instruction in math, reading, science, social studies, and writing; providing TIER II and TIER III instruction 30 minutes and 45 minutes; weekly usage in Amplify reading and other digital platforms beneficial to student success; Physical Education 3 times a week; library lessons and counseling lessons 45 minutes every other week; and fine arts once a week for 45 minutes. Students participate in the Accelerated Reader program and are required to read and test 5 books weekly or 1 chapter book a week from 1st - 5th grade. Beginning the second semester, kindergarten children are also required to read and test on AR. Student keep their data graphs current documenting their scores and keeping track of their goals at the beginning of every month.

Goals are communicated to staff through our weekly PLCs; faculty meetings; and monthly bulletin. Teachers create assessments every 3 weeks focusing on the TEKS taught and then review the data to make informed decisions in their teaching. TEKS are reassigned a time frame if students did not master them or they have proven to be too difficult for children. They are then reassessed to make sure mastery is obtained.

Administrators maintain an open door policy to ensure communication is constant for the success of children. PLC time is utilized to review lesson plans, review activities, review the IFDs and ensure teachers understand the TEKS; and to create activities, time permitting. Teachers also have a 45 minute planning period where they meet with parents, plan for instruction, review data, grade, observe other teachers, and attend professional development, if need be. Teachers are allowed to order any material they feel is necessary for the instruction in their classroom and for the successful implementation of their lesson. Class Dojo is utilized to inform parents of progress and student activities.

A campus Facebook page, Webpage, Twitter, and Instagram are utilized to keep parents informed of activities taking place on the campus. The SchoolMessenger (automated) is used to send messages to the parents and our Marquee promotes special events or announces campus, teacher, and student accomplishments. Monthly safety fire drills are conducted as well as other safety drills once a semester. All visitors are encouraged to sign in at the office and all doors (interior and exterior) are kept locked for the protection of students and staff.

Technology Strengths

After review of data alongside the technology representative and the SBDM, a need for upgraded computers in the lab was identified. We currently have a Minecraft Lab that we will soon be transitioning to a VR/Esports Lab. Currently, we have a one to one initiative in all grade

levels. There is an Epson projector in all classrooms, a projector in the cafeteria and the library.

Plan of Action for the 2022 – 23 School Year: After review of Technology Hardware and Software Inventories, hardware will be purchased to begin replacing and transitioning the computer lab. The level of technology integration in classrooms by teachers and students will be increased to show at least 1 project per semester by students. New software for TEKS instruction will be purchased to improve math scores. The campus will purchase additional specialized projectors for instruction conducted by the physical education department and the counseling department, and for the conference room.

School Processes & Programs Strengths

Areas identified as strengths were the YAG and teacher enrichment activities. The TEKS Resource system has ensured consistency across the district and across the campus. Utilizing the IFDs has assisted teachers in identifying the misconceptions, in determining the prerequisites by reviewing the Vertical Alignment, and in reading through a lesson if they need that support. Professional Learning Communities (held daily by grade level) will continue to be implemented; Vertical team meetings will be held once each semester to review, regroup strategies, and share ideas. RTI meetings will continue to address the needs of students and ensure their success. Teachers will continue to assess students every 3 weeks utilizing Eduphoria for creating their assessments.

Strengths

Campus conducts PLC Meetings with each grade level once weekly and an agenda is set the weekend before.

Dr. Raul Garza, Jr. STEAM Academy offers a full day Prekindergarten

BOY, MOY, and EOY assessments are administered and used for data and instruction.

Interruptions to the instructional day are kept to a minimum.

Safety drills are performed monthly (Fire Drills) and by semester (Other Safety Drills)

Open Door Policy for administrators on campus

Technology Strengths:

All classroom teachers have an Epson Smart Projectors

A daily schedule is in place for students to use the digital platforms, such as Amplify, Robotify, etc.

A daily schedule is in place for the engineering room.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are struggling to develop hands on activities and implement a rich, rigorous curriculum due to the lack of time.

Root Cause: Modify the schedule to see if there is any other alternative and/or train staff on integrating subjects and skills.

Perceptions

Perceptions Summary

School Culture and Climate

School Culture and Climate Summary (Continued)

After review of the data, which included discipline referrals, student incidents, and counseling referrals, it was determined that campus wide rules which have been in place for the past 17 years have brought consistency across grade levels and the campus has provided a positive environment for all students, with a total of 5 discipline referrals for the 2021-2022 school year. Attendance rate for the campus was 94.53% (20-21) school year) and 99.42% for the 20-21 school year, a drop of 4.89. A safe environment is provided for students by keeping all doors locked throughout the day; having all parents come in through the front doors and sign in at the office; and ensuring proper sign in and out procedures for all parents and students.

Plan of Action for the 2022-2023 School Year:

After review of positive behavior interventions which have been in place for the past 17 years, all teachers and staff members on campus will continue to reinforce expectations in a consistent basis. Teachers will receive training on expectations, code red procedures, fire drill procedures, and the CKH team will review plan every six weeks to make revisions or recommendations.

Attendance goal is to reach 98% for the school year through incentives such as perfect attendance dog tags, pizza parties through our food service department, play time, and contributions from local vendors. Perfect Attendance names will also be included in the campus newsletter. Students will also have the opportunity to have their name drawn at a campus Perfect Attendance drawing per six weeks, incentives provided by the district.

A safe environment will continue to be provided for students by keeping all doors locked throughout the day; having all parents come in through the front doors and sign in at the office; and ensuring proper signing in and out procedures. Staff will be provided a token of appreciation every six weeks for their efforts with students and for those having perfect attendance each 9 weeks. Tokens of appreciation (notes, food items, tangibles) will be provided to staff members to recognize their efforts on a biweekly basis, weekly time and funding permitting.

For the 2021-2022 school year, 5 referrals for the year in grades Pre-Kinder - 5th grade were submitted to the assistant principal. First grade data reveals students were using inappropriate words (threat, language). In 4th grade data reveals students actually acting out (hitting, punching). Fifth grade data reveals extreme foul language.

All stakeholders will continuously model campus CKH expectations to ensure an increase in positive behavior. Teachers will be consistent with parent communication related to behavioral expectations. Specific CKH expectations will be reviewed routinely every three weeks to ensure consistency with implementation.

CKH Parent session will be held to educate parents on discipline expectations on the campus, including not hitting and name calling.

Interventions will be set in place to increase appropriate behavior.

Procedures are in place to keep students staff

Traditions are strong and well attended on campus with activities such as the yearly Pumpkin Patch, Christmas at Garza, Field Day, Texas Public Schools Week. There is a culture of collaboration among teachers, and teachers feel welcomed at all times. There is support from administration in the areas of curriculum, behavior, needed supplies, and classroom environment.

Family and Community Engagement

As per sign in sheets, agendas, volunteer hours, and calendar for the 2022-2023 school year (first semester), we will note that the campus will have a substantial number of parents attending socials for students, such as the Thanksgiving Dinner, Literacy Night, Texas Public Schools Week Moms and Dads events, Parent Sessions, and Bi Yearly Open Houses. Based on the district volunteer hours for the year, it was noted that efforts from the prior year exceeded our expectations. Parents hours documented are expected to be 2,000+ for the year.

Plan of Action for the 2022-2023 School Year

Parental Engagement will be made a priority through scheduled monthly Parent Sessions where information on topics such as testing, bullying, Title I, Responsibility, Nutrition, Literacy will be addressed with parents. Choirs, theater groups, and art club will perform monthly to ensure parent participation. Notices for all events that have been scheduled will be sent to parents in a timely manner and posted on the campus social media as a source of information. All hours of volunteer work will be documented to ensure the campus has at least 3,000 hours of volunteer time for the year. All parental engagement activities will be scheduled on the yearly calendar and evidenced by sign in sheets and agendas

Perceptions Strengths

- Strengths include having a welcoming environment and friendly staff; a united school community; strong parental involvement; administration which supports teachers; parents who support the staff and their children; resources within the classroom and on campus; strong traditions
- Volunteer hours that exceed 2,000+

Events attended by a large percentage of parents

Parents are welcomed at the campus at all times

Campus Participation in: Homecoming Parade; Christmas Parade, Heavin Trail Christmas Event; Veteran's Day Ceremony, Book Fairs, Career Fair, College Fair, After School Program Presentations, Pre-Kinder Showcase, Valley Art Contests, Kinder Promotion Ceremony; Fifth Grade Promotion Ceremony; Awards Assemblies, etc.

Teachers utilize ClassDojo as part of their communication with parents

The campus maintains a current Campus Facebook and Webpage, Twitter, and Instagram

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Involving and educating our community on what a STEAM Academy will mean for their children and our neighborhood.

Root Cause: Increase communication with the community about the benefits of STEAM through various forms of social media, meetings, through our parent center, and through written communication.

Priority Problem Statements

Problem Statement 1: Special Education students in Resource or Inclusion scored at a 60% overall. Students taking the STAAR ALT have an 90% or higher passing rate.

Root Cause 1: Students' cognitive difficiencies will be addressed through addressing their IEPs with the prerequisite skills required to gain grade level fluency.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: ELLs across all grade levels scored at a 60% passing rate on STAAR reading and a 79% STAAR Math; with scores in 3rd - 5th increasing by only 10 points in the last year.

Root Cause 2: Students in the early grades need to receive intensive phonics, comprehension, and fluency practice through research based practices and programs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Due to the increase in enrollment thus an increase in teachers/staff coming from various backgrounds and experiences, the culture and expectations must be solidified and validated with all stakeholders.

Root Cause 3: Clear and continuous communication of expectations will be conducted on a daily basis over the intercom, in written form as CKH, and through modeling from teachers and staff.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our reading/math/science scores are still in need of improvement. Even though there was considerable gains from the 2021 to the 2022 school year, the goal for 2022-23 is that students score at the 90% or above.

Root Cause 4: Economically Disadvantaged students come from single family homes, homes located in a high poverty area, and have a lack of access to resources available in the community. .

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2024-2025 school year.

Performance Objective 1: By May 2024, 90% (campus) of all students, with a concentrated effort on all special populations (ELL, Migrant, Special Education and GT) , will meet established standards on the state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Kindergarten through 2nd grade teachers will provide a minimum of 90 minutes of uninterrupted daily instructional time with 3 - 4 flexible groups, each focusing on phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension development using the state adopted reading curriculum, Amplify and Progress Learning respectively.</p> <p>Strategy's Expected Result/Impact: An increase in students' performance on Amplify, NWEA and District level assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - State Compensatory Education (SCE), - 211 - Title I, Part A</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| <p>Strategy 2: Teachers will engage students in differentiated instructional strategies to support learning through the use of academic vocabulary word walls, sight vocabulary through exposure to Fry words, accelerated reader to monitor reading comprehension and Blast Off to monitor fluency, phonics readers to reinforce sounds, fluency probes for fluency and comprehension, and the incorporation of comprehension skills throughout the curriculum with emphasis on reading skills upon return to face to face instruction.</p> <p>Strategy's Expected Result/Impact: Increased levels in AR Reading Scores and number of books read per six weeks.</p> <p>Increased levels of performance in phonemic awareness, phonics skills, vocabulary, fluency and reading comprehension.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - State Compensatory Education (SCE)</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  75% | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Students in 3rd-5th grade will engage in a TEKS based curriculum lessons that are supported with HMH & SAAVAS. Teachers will use the TEKS Resource System as resource to develop lesson plans in order to master grade level TEKS by following the YAG and timelines for Reading, Math, Writing, Science, and Social Studies</p> <p>Strategy's Expected Result/Impact: Summative- Increased scores on Campus and District Benchmarks, STAAR Results, Weekly Assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  85% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2024-2025 school year.

Performance Objective 2: 100% of students will have access to instructional technology in the classroom on a daily basis throughout the 2024-2025 school year.

Evaluation Data Sources: Technology contract report to ensure each student has access to a device.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will use technology in the classroom to support both teaching and learning. Students will use computers and iPads to log in to Amplify, Progress Learning, Writable, HMH Ed, Nearpod, Flipgrid, Classkick, Education Galaxy, Robotify and other technologies to reinforce TEKS in their daily lessons.</p> <p>Strategy's Expected Result/Impact: An increase in students' ability index score and the number of students in TIER I based on Istation Test Results, CIRCLE, TX-KEA, TPRI</p> <p>An increase in student performance scores on Weekly Assessments, Campus and District Benchmarks, and STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, and Teacher Assistants</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 2: Teachers and staff will report any non working equipment to administrators to ensure they have working equipment at all times. Teachers will also submit tickets for any equipment not properly working.</p> <p>Strategy's Expected Result/Impact: Working technology in classrooms Technology Tickets</p> <p>Staff Responsible for Monitoring: Classroom Teachers campus Tech Rep</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Purchase new HDMI cords, projectors, document cameras(lady bugs) to replace and support technology already on campus.</p> <p>Strategy's Expected Result/Impact: Student achievement in all areas from Prek - 5th grade</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will recruit, develop, and support effective teachers, administrators and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2024-2025 school year.

Performance Objective 1: Quality professional development will be provided to all instructional staff thus ensuring teacher and student success.

Evaluation Data Sources: Staff development attendance, surveys, and feedback

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will attend staff development in the areas of differentiated instruction, TEKS resource system, STEM instruction, writing instruction, and special education, gifted and talented, bilingual education, and special programs in order to better serve our student population and increase student achievement.</p> <p>Strategy's Expected Result/Impact: STAAR scores CIRLCE, Amplify results</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The campus will build and maintain a positive school culture through activities that promote high morale, including team building activities through faculty meetings and PD designated days.</p> <p>Strategy's Expected Result/Impact: Surveys: A safe and positive environment to help retain staff.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 3: Teachers will participate in Professional Learning Communities, Instructional Faculty Meetings, and Vertical Team meetings to enhance quality of instruction.</p> <p>Strategy's Expected Result/Impact: Increased networking between teachers increased student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will recruit, develop, and support effective teachers, administrators and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2024-2025 school year.

Performance Objective 2: By June 2025, 100% of all teachers including area of specialty (fine arts, librarian, counselor, p.e. coach) will attend staff development that focuses on the areas of math, reading, writing, science, rigor, TEKS, TRS, and best practices in specialty areas towards the differentiation of instruction for all learners.

Evaluation Data Sources: Surveys, Feedback, Sign In Sheets,

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Teachers will actively engage in professional development activities to integrate into their daily instruction including, but not limited to ESL strategies, STAAR strategies, Early intervention strategies, TEKS, TELPAS testing, Special populations cluster meetings, TMEA conference, technology conference, TRS training, PBL, Saxon Phonics, Heggerty (K - 2nd), Writable, HMH Ed, Amplify, SAAVAS, Progress Learning, etc.</p> <p>Strategy's Expected Result/Impact: Teachers are expected to acquire the training needed to enhance their teaching skills in order for students to be successful on STAAR, Amplify, NWEA, CIRCLE and end of year testing.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 2: All teachers teaching Gifted and Talented students will have their 30 hours of GT training plus their 6 hour update. Administrators and GT Coordinator will also receive a 6 hour update.</p> <p>Strategy's Expected Result/Impact: All teacher teaching GT students will have their certification</p> <p>Staff Responsible for Monitoring: GT Coordinator Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 1: By June 2025, 100% of students will develop College and Career readiness skills through project based activities for all students in grades K - 5th Grades.

Evaluation Data Sources: Lesson Plans, Presentation of Project Based Units

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|------------------|
| <p>Strategy 1: Students in K - 5th grade will create a project during the second semester based on a unit of study.</p> <p>Strategy's Expected Result/Impact: Completed Projects</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college -</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Students will explore different career paths and universities through weekly counseling sessions.</p> <p>Strategy's Expected Result/Impact: Students will be able to select their Career Choice</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will provide engaging academic, CTE and extra-curricular programs to prepare 100% of its students to graduate college, career, or military ready.

Performance Objective 2: Students will have the opportunity to listen to speakers from higher education, including students at the high school level, college professors, and community professionals in order to widen their perspectives on college.

Evaluation Data Sources: Raptor Sign In Sheets
 Agendas for Presentations
 Google Meet recording of visit, if applicable

| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Students from the high school level who are in dual enrollment classes or AP classes will be asked to speak to our 3rd - 5th grade students in order to provide a view of the preparation required for future courses.</p> <p>Strategy's Expected Result/Impact: Students will understand requirements, work habits, and expectations as a focal point towards meeting a college path</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Career day will be held the 1st week of May and students will have the opportunity to visit different sessions and learn careers, their requirements and roles and responsibilities.</p> <p>Strategy's Expected Result/Impact: Survey Students will create a Thinking Map based on the knowledge they gained from the presentation</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 1: By June 2025, Dr. Raul Garza, Jr. STEAM Academy will increase positive communication with all stakeholders, logging all communication on Branching Minds platform.

Evaluation Data Sources: Discipline Referrals, Counselor Lesson Plans, SCUTA reports, Branching Minds

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 1: The campus will host special assemblies and virtual activities that focus on anti-drug message (Red Ribbon Activities).</p> <p>Strategy's Expected Result/Impact: Will build an awareness in students to enable them to make proper choices. Reduction in Referrals</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A, - 461 - Campus Activity Fund</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: As a means to promote violence prevention, safety, and a climate of anti-bullying, students will receive weekly counseling sessions focused on citizenship, respect, friendship, ect. The curriculum will be provided to all students to ensure learning of trustworthiness, respect, responsibility, caring, fairness, and citizenship, in order to build self-esteem, values, and encourage positive personal choices.</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals as compared to prior year.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 3: Campus counselor will provide students session on coping skills to de-escalate a situation.</p> <p>Strategy's Expected Result/Impact: Students making the right choice when confronted with difficult situations</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 - State Compensatory Education (SCE), - 265 - Title IV, Part A</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: All staff members will be trained in the proper discipline management techniques and will utilize a positive behavior intervention program. Any new teacher will be fully trained in the program. (CPI)</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals as compared to prior year.</p> <p>CPI Certificaion</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 265 - Title IV, Part A, - 255 - Title II, Part A, TPTR</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Classroom expectations will be consistent across the campus. Expectations will be displayed in all classrooms and reviewed with students via virtual instruction and upon return to face to face instruction.</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals as compared to prior year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I, Part A</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 6 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 6: Daily morning announcements will be done by staff to promote daily words of wisdom to and encourage nonviolence and good choices. We will use the CKH launches.</p> <p>Strategy's Expected Result/Impact: Reduction in referrals</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 4: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will continually provide all students and staff a safe and drug-free environment that is conducive to learning in person and/or virtually when needed.

Performance Objective 2: By June 2025, Dr. Raul Garza, Jr. STEAM Academy will maintain a 96% or higher attendance rate.

Evaluation Data Sources: Attendance Reports, 9 week incentive.

| Strategy 1 Details | Reviews | | | |
|---|--|------------|------------|------------------|
| <p>Strategy 1: Students with perfect attendance as per PEIMS will be rewarded with a trophy at the end of the year and incentives at the end of every six weeks donated/acquired from community partners.</p> <p>Strategy's Expected Result/Impact: Daily attendance rates will increase.</p> <p>Staff Responsible for Monitoring: Principal, Perfect Attendance Committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 265 - Title IV, Part A, - 199 - State Compensatory Education (SCE)</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Classroom teachers will make contact with parents of students who are absent for that day. Calls will be documented on Branching Minds for administration to view.</p> <p>Strategy's Expected Result/Impact: Daily attendance rates will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teachers(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 3: The PEIMS clerk and/or classroom teacher will notify the principal when a student has 2 unexcused absences so that Truancy Prevention Measures (TPM) can be started with parent and student.</p> <p>Strategy's Expected Result/Impact: Daily attendance rates will increase.</p> <p>Staff Responsible for Monitoring: Principal, PIEMS clerk, Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: The Attendance Committee will establish dates, prizes, rewards, and criteria for determining which students qualify for perfect attendance for recognition.</p> <p>The Attendance Committee will work with the district Food Service Department to provide pizza parties for students with perfect attendance each six weeks.</p> <p>Strategy's Expected Result/Impact: Daily attendance rates will increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Teacher(s), Perfect Attendance Committee, PIEMS clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 - General Fund, - 265 - Title IV, Part A, - 199 - State Compensatory Education (SCE)</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 5 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 5: PEIMS Clerk will coordinate efforts with the Family and Community Engagement Liaison to review student attendance and make contact with parents of students who have more than 2 absences.</p> <p>Strategy's Expected Result/Impact: Daily attendance rates will increase.</p> <p>Staff Responsible for Monitoring: PIEMS clerk, Family and Community Engagement Liaison, Principal, Assistant Principal(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 5: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2024-2025 school year.

Performance Objective 1: By May 2025, the campus will promote and increase parental involvement volunteer hours by 25% to help enhance each student's social, emotional and academic well being.

High Priority

Evaluation Data Sources: Documented Volunteer Hours

Parent Contact Logs

FACE-Sign In Sheets

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: A parental involvement group will be established and meet at the parent center/virtually on a weekly basis to increase school-to-home and home -to-school communication, which will allow parents to collaborate and play an important and positive role in their child's education.</p> <p>Strategy's Expected Result/Impact: Summative - Parent Sign in sheets</p> <p>Impact: Increase parental involvement and increase in student learning</p> <p>Staff Responsible for Monitoring: Family and Community Engagement Liason School Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 2: 2. The campus will host a Title One and "Meet the Teacher Night" to promote the collaboration of families and teachers and to enhance parent communication. Expectations, homework, discipline guidelines, testing etc. will be discussed.</p> <p>Strategy's Expected Result/Impact: Summative - Meet the Teacher Night Parent sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Parents will be invited to special events such as, but not limited to STEAM Night, open house during Texas Public Schools Week, First Responders and Veterans ' Day Ceremony, Christmas Program, Thanksgiving and Christmas Luncheons, etc.</p> <p>Strategy's Expected Result/Impact: Summative - Parent Sign-In Sheets for each event, number of tickets sold for luncheons</p> <p>Staff Responsible for Monitoring: Parent Educators, Principal, Assistant Principals, Teachers, Teacher Assistants</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |

| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 4: The campus ensures that families with different language backgrounds are able to access important information (through newsletters home, etc.) in a language they can understand regarding their child's academic progress, social progression, and upcoming events, socials and parent gatherings.</p> <p>Strategy's Expected Result/Impact: Summative - Copies of newsletters, Facebook posts, Instagram posts</p> <p>Staff Responsible for Monitoring: Principal technology reps</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Campus activities and important communications will be displayed on the school marquee.</p> <p>Strategy's Expected Result/Impact: Summative - Marquee display to communicate important events and activities.</p> <p>Staff Responsible for Monitoring: Custodial Staff, Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 5: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of the 2024-2025 school year.

Performance Objective 2: By May 2025, the campus will maintain open communication with parents and the community via Facebook, school website, class dojo, written notes, and voice messages for all events.

Evaluation Data Sources: Postings of events, copies of written communications, Class Dojo, Facebook posts, Instagram postings.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Events will be posted on the different forms of social media to promote activities, student performances, and important upcoming events.</p> <p>Strategy's Expected Result/Impact: Summative: Families following on social media platforms</p> <p>Increased parental communication and attendance at events.</p> <p>Staff Responsible for Monitoring: Technology Rep.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 6: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

Performance Objective 1: Actively monitor safety protocols with staff and students through drills and daily door checks.

Evaluation Data Sources: Red Binder
 safety logs
 Audit feedback

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Campus Administration and Campus officer conduct multiple door checks daily to ensure the safety and welfare of students and staff. Maintain an updated safety binder. Mitigate concerns by being proactive in taking corrective measures to ensure safety.</p> <p>Strategy's Expected Result/Impact: Mitigate safety concerns</p> <p>Staff Responsible for Monitoring: Administration Campus PD Custodians</p> <p>Title I: 2.4, 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Dec | Mar | May | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 6: SBCISD/Dr. Raul Garza, Jr. STEAM Academy will provide a safe, clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

Performance Objective 2: All visitors must clear the Raptor system before entering the campus. In addition, all drills and communication is shared to staff and district personnel through the Raptor alert system.

Evaluation Data Sources: Raptor alert
Sign- in reports

Campus Funding Summary

| 199 - State Compensatory Education (SCE) | | | | | |
|--|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 4 | 1 | 3 | | | \$0.00 |
| 4 | 2 | 1 | | | \$0.00 |
| 4 | 2 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 199 - General Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | | | \$0.00 |
| 4 | 2 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 2 | 1 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 5 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 - Title II, Part A, TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

| 265 - Title IV, Part A | | | | | |
|----------------------------|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 3 | | | \$0.00 |
| 4 | 1 | 4 | | | \$0.00 |
| 4 | 2 | 1 | | | \$0.00 |
| 4 | 2 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 461 - Campus Activity Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |